

THE HEBREW UNIVERSITY OF JERUSALEM

**DEPARTMENT OF ISLAMIC AND MIDDLE EASTERN
STUDIES**

SELF-EVALUATION PROCESS

DECEMBER 2009

Executive Summary

The foundations of the field of Islamic and Middle Eastern Studies in Israel were laid at the Hebrew University of Jerusalem in the 1920s. Since its very beginning, the Department of Islamic and Middle Eastern Studies has striven to pursue excellence. Its graduates have served as cadres for many positions in the four other Israeli universities, research institutions and governmental agencies. The department's faculty members, many of whom receiving worldwide academic acclaim, are an integral part of the international scholarly community. Currently, it is the largest department in the Faculty of Humanities in terms of the number of students – a reflection of its ability to attract students. The department's mission in the realm of B.A. studies is to acquaint the student with the major events and processes that shaped the history and culture in the broadest sense of Muslim civilizations, particularly in the greater Middle East. The study of area languages (particularly Arabic, but also Persian and Turkish) is considered crucial within this learning process. In the realm of M.A. studies, and particularly the Ph.D. the aim is to train professional scholars of the Islamic world to conduct their own independent research based on the study of primary sources. In addition, both B.A. and M.A. studies endeavor to encourage critical thinking, creativity and originality. In recent years, the B.A. and M.A. curricula have been revised in order to meet the changes in the field and the need to confront the historiographical and interdisciplinary challenges. Yet, the department has been suffering from serious problems: the number of its tenured and tenure-track faculty members declined by about one-third in a decade. At the same time, the "soft" budget, allocated for adjunct teachers, has been cut by two-thirds in the same period. The significance of this unfortunate development is that the department faces great difficulties in achieving its desired goals. In more concrete terms, the results are a "thinner" program offered to the student, larger classes and greater burden in general on the faculty member on the expense of his/her research work. The major challenge facing the department at present, therefore, is how to meet the stated goals – if possible at all – with the reality of declining resources.

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 over-all 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:

- 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.

- Edmund 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.
- 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.
- 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).
- 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 3 degrees:

Students of the Hebrew University (2009)			
1st degree	2nd degree	Ph.D	Total
11,540	6,598	2,615	22,871

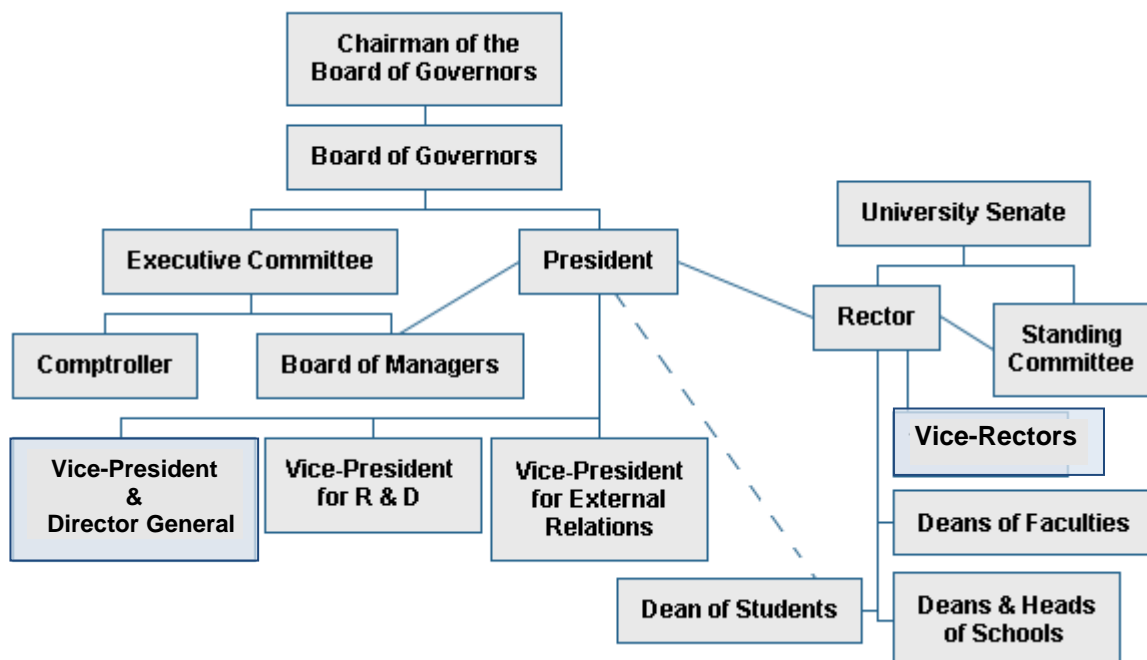
1.2 Mission statement of the institution, its aims and goals

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 Description of Institution's organizational structure



1.4 Names of holder 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. Israel Bartal
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. Gail Auslander
Dean of Students:	Prof. Esther Shohami

Chapter 2

The Parent Unit: The Faculty of Humanities and the Institute of Asian and African Studies

Introduction:

Until the summer of 2009, the body directly accountable for the Department of Islamic and Middle Eastern Studies has been the Institute of Asian and African Studies (IAAS). Starting from the academic year 2009-2010, the body responsible for the teaching activities of the Department will be the School of History, while matters related to research will continue to be coordinated by the Institute of Asian and African Studies. Both the Institute for Asian and African Studies and the School of History belong to the Faculty of Humanities. Below, each section will describe first the Faculty and then the Institute of Asian and African Studies.

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 Institute 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. degree 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 Committee 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 recommendations proceeds in three stages: The first deals with the initiation of broad introductory courses to be taken by all students of the Faculty. The second deals with the creation of wider disciplinary units (Schools), which transcend the individual departments. The last stage will address research students and special programs aimed at strengthening academic excellence.

The first stage 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 on the academic year of 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 of 2007-8 and implementation started in 2008-9. the third stage, which involves creation of new programs to support academic excellence, is currently being designed.

Founded in 1926 as the Institute of Oriental Studies, the **Institute of Asian and African Studies** was one of the first units of the Hebrew University. The founding generation of the Institute was composed mainly of German speaking scholars from Central Europe, among them such luminaries as S.D. Goitein, D.S. Baneth and L.A. Mayer. In the early years, emphasis at the Institute was placed on the study of the classical Arabic and the medieval Islamic world. Over the decades, however, the realm of research and teaching was expanded both within the world of Islam and beyond. The teaching program grew to include other Middle Eastern languages, especially Persian and Turkish, and the history and cultures of those who spoke these tongues. In addition, modern Middle Eastern history became an important part of the curriculum. Gradually, whole new areas of study were established, encompassing the languages, culture and history of East Asia, India, ancient Iran, Central Asia, Armenia and the Caucasus, and the continent of Africa. In the light of this expanding scope, the name of the Institute was changed to the Institute of Asian and African Studies in 1962. The Institute is the center for the study of the languages, culture and history of the non-Western and non-Jewish world at the Hebrew University; at the same time, the study of the Jews in the Muslim world and elsewhere are important foci of teaching and research. The Institute faculty and students have made it into one of the leading institutions for Asian and African studies in the world.

Unfortunately, in recent years, African studies have suffered a precipitous decline at the Hebrew University, due mainly to the retirement of almost all the members of the Department of African Studies. The Department of Islamic and Middle Eastern Studies has attempted to provide a home for the remnants of this field, and it is hoped that a solution for this important field can be found in the future. The beginnings of this process seem to be the new initiative to create an inter-university program in African Studies.

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 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 Institute of Asian and African Studies has no formal mission statement, but over the decades its task developed to serve as the coordinating and supervising body at the Hebrew University for the various departments and individuals engaged in the study and teaching of non-Western and non-Jewish cultures. The realm of its activities include the languages, cultures, history and contemporary affairs of the peoples of Asia and Africa, and their interaction with both Western and Jewish societies, states and peoples.

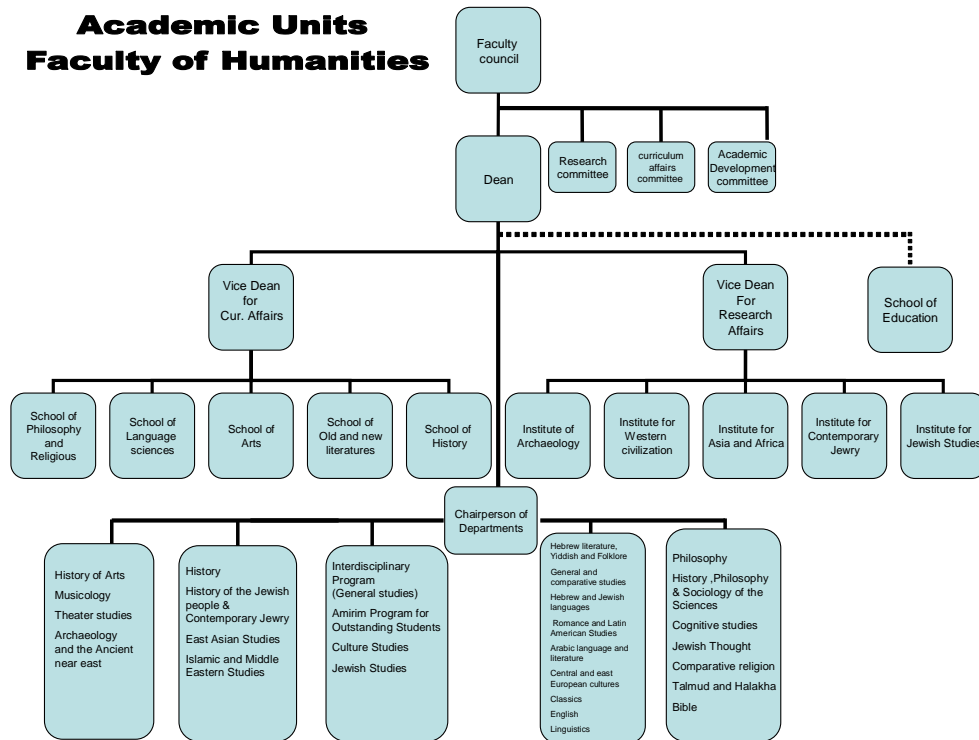
The basis for teaching and research in the Institute is the serious study of the major languages of Asia and Africa. We believe that the best way to reach a deep and broad understanding of the cultures and history of these two continents is through the direct contact with sources, written and otherwise, in original languages. To achieve this goal, many languages are taught by the departments affiliated with the Institute: Arabic (classical, modern standard literary and colloquial), Persian (ancient, classic and modern), Turkish (Ottoman and modern), Armenian, Sanskrit, Hindi, Tamil, Urdu, Tibetan, Chinese, Japanese, Korean and others.

The approach of the Institute's departments and teachers was originally highly philological, and as alluded to above, this approach is still very important today in both the teaching and research of most of the Institute's members, including those in the Department of Islamic and Middle Eastern Studies. At the same time, other methodologies have been adopted and integrated with this traditional philological one, including those from social history and the social sciences, and a comparative approach with other cultures and regions. On the whole, members of the Institute have succeeded in combining a close reading of texts in their original languages with wider scholarly perspectives.

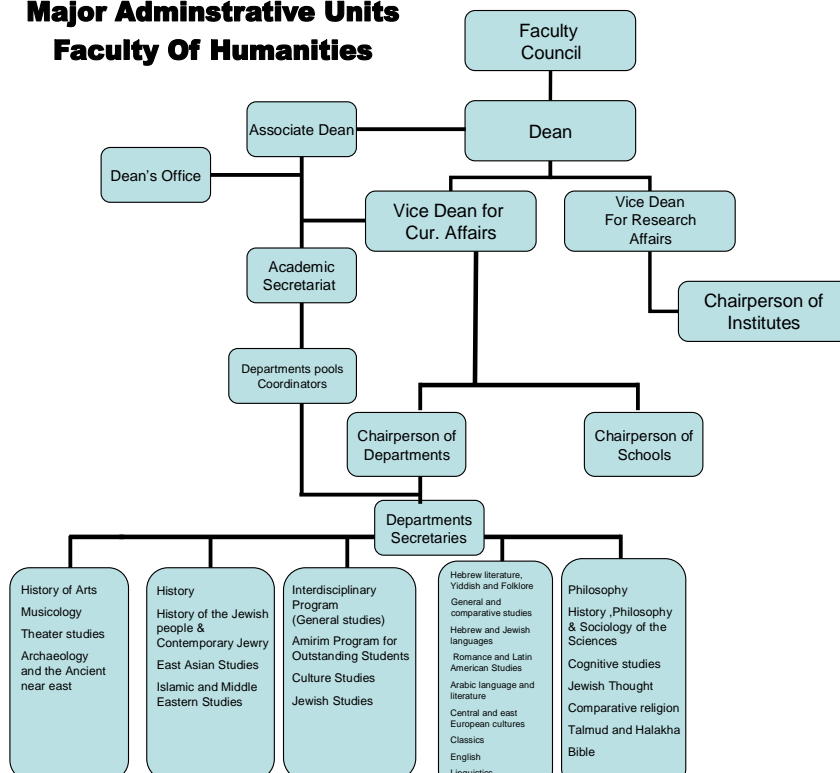
2.3 Description and chart of the unit's academic and administrative organizational structure (including relevant committees).

Based on the recommendations of the Gager Committee, the faculty organizational structure has been modified to reflect research interests (through institutes) and teaching orientations (through schools). It appears schematically below. As of the end of the 2009 academic year, the Faculty consists of five research institutions (Jewish Studies, Contemporary Jewry, Asian and African Studies, Western Civilization, Archaeology) and five schools (the school of history, the school of literatures, the school of language sciences, the school of arts and the school of philosophy and religions). The School of Education is also affiliated with the Faculty. The Schools supplement the regular departmental structure by providing a framework for disciplinary inquiry for the faculty and students. Still, the departments are autonomous units under the direct supervision of the Dean. Interdisciplinary research is promoted also through a group of specialized Research centers.

Academic Units Faculty of Humanities



Major Administrative Units Faculty Of Humanities



2.4 Names of holders of senior academic and administrative positions.

The Dean – Professor Israel Bartal
israelb@savion.huji.ac.il

Vice Dean for Research – Professor Gideon Shelah
msshe@mscc.huji.ac.il

Vice Dean for Curriculum – Professor Rachel Milstein
Milstein@huji.ac.il

Associate Dean – Mr. Nahum Regev
nahumr@savion.huji.ac.il

Senior Academic Secretary – Dr. Dan Altbauer
dana@savion.huji.ac.il

2.5 The number of study programs (departments, etc) operating in its framework; the names of the academic degrees (in English and Hebrew) granted to the graduates of these programs (the phrasing that appears in the diploma.); the number of students who have studied (and are studying) within the parent unit in each of the last five years according to the level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree). Please provide this data in the format of a table.

Department	BA	MA	PH.D
Bible	X	X	X
Hebrew and Jewish languages	X	X	X
Hebrew Literature, Yiddish and Folklore	X	X	X
History of the Jewish People and Contemporary Jewry	X	X	X
Jewish Studies	X		
Jewish Thought	X	X	X
Talmud and Halakha	X	X	X

Arabic Language and Literature	X	X	X
East Asian Studies	X	X	X
Islamic and Middle Eastern Studies	X	X	X
Classics	X	X	X
cognitive Studies	X	x	X
Comparative Religion		X	X
Culture Studies		x	X
English	X	X	X
General & Comparative Literature	X	X	X
Central and East European Cultures	X	X	X
History	X	X	X
History of Art	X	X	X
History, Philosophy & Sociology of the Sciences		X	X
Interdisciplinary Program (General Studies)	X		
Linguistics	X	X	X
Musicology	X	X	X
Philosophy	X	X	X
Romance and Latin American Studies	X	X	X
Theater Studies	X	*	X
Program in Conjunction with the Jerusalem Academy of Music and Dance (BA	X	X	

Mus/MA Mus)			
Archaeology and the Ancient Near East	X	X	X
Combined and special Programs:			
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, BA+MA)	X		

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

Names of Degrees

Bachelor of Arts (בוגר אוניברסיטה): The possible tracks are: Two Majors; One major and supplementary studies; one major and one minor; one major and a program).

Master of Arts (מוסמך אוניברסיטה): The possible tracks are: Studies within a department; an individual program; MA in education.

Doctor of Philosophy (דוקטור לפילוסופיה).

- 2.6 The number of graduates of the unit in each of the last five years according the level of degree (first degree, second degree with thesis, second degree without thesis, doctoral degree). Please provide this data in the format of a table.

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

Year	Degree		Students	Graduates*
2004	BA		2626	617
	MA	with thesis	533	157
		without thesis	695	250
	PHD		566	88
2005	BA		2535	625
	MA	with thesis	522	157
		without thesis	751	244
	PHD		584	72
2006	BA		2370	482
	MA	with thesis	504	148
		without thesis	679	278
	PHD		598	73
2007	BA		2247	532
	MA	with thesis	453	155
		without thesis	624	212
	PHD		590	75
2008	BA		2176	505
	MA	with thesis	420	162
		without thesis	544	221
	PHD		533	92
9200	BA			413
	MA	with thesis		121
		without thesis		202
	PHD			70

*Not includes the M.A. graduates from the school of Education.

The Institute of Asian and African Studies

The Institute is responsible for the following fields of study:

- a. Arabic Language and Literature
- b. East Asian Studies
- c. Indian, Iranian and Armenian Studies¹
- d. Islamic and Middle Eastern Studies

Number of Students:

Department	No. of students 2004-5	No. of students 2005-6	No. of students 2006-7	No. of students 2007-8	No. of students 2008-9
Arabic Language and Literature	B.A.93 M.A.37 No thesis 20 With 17 Ph.d.11	B.A.79 M.A.33 No thesis 20 With 13 Ph.d.12	B.A.83 M.A.17 No thesis 9 With 8 Ph.d.14	B.A.81 M.A.18 No thesis10 With 8 Ph.d. 15	B.A.76 M.A.11 No thesis8 With 3 Ph.d.15
East Asian Studies	B.A.253 M.A.32 (w/ thesis) Ph.d.2	B.A.263 M.A.33 (w/ thesis) Ph.d.4	B.A.274 M.A.31 (w/ thesis) Ph.d.4	B.A.303 M.A.26 (w/ thesis) Ph.d.5	B.A.311 M.A.22 (w/ thesis) Ph.d.6
Indian, Iranian and Armenian Studies	B.A.31 Ph.d.3	B.A. 33 Ph.d.3	B.A.29 Ph.d.3	B.A.33 Ph.d.3	B.A 20 Ph.d.2
Islamic and Middle Eastern Studies	B.A.388 M.A.70 No thesis 41 With 29 Ph.d.22	B.A.315 M.A.48 No thesis 34 With 14 Ph.d.26	B.A.297 M.A.42 No thesis 28 With 14 Ph.d.29	B.A.300 M.A.50 No thesis 33 With 17 Ph.d.23	B.A.306 M.A.49 No thesis 27 With 22 Ph.d.21

¹ This department has now been split up: Iranian studies has been integrated into Islamic and Middle Eastern Studies, while Indian and Armenian studies are now part of Religious Studies.

Number of Graduates:

Department	No. of graduates 2004-5	No. of graduates 2005-6	No. of graduates 2006-7	No. of graduates 2007-8	No. of graduates 2008-9
Arabic Language and Literature	B.A.23 M.A. 10 No thesis 6 With 4 Ph.d. 1	B.A. 28 M.A. 7 No thesis 5 With 2 Ph.d. 1	B.A. 18 M.A. 12 No thesis 9 With 3 Ph.d. 3	B.A. 38 M.A. 10 No thesis 4 With 6 Ph.d. 4	B.A. 18 M.A. 2 No thesis 1 With 1 Ph.d. 1
East Asian Studies	B.A.48 M.A. 7 (w/ thesis) Ph.d. 1	B.A. 43 M.A. 3 (w/ thesis) Ph.d.	B.A. 64 M.A. 5 (w/ thesis) Ph.d.	B.A. 49 M.A. 8 (w/ thesis) Ph.d. 1	B.A. 47 M.A. 7 (w/ thesis) Ph.d. 2
Indian, Iranian and Armenian Studies	B.A. 5 Ph.d. 1	B.A. 6 Ph.d. 1	B.A. 8 Ph.d.	B.A. 9 Ph.d.	B.A. 7 Ph.d. 2
Islamic and Middle Eastern Studies	B.A. 75 M.A. 16 No thesis 12 With 4 Ph.d. 5	B.A. 90 M.A. 7 No thesis 5 With 2 Ph.d. 1	B.A. 103 M.A. 16 No thesis 13 With 3 Ph.d. 4	B.A. 96 M.A. 9 No thesis 6 With 3 Ph.d. 4	B.A. 78 M.A. 14 No thesis 12 With 2 Ph.d. 4

2.7. What bodies (internal/external) decide on rationale, mission and goals of the parent unit and of the study programs, how they are decided upon, examined and, if deemed necessary, changed? Have they been discussed within the last five years? If so, please specify when these discussions have taken place and what were their outcomes? If not, when were changes made (if at all)? How are the mission, goals and changes brought to the attention of the teaching staff, the students and the institution's authorities?

The Faculty Council, consisting all of the Professors, Associate Professors, Senior Lecturers and the Lecturers is the major constitutional body that decides on the rationale, mission and goals of the Faculty and its departments. The Faculty has 3 committees: the Development Committee under the chairmanship of the Dean, the Teaching Committee under the chairmanship of the Vice-Dean for Curricular affairs and the Research Committee under the chairmanship of the Vice Dean for Research Affairs. The committees submit their recommendations to the plenum of the Faculty Board. Each department as a whole sets its general goals and a Steering Committee pursues the means to put these goals into practice. 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. The departments submit their recommendations to the three major Faculty 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.

The Director of the Institute meets with the Department heads, together and individually, on an irregular basis in accordance with needs. There are occasional meetings of the council of the Institute (all faculty members with a full-time appointment). The most important decision making bodies are the departmental meetings, which take place on a regular basis.

2.8 Concluding comment

While the initiative to coordinate and cooperate between the various departments with historical approaches in the framework of the School of History can be lauded, the majority of the members of the Department of Islamic and Middle Eastern Studies are not satisfied with the downgrading of the Institute of Asian and African Studies and its lesser involvement in the future with teaching and related matters. We are particularly unhappy that the long-standing and rewarding cooperation with the Department of Arabic Language and Literature within the framework of the Institute will be greatly attenuated. The previous situation, with two independent departments with shared common interests, but separate teaching and research agendas, cooperating under the auspices of a common Institute for the mutual benefit of all involved will be a matter of the past. It is hoped that unofficial cooperation will continue and eventually some form of institutionalized cooperation will be reinstated, without either Department giving up its independence and unique role.

Annex: Executive Summary of Gager Report

The Committee for the Future of the Humanities was appointed by 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 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 on 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 BA 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 BA 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 BA. 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 BA 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 BA 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 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 MA 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** MA programs offer a first-semester methodological seminar every year. With regard to both MA and PhD 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 BA students can be identified and granted generous stipends at the MA 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 “smart 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.

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.

The Department of Islamic and Middle Eastern Studies traces its origins back to the foundation of the School of Oriental Studies (known since 1962 as the Institute of Asian and African Studies) at the Hebrew University in 1926, merely one year after the establishment of the university. The decision to concentrate on the study of Judaism and the Orient reflected the thinking of Dr. Jehuda Leib Magnes (1877-1948), the founder of the Hebrew University and its first chancellor. Moreover, following the practice of European and especially German universities, the School was designated to be part of Jewish studies. However, since its establishment, the Hebrew University distanced itself from this principal by institutionalizing the separation between Islamic and Jewish studies. It was the decision of Josef Horowitz (1874-1931), a leading German orientalist and the first director of the School of Oriental Studies at the Hebrew University, to separate Oriental from Jewish studies. The fear that affiliation to the Institute of Jewish Studies would transform Oriental studies into a subordinate branch of Jewish studies and the wish to be perceived as more attractive to Arab audiences stood behind this separation. Prof. Horowitz also decided to focus on Islamic classical history and on philological training. Two departments were established as part of the Institute: The Department of Islamic Civilization and the Department of Arabic Language and Literature. Following the German model, much emphasis was given to reading the text and translating it, then explaining and analyzing it, without much reference to modern equivalents or the disciplines of the social sciences.

Indeed, another dilemma was related to the desired balance between the study of classical periods and Oriental languages, on the one hand, and modern history of the Middle East, on the other. Only in 1949 it was decided to establish an additional department that would deal with the Modern Middle East and its various populations.

Prof. David Ayalon and Prof. Uriel Heyd, both of them former students of the Hebrew University, were the founders of the new department. It offered a program of studies that incorporated the disciplines of the social sciences into the study of the Modern Middle East (including Turkey and Iran but without Israel). In 1986 the departments of Islamic Civilization and the Modern East were united into one department called "Department of Islamic and Middle Eastern Studies", thus combining the German tradition of reading texts and their critical interpretation with approaches of the social sciences. In 1994, a program for graduate students in Islamic and Middle Eastern studies was established in Rothberg School for Foreign Students under the supervision of the department. In 2006, the program for Iranian Studies, previously a part of the Department of Iranian, Indian and Armenian Studies, was integrated into the department.

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

The department operates B.A., M.A., and Ph.D. degrees.

At the center of our curriculum in the undergraduate studies is familiarizing students with the four major fields that reflect the ongoing research on the Middle East and the Muslim world and its various populations and civilizations: religion, law and thought; art, material culture and sciences; history of the Muslim lands in the Medieval period; Modern history of the Muslim lands. The department aims to acquaint its students with the major events, processes and changes that shaped the history and the civilizations of Muslim societies and dominated their relations with neighboring civilizations since the rise of Islam in the seventh century until today. Students are likewise exposed to the main historiographical and methodological debates and approaches that mold the writing on the region and its cultures. The department offers introductory courses, advanced courses and seminars on the histories of the Muslim peoples and on Islamic civilizations (religion, law, art etc.) and on the contemporary Modern Middle East. As part of its mission, the department provides its students with systematic courses in Middle Eastern languages, with a strong emphasis on literary Arabic. A main aim is to prepare the students to read texts in both classical and modern Arabic and to be able to analyze them. From their first year of study, students are encouraged to develop critical thinking and originality which are based on

accurate reading of texts and using the related research tools, including those borrowed from the social sciences.

The goal of the Master degree program is to train professional scholars of the Islamic world to conduct their own independent research based on the study of primary sources, mostly written in Oriental languages or visual sources shaped by Muslim societies. Students can pursue a degree that includes a thesis, or a degree without a Master's thesis. During their graduate studies, students are likewise required to obtain a thorough acquaintance with the major historiographical schools and the major methodologies that shape our understanding of Muslim societies and their cultures and to acquire the analytical capacity to synthesize bodies of related knowledge and methods.

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

Until 2009, the department was affiliated to the Institute of Asian and African Studies in terms of teaching and research. Following the introduction of certain reforms in the Faculty of Humanities, the department is now affiliated to the School of History with regard to teaching and to the Institute of Asian and African Studies with regard to research. The department is headed by a chair, elected by members of the department for a three-year term that can be extended with the department's approval to another term (making six years as the maximum number of years of holding the position). The responsibilities of the chair are as follows:

- To devise the academic program annually according to aims of the department on the basis of the existing faculty members and the "soft" budget received from the Dean to hire adjunct faculty.
- The daily routine of running the department academically and administratively. A major task is to respond to the students' needs (either personal meetings or through the e-mail).
- Holding departmental meetings, which aim at updating faculty members of developments, discuss new initiatives (raised by the chair or any faculty member) and determine the policy toward relevant issues. At least two departmental meetings are held every semester.

- Representing the department in various university forums, committees and ceremonies (such as graduation ceremonies).
- Organization of the MA departmental seminar (see also MA program).

The department is also responsible academically for the program in Islamic and Middle East Studies at the Rothberg International School of the Hebrew University. The program's coordinator is a member of the department and subordinated to its chair. In addition, members of the department serve as advisors to regular students, according to the list provided below. One member also serves as the departmental link to the library, serving in the committee regulating the library policy of acquiring new books and journals. Occasionally, the chair of the department nominates *ad hoc* committees to discuss particular topics. Their recommendations are discussed in the department's quorum and, if approved, are adopted. In 2006, a committee, headed by Elie Podeh, was established to re-assess the MA program; in 2008, a committee, headed by Ron Shaham, was nominated to re-evaluate the BA program. Following the reports of these committees, a new MA program was adopted and certain changes were introduced in the BA program (for details, see below). It was also decided that in the academic year 2009-2010 a committee, headed by Ella Landau-Tasseron, will re-evaluate the departmental methodology tutorial.

Up to the summer of 2008, the administrative staff included two secretaries who also serve as the secretaries of the department of Arabic Language and Literature and the program of Armenian and Indian Studies. However, as a result of the forthcoming administrative changes in the Faculty of Humanities, only one secretary administers the department's affairs.

3.1.4. Names of holders of senior academic and administrative positions:

- **Chair of the Department:** Prof. Elie Podeh (until 30 Sept. 2009); Prof. Ella Landau-Tasseron (from 1 October 2009)
- **Secretaries:** Mrs. Tzipi Cohen (until the summer of 2009); Ms. Irina Bochevar (by herself from 1 September 2009)
- **Coordinator of the Middle East Program at Rothberg School:** Dr. Eyal Ginio (until 30 Sept. 2009); Dr. Liat Kozma (from 1 Oct. 2009).
- **Liaison to the Library:** Dr. Julia Rubanovich
- **M.A. Advisors:** Prof. Elie Podeh; Prof. Reuven Amitai
- **B.A. Advisors:** 1st year: Mr Shai Zohar; 2nd year: Dr. Liat Kozma; 3rd year: Dr. Meir Hatina.

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), date of opening the program. 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 program of the Department of Islamic and Middle Eastern Studies includes four different fields of study:

- Religion, law and Islamic thought;
- Art, material culture and sciences;
- Medieval history of the Muslim lands;
- Modern history of the Muslim lands.

All of the teaching takes place at the University's campus on Mount Scopus. The current Department was created in 1986 following the merger of the Department of Islamic Civilization (established in 1926) and the Department of the Modern Middle East (established in 1949).

3.2.2. The study program and the specializations it offers, its content, scope and structure (years of study, semesters, hours per year and credits) and the distribution of the studies throughout the academic year. Please submit this information in Table 1. Does the study program supply courses to other units within the institution?

B.A. program:

The department offers both a major and a minor in Islamic and Middle Eastern Studies. It includes introductory lectures, exercises based on the reading of texts written in Arabic and Persian, and seminars. The first year of study is based on mandatory courses (mostly lectures) for all students. Only during their second year of studies the students can choose between the major and minor tracks and to concentrate their studies in one field of study. In any case, they must take at least four credits from each of the four fields of study as specified above (see 3.2.1.) during their studies. In addition, all students are required to take two non-departmental courses offered by the School of History ("Introduction to World's History" and "Introduction to Historical Thought").

Each student's individual program is shaped by his previous knowledge of Arabic: students who were able to pass the placement examination are exempted from the study of Arabic. Such students can choose one of the following options in lieu of the study of Arabic:

- 12 credits of courses that are based on advanced reading of Arabic texts among the courses offered by our department or the Department of Arabic Language and Literature.
- 8 credits of the above-mentioned courses in addition to one exercise.
- 8 credits of the above-mentioned courses and one year-study of Western language (French, German or another language that is required by the student's field of interest).
- Studying the beginners and advanced levels of Turkish or Persian.

Students who are exempted from Arabic can choose to concentrate their studies on Turkish or Iranian studies.

All students are required to study the following courses during their first year of study. Those who have full or partial exemption from Arabic have the above-mentioned options to replace the courses in Arabic.

First year (mandatory on all students both major and minor):

- Introduction to Islam: Belief and Ritual: 4 credits (both semesters)
- Introduction to the history of Islam and Middle Eastern studies – part A: 4 credits (first semester)
- Introduction to the history of Islam and Middle Eastern studies – part B: 4 credits (second semester)
- Methodology Tutorial: 2 credits (both semesters)
- Preparatory Course in Arabic: no credit (both semesters)

Total credits for first year: **14 credits**.

Students pursuing a **major** in Islamic and Middle Eastern studies are required to take the following courses:

Second Year:

- First Year Arabic: 12 credits (both semesters)
- Elective courses: 8 credits
- 1 seminar: 4 credits; Seminar paper: no credit, but the received grade will be integrated into the final degree.

Total credits for second year: **28 credits**.

Third Year:

- Second Year Arabic: 8 credits (both semesters)
- 1 course based on reading texts in Arabic (easy texts): 4 credits
- Elective courses: 8 credits.
- 1 seminar: 4 credits; seminar papers: no credit, but the received grade will be integrated into the final degree

Total credits for third year: **24 credits**

In addition, all students have to study two courses offered by the School of History: "Introduction to World History" (4 credits) and "Introduction to Historical Thought" (4 credits). The students can take these courses during the duration of their studies. Total credits for a degree: **62-70 credits** (the exact number of credits depends on the students' need to study Arabic).

Below is a table of the BA program for students pursuing a major in Islamic and Middle Eastern Studies:

Obligatory Courses:

Credits	Course Number	Name of the Courses	Section	Year
--	38101	Preparatory Course in Arabic Tutoring		1 st
4	38106	Introduction to Islam: Belief and Ritual - Lecture		1 st
4	38124	Introduction to the History of Islam and Middle East- Part I Lecture and Tutoring		1 st
4	38121	Introduction to the History of Islam and Middle East- part II Lecture and Tutoring		1 st
2	38122	Methodology tutorial		1 st
4	27034	<u>8 credits from the School of History</u> Introduction to World History- Lecture	1 st -3 rd	
4	27043	Introduction to the Historical Thought-Tutoring		
12	38102	Arabic (First Year) - Tutorial		2 nd
8	38324	Second Year Arabic –Tutorial		3 rd

Elective Courses:

Credits	Course Number	Name of the Courses	Year
4	38 ...	Elective Course	2 nd
4	38 ... 38 ...	Second Year Seminar Seminar Paper	2 nd
4	38 ...	Elective Course	3 rd
4	38 ...	Elective Course	3 rd
4	38 ... 38 ...	Third Year Seminar Seminar Paper	3 rd

For students who are exempted from studying the Arabic Language there are two possible programs:

- 54 credits (8-12 credits are textual courses) + 8 credits for the School of History = 62 credits.
- 58 credits (16 credits are second Middle Eastern language: Persian or Turkish) + 8 credits for the School of History = 66 credits.

Students who are entering into second year Arabic need to take 56 credits (of which three are textual courses) + 8 credits for the courses from the School of History= 64 credits.

Students pursuing a **minor** in Islamic and Middle Eastern studies can choose between the concentration of their studies in further study of Arabic or in elective courses. Those concentrating on Arabic should take the following program:

First Year:

- 14 credits, as detailed above.

Second-Third years:

- First Year Arabic (12 credits)

- Second Year Arabic (8 credits)
- The Middle East in the 20th Century: 4 credits (both semesters)
- 1 seminar (second or third year)
- Elective courses: 6 credits

Those who prefer not to study Arabic above the preparatory level:

- The Middle East in the 20th Century: 4 credits (both semesters)
- 1 seminar (second or third year)
- Elective courses: 26 credits.

Total credits out of the department's program: 48 credits. In addition, all students who pursue a minor program must take the complementary courses which are demanded by the faculty and by the school of history (together 12-14 credits)

In the minor program students do not write a seminar paper.

MA program:

Since 2007, the department operates a new MA program according to the recommendations of the committee convened in 2006 to re-evaluate the existing program. The main changes were as follows: 1) the establishment of three areas of specialization (Modern, Medieval and a combination of the two); 2) the composition of a new mandatory course to all students dealing with Middle Eastern historiography and Methodology; 3) abolishing the requirement for a second Middle Eastern language (such as Persian and Turkish); 4) certain changes in the number of courses according to the policy of the Faculty.

In general, students build their program according to their research interests in consultation with the MA advisor. They can pursue one of the two tracks: one that includes a thesis ("research degree") or one that does not include it ("non-research degree"). All students are supposed to be able to conduct independent and original research and, therefore, an emphasis is given to the advanced study of reading of primary sources written in Arabic, Turkish (Modern and Ottoman) and Persian. To

achieve these goals all students are required to take 2 textual courses that are based on reading of sources in Arabic, Turkish (Modern or Ottoman) or Persian (in case they choose to study the two latter). In a like manner, according to the regulations of the Faculty, students pursuing a MA degree with a thesis are required to study one major Western language (usually French or German) that will enable them to read secondary literature in that language (no credit for such courses). In addition, our students are encouraged to incorporate inter-disciplinary approaches in their studies of the different regions and their populations and civilizations.

Research Degree (30 credits):

Obligatory Courses

CREDITS	COURSE NUMBER	NAME OF THE COURSES
4	38800	Methodological issues in the early Islam till today
2	38854	Departmental Seminar
8		8 Credits in Courses About: Politics, Economy, Society and Culture

Elective Courses

8-12 credits are given to elective courses taken from the variety offered by the department. One of these courses is defined as a seminar course in which the student writes a seminar paper (with no credits on the paper). In other courses the students is required to submit two short papers (called "referrat"). In addition, 4-8 credits are given to courses taken outside the department's program. The 8 credits for textual courses can be taken either from the obligatory or elective courses. For those specializing in Turkish or Iranian Studies, the study of Turkish or Persian (beginners and advanced) will be counted as of 4 credits of a textual course.

Grading System:

- The average grade in the courses account for 35% of the final MA grade
- The grade in the seminar paper (15%)
- Final examination for MA students (15%)

- The grade of the MA thesis (35%)

Non -Research Program: 42 credits

This program includes the same obligatory courses and the same requirement for two textual courses. In addition, the student should take:

- 12 credits - elective courses from the offering of the department. The submission of two seminar papers (instead of one in the thesis program)
- 12-16 - credits elective courses from outside the department
- Optional – European Language (beginners and advanced: French or German) - 4 credits only.
- Optional – up to 8 credits from the third year of the BA program.

Grading System:

- The average grade in the courses account for 45% of the final MA
- 2 seminar papers (20% for each paper)
- Final examination (15%)

Students from the non-research program will be able to switch to the research program if they complete the following demands during their first year in MA:

- Average of 85 and up in their courses
- 20 credits
- European language at the beginners level

3.2.3. To what extent do the structure, scope and contents properly reflect the main goals of the study program?

The B.A. program, as detailed above, was shaped in the late 1980s. While some external decisions (the introduction of major/minor tracks; the establishment of the School of History) inserted some changes in the program, the same rational continued to guide the program out of the belief that this structure served well the diversified aspects of Middle Eastern studies. In the academic year 2008-2009, it was decided to re-evaluate the program in order to assess to suitability of the program to the current needs and changes in the field. Indeed, the committee that was set up recommended

certain changes that were approved by the department and will be in effect in the next academic year (for details, see below). As for the MA, a more flexible and updated program was introduced in 2007, as specified above.

3.2.4. 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 chair of the department is responsible for the planning and managing of the study program. It is up to him or her to verify that all major fields are covered and that different approaches are present in the program. The chair asks the various tenured and adjunct teachers to offer courses according to a set of needs and requirements determined and provided by him/her. It is also his/her responsibility to evaluate the merits of all courses according to different responses (students' evaluations, number of registered students etc.) and to offer some guiding in case of need. As indicated above, upon the initiative of the department's chair, changes were introduced in the BA and MA programs in the last five years. The changes in the MA program were described above. As for the BA, the Shaham Committee concluded that the current undergraduate program serves in many ways well the aims of the department. However, the following changes were recommended and approved:

- The four sections/fields within the study program (religion, law and philosophy; art and material culture; medieval history; and modern history) were abolished. Each student will be required, in addition to the obligatory introductory courses, to take one course (4 credits) in medieval history and one (4 credits) in Islamic art and archeology.
- The introductory course called "The Middle East in the 20th Century" will be obligatory to all students (so far it was obligatory only to those writing a seminar paper on the modern Middle East).
- The inclusion of the preparatory course on Arabic ("mechina") in the formal credit system (6 credits), which necessitated the restructuring of the credit system).
- An elective specialization program called "Iranian-Turkish Studies" will be added to the program.

- The minimum grade for passing from the preparatory Arabic course to the first level of Arabic will be 70 (instead of 60).
- The Department's Chair will nominate a committee to re-evaluate the first year problematic course "Methodological tutorial" (the committee is holding its sessions during this academic year 2009-2010).

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

Generally speaking, all those who are teaching in the department are seen as capable of running their courses according to their own understanding. Notwithstanding, the chair of the department holds the power to examine the contents of a given course in exceptional cases (e.g., complaints of students). Coordination between courses sometimes occurs on an *ad hoc* basis and following individual and voluntary initiatives. There is no mechanism for regulating such activities.

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

It is our goal that our program represents well the ongoing research and current knowledge on the Islamic and Middle Eastern worlds. In a similar manner we endeavor to provide our advanced students with all the necessary tools to conduct independent research in the field. Indeed, we have gained the reputation of being a leading research and teaching institute whose graduate students are well equipped with knowledge and research abilities. Our program is well known for its emphasis on accurate and analytical reading of sources written in the major Middle Eastern languages. It is likewise known for including regions that are an important part of the Muslim world but not of the Middle East (Central Asia, Causasus, China, India, the Balkans and Sub-Saharan Africa). The program is also distinguished by laying an emphasis on the shaping of Islam and the development of its cultures and political institutions during the medieval period. We believe that such a body of knowledge helps our students not only to better understand the development of Islam as a civilization during its early period, but also to better analyze contemporary Modern Muslim societies. The program is also renowned for acquainting its students not only with the ability to analyze written texts, but also to learn to perceive the material

legacy of Islam as a major source for studying the region. In addition, the fact that the B.A. and M.A. curricula have been reformed to meet changes in the field may have had a positive impact on the students' enrollment to the department (see section 3.4).

However, due to the decrease in the number of tenured members of the department (in the last ten years the number has declined from 20 to 13!²), we find that this mission has become harder to accomplish. This relative lack of teachers is especially evident in the domain of the modern and contemporary Middle East. In the recent past, we tried to ameliorate this situation by hiring adjunct teachers in order to provide the students with a wider and more representative program. However, due to budget restraints it has become less and less possible to hire adjunct teachers (the "soft" budget allocated for this purpose has fallen by two-thirds in the last five years!). It should be emphasized that in the past 30%-40% of the departmental program relied on adjunct teachers. In light of these enduring problems, the program we can offer the students is "thinner" than the optimal one.

3.2.7. Are additional no-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?

No additional non-academic bodies are involved in the running or the activities of the department.

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

The department recently approved the restructuring of the BA program as from the academic year 2010/11. In addition, there are several changes which are taking place within the Faculty, which will affect the departmental program (for details, see the section on the Faculty).

² It should be explained that there is no full overlap between the number of faculty members and positions, as certain positions are shared with other departments (Arabic, East Asia). Therefore the number of positions was actually 18.5 and this declined to 12.5). This point will be further elaborated in Chapter 3.5.

3.3. Teaching, Learning and Learning Outcomes

3.3.1. Specify what teaching and learning methods are applied in the program: frontal lectures, self-study, distance learning, laboratories, seminars and pro-seminars, practical training, group exercises, role playing and simulations, organized tours, conferences and other methods. To what extent are these methods applied (% of the overall number of teaching hours, % of the overall number of credits).

Aside from language instruction, the Department of Middle Eastern and Islamic Studies offers three introductory first-year classes (that are by definition, frontal lectures), one methodological instruction, eleven seminars, five text-reading classes, and the rest are elective classes which combine one or two of these methods. When asked about their teaching methodology,³ 22 of the class instructors reported using frontal lecture, 7 classes involve self-study, 3 use organized study trips in the country, 17 use primary sources (in Arabic, Turkish or Persian) and 20 are based on discussion of course reading. On the MA level, the department offers 25 courses, all defined as seminars. When asked about their teaching methodology, 4 of the instructors reported using frontal lecture, 2 self-study, 2 organized study trips in the country, 3 were based on analysis of art objects, 9 on reading of primary sources and 10 on discussion of course readings. Here as well, it is safe to assume that teachers combine two or more teaching methodologies.

3.3.2. 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 steps taken to evaluate teaching are shared by the department with the whole faculty: Firstly, senior teachers are sent to attend classes given by junior and adjunct teachers and write reports about them. Secondly, online evaluation forms are filled out by the students at the end of each course for all the teachers. These evaluations are taken very seriously at the university and faculty levels. The compiled students'

³ A survey has been taken among the teachers of the department with regard to their teaching methods. This section is largely based on this survey.

evaluations for each course are now available to students as part of the course description in the course catalog. Outstanding teachers are awarded commending letters from the Rector and the Department Chair, and their names are publicized by the university on Outstanding Teacher posters in each department. The best teachers are also awarded a Rector's prize for outstanding teachers. Yet, it should be noted that because they are not obligatory, these evaluations sometimes rely on a small number of respondents and therefore might not truly reflect the class' attitudes. Another drawback is that the students criteria of evaluation may be inadequate, especially first-year students. They may appreciate a teacher's sense of humor more than his/her ability to stimulate their minds.

A workshop is offered annually for teachers with poor evaluations from their students, in an attempt to improve their teaching skills. The Dean and the Chair follow up on such teachers and assess the improvement in their teaching. Teaching skills are an important factor in faculty promotion and are seriously considered by promotional committees for all levels of promotion. In cases of promotion with tenure, a senior teacher attends a typical lecture given by the candidate and submits a Teaching Skills Report to the promotional committee .

In addition to the above-mentioned formal means of evaluation, a few of the teachers report that they have occasional conversations with the students, regarding their teaching. One teacher reported distributing anonymous evaluation forms, distributed at around week 7 or 8 of the semester (which is 14 weeks long), in order to be able to accommodate teaching to the needs of the class. When reports are negative, the head of the department has a conversation with the teacher in question (this however would not be done if the teacher in question is of the senior staff). Concrete measures can only take action in the case of adjunct teachers, by not re-hiring them.

Training

In the past, teachers received virtually no specific teaching training, and relied mostly on their experience. In recent years, the Rector's office organized one-day seminar for new faculty, which new faculty indeed attested to taking. In addition, according to the regulations for appointments and promotions which were recently adopted by the

University, new lecturers are assigned a mentor from the senior faculty, who assists them in the initial stages of their academic career.

Support

Hardly any support is offered to teachers who want to improve their teaching. One of the teachers mentioned that the University provides short term classes (courses) to improve teaching, but none of the others mentioned ever using this option. When the use of HighLearn – a computer environment for internet-based student-teacher interaction – was introduced some years ago, teachers received support from the faculty.

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

Only eight of the courses, mostly text-reading classes, stated that they do not use any information technology in teaching. For 19 of the courses, teachers reported regular use of PowerPoint presentations, 26 regularly use HighLearn and 7 use other websites. In addition, for 7 courses teachers reported sporadic use of HighLearn, 12 sporadic use of PowerPoint and 3 – sporadic use of websites.

3.3.4 Describe the policy of the study program/parent unit regarding lecture attendance. What steps are taken in order to implement this policy? Please describe the current state of events in your answer.

First-year classes are obligatory, and are required for passing to the second year. Most of these are large classes, however, where checking attendance is practically impossible. Several teachers noted emphasizing in class the importance of regular attendance, and that it would not be enough just to read other people's notes, as attendance correlates with better grades. One teacher noted checking students' attendance by asking them to write down their names on attendance list that is distributed during class. The teacher was well aware, however, that students are able to circumvent this measure.

In seminars and small classes, teachers often make class attendance (and active participation) an integral part of the course's grade. Many of the teachers call names from a class-list, and students have to provide explanation in case of absence. One of

the teachers noted explicitly stating in class that frequent absences will disqualify a student from taking the final exam. While department policy allows students to take the exam only if attending 85%-90% of classes, this regulation is not strictly enforced by all teachers. Some of the teachers noted it was the attractiveness of class discussion which guarantees attendance. As one teacher stated: "make it interesting and they will come". Another stated that students are highly motivated and don't need any measures on her or his part.

3.3.5. Describe the methods applied to measure Learning Outcomes according to the following:

3.3.5.1. 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.)

3.3.5.1 (a) Types of exams:

11 of the courses noted using take-home exam, 18 noted using a written exam, 3 (including methodological guidance classes) noted using a final paper, while one class uses a PowerPoint presentation as a final assignment.

Most teachers noted that the final exam constitutes 80-90% of the grade, with the rest relying on class participation and/or presentations (see below). In some of the introductory classes, the entire grade relies on a final exam. Several teachers reported a different ratio, with the final exam constituting 70%, 60%, 50% and 40% of the grade (about 3-4 courses for each).

In some of the MA classes, students may substitute the exam with a written paper, using primary sources available in Israeli libraries or online. When asked about the types of exams and their evaluation, some of the teachers provided some details about the structure of the exams and their evaluation methods. Three of the teachers, for example, described an exam divided to three sections: 20% - definition of terms, 30% - one or two short questions, 50% - an essay question. A third teacher similarly noted that one section in his or her exam is based on an essay question, which requires analytical comparison and comprises between 40% to 50% of the grade. One teacher described an exam divided into two parts; the major part is dedicated to evaluate students' ability to discuss some of the major developments or changes that took place

in the historical period discussed in class (sometime using a comparative method), and in the smaller part students are required to define and explain major terms. In one text-based class, the teacher described an exam divided into three parts: 1) seen: 45%) 2) unseen (35%) 3) a few short questions (10%).

As for exams' evaluation, teachers reported relying on their general evaluation, based on students' knowledge and understanding of the course material. In text-based courses, exams are evaluated by students' understanding of the text, and by number of errors. One of the teacher noted originality and academic standards of writing as affecting students' grades; another emphasized level of analysis, focus on the question under discussion and coherent expression. Another noted an extra 10% for original thought. Five of the teachers noted using a grading plan prepared with the exam, which lists the main points required for each answer and its relative weight.

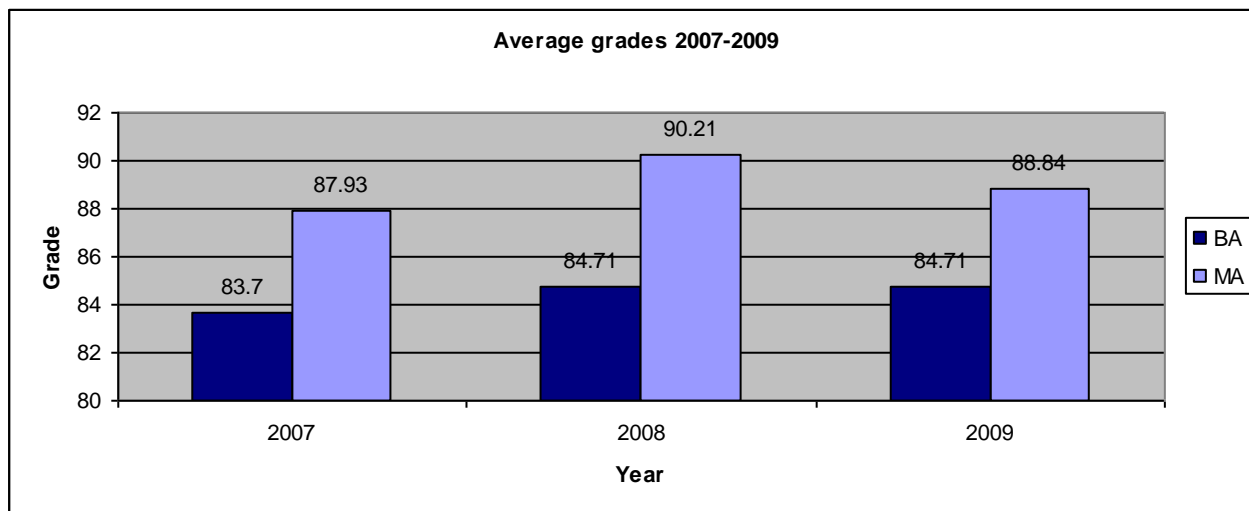
When the teacher is assisted by teaching assistants, one of the teachers noted that the papers are divided randomly between teacher and TA. The teacher reads again, however, all those papers his/her assistant evaluated between 50-65 and those who were marked higher than 90.

3.3.5.1(b): Grading methods

How are the grades distributed? Is this method influenced by statistical considerations?

Most of the teachers reported not using any statistical considerations. Since most classes are relatively small, such considerations are not always relevant. As one teacher noted, "The evaluation of the individual exam is more significant than a perfect curve!" One of the teachers noted setting a bell curve in retrospect, so that the distribution is normal, 15% are above 90, 30% are 80-90, 30% 70-80, 20% 60-70, 5% less than 60.

c. 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.



3.3.5.2. 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)

3.3.5.2 (a): Types of papers

For BA classes, 10 classes noted using periodic written assignments, 7 use a short paper and/or presentation, 10 use seminar papers, and 3 – other papers.

For MA classes, 3 classes noted using periodical written assignments, 6 use a short paper and/or presentation, 7 use seminar papers, and one – other papers. One teacher noted, for example, that in addition to the final exam, students have to submit one paper that is based on their reading of a novel. Another noted using a paper based on students' ability to prepare a synthesis between the reading list and the lecture that took place in class. They are normally asked to present a comparison or to explain a major development, institution or a historical change.

3.3.5.2 (b):

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?

Evaluation of papers

Teachers noted that their evaluation of papers relies on the following criteria:

- Dealing with the chosen subject
- Internal coherence, consistency and logic
- The ability to develop a discussion, to sustain it by presenting case-studies and to reach conclusions
- Strength of argument
- Originality
- Expressiveness and clarity
- Use of primary sources and their integration into an argument
- The ability to offer a theoretical framework and historical context
- The use of the relevant secondary literature on the topic
- Integration of themes discussed in class
- Correct usage of references and footnotes, as well as proper transliteration
- Bibliography

One of the teachers detailed her grading priorities as follows:

- Content 70%
- Methodology and bibliography 20%
- Writing style and presentation 10%

This scoring aims at encouraging the student to plan his/her essay in a methodic way, to use the recommended bibliography while also looking for extra material, to keep with a scientific writing style (technical guidelines were provided), as well as a neat presentation, including the proper use of visual material. The scoring of content should be subdivided according to the different topics presented.

What kind of feedback, apart from the grade, do you give to students in relation to these assignments?

Many of the teachers noted that besides en passant comments, there is usually several sentences giving a general evaluation of the work. Some of the teachers explicitly stated writing plenty of remarks on the paper itself. One teacher noted commenting on structure, typos, hidden assumptions, ways conclusions are drawn, sources etc. In addition, they often speak with students about their assignments, especially while returning them during the academic year, either at class or at their office hours.

Particularly in seminars, students have the possibility of submitting a draft (of chapters or of the entire paper) before final submission. Students, however, rarely use this option. In some classes, students are also given the option to hand in a draft of their presentation in class beforehand, to assure that the presentation will go well.

In some of the seminars, a follow-up process is obligatory. Students are expected to work on their papers during the academic year. They are supposed to present the various stages of preparing their papers. In addition they are expected to meet their teacher several times during the semester to update about their progress in preparing their papers. While not all teachers use this process, many require an outline and at least one meeting throughout the school year before allowing the student to proceed with her/his work. With shorter papers, especially in text-based classes and when class assignment is uniform, teachers note reviewing the assignment in class shortly after handing it back. In text-based classes, for example, teachers point out recurring mistakes in understanding the text. One teacher noted that pupils who write exceptionally good works are advised and encouraged to rework them as articles and to submit them to professional journals (usually in Hebrew) or invited to lecture on them in conferences on related subjects.

c. Distribution of the final grade of the degree (in the format of histogram).

Unavailable.

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.

Unavailable.

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

Most teachers noted active participation in class discussion as constituting about 10-20% of the grade in their small classes and seminars. One teacher noted adding extra five points to those students who volunteered to give an oral presentation of a selected item from the reading list. Other teachers also noted identifying and using materials that are not part of the requirements, critical thinking, curiosity and originality.

3.3.6. In summary, what are the strengths and weaknesses of the teaching and learning? To what extent have the methods applied to measure the teaching and learning outcomes achieved their goals?

Strengths

Teachers mentioned as strengths of their teaching the use of PowerPoint and HighLearn, the use of combined methods in one and the same class (frontal lecture, discussion, students' oral presentation), which makes class more vivid. Teachers keep an eye on a balance between class discussion and frontal lecture (in smaller classes). Some of the teachers combine several kinds of source material (primary sources of different genres and secondary sources).

Other strengths include updating course-material over the years and the use of their own research experience as a resource. One teacher mentioned that his courses place the historical episode within the context of broad regional and international processes, and rely on the historical discipline without losing sight of the possible contribution of other disciplines, particularly from the social sciences. Only one teacher mentioned effort at developing students' thinking skills and exposing them to new ideas. We assume that other teachers do the same, but the fact is that they did not explicitly mention it. One of the teachers noted a very warm atmosphere in the class, which encourages questions, vivid discussion and an in-depth, although slow, reading of a

difficult medieval text. Other teachers mentioned that through teaching specific themes, they attract students' attention to universal issues and offer an interdisciplinary approach.

Weaknesses

Many of the teachers mentioned that students are often ill-prepared for class, and that their Arabic skills are low, which hinders advanced discussion of primary sources (these are therefore sometimes substituted by sources in translation). Students are often not prepared for class discussion, and some of the teachers are not strict enough in enforcing class duties. Classes are heterogeneous, which does not permit reading primary sources in their original languages. Many students find it difficult to read articles in languages other than Hebrew, and relevant Hebrew texts are scarce. Class discussion is therefore limited to a dialogue between a limited number of students and the teacher. Some of the teachers are aware of the fact that they are better teachers for good students than for the weak ones. One of the teachers mentioned that female students are sometimes silent in class regardless of their level of preparation, which makes evaluation based on class-participation problematic.

In addition, teachers mention that they often need to explain some basic information, which students are sometimes lacking as they don't have particularly wide cultural or historical horizons. In a class on Islamic law, for example, the teacher mentioned that mediocre level of Arabic proficiency and poor background in Islamic law makes progress slow. Different levels of students in the same class (for example, when students from other departments are taking our classes), slow the course progress. Teachers also emphasized the need to improve the students' writing skills.

Attendance in introductory classes is large and do not enable interaction with students. In the past, such classes were conducted in 3-6 parallel tutorial groups in which readings were discussed and analyzed, the teachers had a better idea of what the students were reading and how prepared they were. Due to budget cuts and decreasing number of teachers, such a method is no longer applicable. In the methodological tutorial classes are far too large and the time available is not sufficient to teach all material. One teacher mentioned incompatibility between her training and

the course she was required to teach: although not a historian, but a philologist, she was asked to deliver a history course. The teacher who teaches a class on the Baha'i faith mentions the fact that the assigned aim of the course – reading texts – is not compatible with the students' virtual ignorance of the field. She thus suggests that such a course would be taught as an introductory course. One of the teachers teaching "easy texts" mentions that such classes tend to be monotonous and dry, because the method is reading and translating. Finally, one of the teachers noted no sufficient training in teaching and not enough methods for checking the students' reading.

3.4. Students

3.4.1. What are the entry requirements/criteria for the program and the actual admission data, including the "on probation" status. Please 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 the admission criteria are decided upon, and to what extent are the criteria and procedures for admission relate to the aims of the program? What have been the lowest admission data (psychometric score and matriculation grades) at the program?

The department's admission policy provides an opportunity for students whose past performance has not been the most outstanding, along with excellent students.

The general conditions of admission to Undergraduate degree at the university are as follows:

- Entitlement to the Israeli Matriculation Certificate ("Bagrut" Certificate)
- An appropriate score on the Israeli Psychometric Test.
- Knowledge of the English language – meeting the University's minimum requirements (Level 3).
- Knowledge of the Hebrew language – meeting the minimum language requirements for students whose did not attend a Hebrew-language high school.

All candidates above a certain weighted score (set on a yearly basis by the University, with little or no consultation with the Department!) are accepted to the department. It should be emphasized that no ceiling was fixed for the number of students admitted to the department and therefore the number continuously fluctuates. In the academic year 2008-2009, 216 students were accepted to the program out of 329 candidates and **115 actually began their studies.**⁴

Affirmative Action has been applied at the Hebrew University since 2001 in all academic departments. Applicants who are eligible for personal advancement, based on criteria set by the Association for Educational Advancement, can be accepted even if their weighted score is slightly lower than the department's admission cutoff grade, and according to the allocated number of vacancies.

Applicants with special needs (impaired vision, blind, hard of hearing, etc.) are permitted to take the psychometric exam under special conditions according to their situation. Should those applicants fail to meet the regular admission requirements, they will be eligible to submit an appeal to the Board of Appeals.

Below are charts of the number of students and number of graduates in the department in the last five years:

Total number of students 2005-2009

	BA	MA			Ph. D
		Non-research	research	total	
2005	388	41	29	70	15
2006	315	34	14	48	18
2007	297	28	14	42	18
2008	300	33	17	50	22
2009	306	27	22	49	22

⁴ It should be emphasized that in this academic year (2009-2010), the number of students registered and accepted to the program has remained the same yet the number of students who actually began their studies increased to 142 (!) – an increase of almost 25%! – making the program the largest in the Faculty.

Graduates 2005-2009

	BA	MA			Ph. D
		Non-research	Research	total	
2005	75	12	4	16	5
2006	90	5	2	7	1
2007	103	13	3	16	4
2008	96	6	3	9	4
2009	78	12	2	14	4

The admissions policy was reflected in the profile of students accepted to the department in the past academic year: the average psychometric score was 615.8, but the standard deviation was 67.2. This means that our first year students have a very broad range of psychometric scores. The average matriculation grade was 10.12. Candidates who do not meet the Hebrew or English language requirements are provided with special university English and Hebrew courses which they must successfully complete. Our department provides a series of Arabic language courses for students who have no or little Arabic knowledge whatsoever. Special textual courses aim to ease the transition from the basics of Arabic to extensive reading for study and research.

Stringent first year demands serve as a test for the department and the students themselves to determine if students meet department standards. Students must achieve a grade of 60 in all of their courses in order to advance to the second year.⁵ This method is frustrating for faculty members and for students who find that they cannot meet expectations. Drop-outs do, however, have alternate study opportunities at the Hebrew University. All students are challenged to achieve their maximum potential, with academic excellence as the goal.

Advancement from 2nd year to 3rd year requires a grade of 60 in Arabic language or Arabic texts, depending on the student's previous knowledge of Arabic, and 60 in a

⁵ According to the new BA program authorized from academic year 2010/11 (see above), the grade needed to pass from the preparatory course on Arabic (mechina) to first year of Arabic is 70 instead of 60.

2nd year seminar. Completion of the 3rd year and qualification for a degree requires achieving a grade of 60 in Arabic language or text course and 60 in 3rd year seminar. The department regularly monitors the admissions and degree requirements in order to maintain a balance between academic excellence and student diversity. Recommendations for changes are submitted to the proper authorities.

3.4.2. To what extent is the relevant information concerning the courses taught in the study program passed on to the students and available to them, e.g. syllabus (bibliography specifying required reading, exercises and assignments, components of the final grade) collection of the examination papers. How is this information brought to the attention of the students, where is it published and how are the students updated on changes that have been introduced?

In order to verify our information, a survey has been conducted among the students. This survey shows that information on the courses is accessed by the students primarily through the course HighLearn web-site (69.4%⁶) and personal approach to the instructor or the departmental office (25.0%, 25.0%). Grades are received by SMS (80.6%) and e-mail (77.8%). The venerable bulletin board for students is barely used anymore, while the department web-site has not yet to take up the slack.

3.4.3. What is the yearly drop-out 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 drop-out rate? In case there is not, what steps does the unit take in order to prevent, reduce or increase drop-out?

According to our estimate (exact figures are not available), the average drop-out percentage in the last five years from the first to the second year is 10%-15%.⁷ The yearly drop-out rate of students over the last five years is related in part to the admissions and advancement policy described above. Drop-out during or after the first year is most obvious when students do not complete advancement requirements to the second year. Also, some students switch to another department after discovering in the first year that the program is not what they expected when they made their initial choice. This is undoubtedly a function of our “open-door” policy, as

⁶ Only thirty-six students in the BA and MA programs responded to our on-line survey, despite the fact that it was short (six questions) and simple (no open questions). This low response is not unique to our department; other university units have used a variety of incentives and methods to prompt student response. Low response characterizes also the university's poll with regard to the teaching.

⁷ In the year 2008-2009, for example, there were 133 students in the first year and 107 in the second. Similar figures were in the year 2009-2010: 130-108.

students usually transfer to a less demanding department. Some students change Middle Eastern studies from a major to a minor, with a social science major, because the social science departments limit the number of credits their students can take in other departments. The large number of credits devoted to Arabic language study required to complete a degree in our department is undoubtedly a major factor. Although we are aware of this problem, we firmly believe that the Arabic language is essential to the study of Islam and Middle Eastern History. The drop-out rate for second and third year students is insignificant, and usually involves personal reasons. Some students actually do the 3 year program in four years for economic and academic reasons. The demands are stringent, the course load is heavy, particularly for those who do not know Arabic, and many students are holding full-time jobs in their third year.

3.4.4. 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?

Advanced students (3rd year and graduate) are involved in staff research projects within the limits of research methods and funding in the humanities, where scholars do much of the work themselves. Students are encouraged to carry out independent research in seminar papers based on primary sources, and in the MA thesis, which is regarded as a pilot for a potential doctoral dissertation.

3.4.5. Counselling systems

3.4.5.1. 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.

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 on the Web (Hebrew University homepage <http://www.huji.ac.il/> and click on Information for Students – Dean of Students Office or direct link: <http://studean.huji.ac.il/>

- 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.
- Students with learning disabilities: Professional personnel provide individual and group counseling 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.
- Blind students and students with impaired vision: The HU houses a unique study center for blind students and students with impaired vision. The center provides sophisticated instrumentation, including an audio library and specially designed computers which are available both at the center 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.
- 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.
- Psychological counseling: Counseling by experienced personnel is available on all campuses for HU students requiring help with personal crises.
- The Computer Centers on the Mount Scopus campus are accessible to physically handicapped people. The main computer center is equipped with a stair lift, and there is a direct passage between the main computer center and the center for the blind. In the second computer center, 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 center from a parking lot. All the computers at both of the Mount Scopus computer centers 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.

- 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.
- 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).

In addition to above counseling channels for students maintained by the university and the department, the faculty and staff provide personal, informal advice to students. Formal counseling consists of: open house each spring for potential students and outreach to secondary school students specializing in Arabic and Middle East studies; on-line instructions and syllabi; counseling days every fall; and meetings for M.A. candidates at the end of the 3rd year. Still, our student survey shows that many students did not find the department helpful in this respect. Moreover, our student survey shows also that a majority found special needs counseling unknown or irrelevant (66.7%). It is gratifying to discover that one-third of the students who responded to our survey found that their special needs were met to a greater or lesser extent.

3.4.5.2. Are counseling 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.

We do not provide formal career counseling, assistance, or work placement because these has been deemed unnecessary in a small country like Israel where personal relations are crucial to placement in professional careers. Our student survey reflects this, with a majority of the students indicating that they received little or no assistance in career placement.

3.4.6. What are the mechanisms that deal with student complaints?

Student complaints are handled by the instructors through a formal appeal process, by the department head in his/her office hours, and via discussions in the teacher-student committee set up annually by the chair of the department. Our student survey shows a fair degree of satisfaction with the handling of student complaints.

3.4.7. Does the unit take steps to locate outstanding students (including candidates) and reward them? If so, describe these procedures. What financial assistance is provided to students with financial problems and/or to outstanding students?

Outstanding students are identified by informal contacts among our faculty-members and by University and Humanities-wide quantitative measures based on grades. First year students with high admissions scores are eligible for tuition scholarships from the Humanities faculty, and through the department. The department also offers some prizes and scholarships: the Farhi prize, the Gilad Bartuv prize for graduate students, the Prof. Amnon Netzer prize for Iranian Studies, the Abir Fund for MA students studying the Modern Middle East.⁸ The lack of financial resources to support and reward outstanding students is a severe weakness, but several recent initiatives to support the humanities will undoubtedly ameliorate the situation.

Every student is entitled to apply for financial aid. The Student Financial Aid Department (SFAD) grants financial aid based on financial status, academic achievement and/or other criteria related to specific funds. Freshmen are evaluated according to their university admission 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 the

⁸ The Abir fund was set up only recently, in 2008, by the generous donation of Prof. Mordechai Abir, a department faculty member who retired in 2005. Half of the profit's fund is allocated to scholarships for outstanding students in the field of the modern Middle East, while the other half is allocated to hiring adjunct teachers in the same field. In addition, he set up another fund for the organization of an annual international conference on a contemporary Middle East theme. The first conference is scheduled for December 2009.

bulletin boards. Application forms are available from the schools' academic secretaries, at the SFAD office and on the website.

3.4.8. Does the institution and/or the parent unit maintain contact with their alumni, employers, and with employment market. If data is available, please specify the measure of integration of alumni into the labor 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). Please supply the data on the number of alumni who have completed their studies with distinction. Relevant survey of the unit/institution on this matter will be most appreciated.

Our graduates continue to academic careers in Israel and abroad, to postings and research positions in the Foreign Office, to careers in the print and electronic media, to public service, to the defense establishment, and to non-governmental organizations. Degrees in Middle East studies also provide general knowledge and learning skills for a wide variety of jobs. We do not collect data on alumni who have completed their studies with distinction, but we do have contact with them when they excel in Middle East studies careers. Also, outstanding students return to complete advanced degrees in line with their career choices and interests.

number of students who have graduated with distinction

YEAR	BA		MA	
	excellence	extra excellence	excellence	extra excellence
2005	6	1	0	0
2006	4	0	1	1
2007	5	0	3	0
2008	12	1	1	0
2009	1	0	1	0

3.4.9. In summary, what are the strengths and weakness of the issues specified above?

Our strengths are our accessibility to a wide variety of students while maintaining excellence of studies, and providing our students with the tools to continue in various careers. The high number of students enrolled in our department, which has remained steady in the last five years, as the chart above indicates, is a good indication of our

ability to attract students, even though the offered curriculum is "thinner" than in the past and in spite of the decline in the number of faculty members.

Our weaknesses are the lack of financial support in terms of scholarships to attract outstanding students, and the gap between our research interests and those of the students.

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). What are the areas of specialization of the staff versus the requirements of the study program? To what extent does the staff profile enable flexibility and dynamism within the program?

The academic staff of the department of Islamic and Middle Eastern Studies consists in 2008-9 of the following categories:

- 13 senior scholars (tenured and tenured-track faculty members).⁹
- 6 Tenured language teachers (5 for Arabic; 1 for Turkish – retired in the academic year 2009-2010)
- 19 Adjunct teachers
- 4 Retired faculty members teaching voluntarily.
- 3 Teaching assistants (one for each introductory course; 2 MA students and 1 PhD student).¹⁰

The senior scholars include: 3 lecturers; 3 senior lecturers; 5 associate professors; 2 full professors. One full professor, one associate professor and one lecturer have joint appointments in other departments, and therefore are only teaching part time in our department. Five of the senior scholars specialize on the medieval period (history and

⁹ See note 2.

¹⁰ In addition in 2008-9 the department hosted one post-doc fellow, Dr. Jesse Ferris (who, however, did not teach). Several senior scholars employed research assistants, who also did not teach.

culture); 1 on the Ottoman Empire; 5 on the modern- to- contemporary period (history and religion), one on Islamic art and one in African history.¹¹

The adjunct teachers include 1 professor, 13 PhD holders, 3 PhD students and 2 MA holders. They teach 2-8 teaching units, according to the department needs and faculty regulations. Course topics include history of the modern and contemporary Middle East (7 courses); contemporary Islam (2); languages: Persian (3) and Arabic (1); methodology tutorial (2); Inter-faiths' relations (3) and Islamic archaeology (1)¹².

The retired scholars teach 2-4 teaching units in their field of expertise. Three teach highly specialized courses (Pahlavi; Baha'i studies; Ottoman Turkish) while one gives the general course of Introduction to the Islamic religion. The combination of senior and adjunct lecturers with the addition of the language teachers and retired volunteers 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 Arabic, Persian and Turkish. Limited resources restrict the department's ability to offer a wider variety of courses and more flexibility.

3.5.1.2. 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. Are their research areas related to the study program (e.g. do the staff members teach special courses that are related to their areas of research or to areas in which they have gained a reputation)?

All the senior scholars of the department hold Ph.D degrees, mostly in Islamic and Middle Eastern Studies, and are active researchers who teach subjects within their field of specialization. Teaching responsibilities are allocated based on the faculty members' fields of expertise, while taking into consideration both the department's teaching needs and their preferences. Senior scholars often teach a large required course in their general area of expertise as well as smaller, more advanced courses, seminars and/or textual courses in their specific area of research. Most of them

¹¹ Joining the department in the academic year 2008-2009 as a result of the closure of the Department of African Studies. In 2009, a new faculty member, Dr. Katia Cytryn-Silverman, joined the department – a joint position in our department and the Department of Archeology.

¹² The course on archeology was taught by the teacher receiving the position in the department, as specified above.

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.

All Arabic teachers hold teaching certificate for teaching Arabic and most of them have experience in teaching at other forums as well (e.g. high school); the linguistic skills of the teachers of Persian and Turkish are reviewed and constantly supervised by the senior scholars who specialize in these languages.

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

All the faculty members of the department 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 of the adjunct teachers and submit a report on their teaching skills and level. This report is taken into consideration in deciding on the teacher's tenure or the continuing of the adjunct teacher's employment.

3.5.1.4. 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? Are you satisfied with these procedures?

The criteria and procedures for appointing tenured and tenured track staff members are decided on the level of the University and Faculty, not on the department's 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 Ph.D. 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 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 teachers were appointed according to what we call "the parallel track" that catered specifically to language teachers. In the recent years the faculty does not accept new appointments for this track.

3.5.1.5. 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. S/he is chosen by the department's senior scholars and his/her nomination is approved by the Dean of the Faculty of Humanities. S/he is usually chosen for a term (three years) with a possible extension to two (that is, six years).¹³

The chair of the department is responsible for preparing the annual program within the limits of the budget allocated by the dean. S/he represents the department vis-à-vis the faculty authorities (e.g. Dean, School of History, Institute of Asian and African Studies), and convenes departmental meetings for discussing issues such as curricular changes or development plans. S/he regularly meets with students, especially if

¹³ Historically, chairs of the department rarely extended their term. The current chair (Prof. Elie Podeh) has retired in September 2009 after five years in this position.

problems have arisen with a particular teacher or course. S/he approves (or denies) travel by department members including absences from classes and sabbaticals. S/he recommends non-tenured staff members for tenure (as can other tenured senior departmental members).

3.5.1.6. 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 teach 12 annual credits i.e. six teaching hours a week per semester (in some cases they teach seven or eight hours per week on a voluntary basis). Adjunct teachers can teach one or two courses per semester (2-4 credits) and up to 8 credits per academic year.

3.5.1.7. 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.

3.5.1.8. 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 on the faculty level and not by the department. The department submits to the Dean its list of priorities for future nominations. These priorities were decided on a departmental meeting at 2007-8 and currently (after we have just received a half-position in Muslim archaeology in the new appointments of 2008-2009) include the following fields, in this order as positions become available:

1. Contemporary Middle Eastern history (20th century onward)¹⁴
2. Early modern Islamic and/or Middle Eastern history
3. Pre-modern history and culture of the Muslim world

The Dean (together with the development committee of the Faculty) decides whether to hold a tender for a tenured-track position in the department (which is usually allocated to specific field e.g. contemporary Middle Eastern history, Muslim archaeology, according to the department's priorities) and publishes a call for applications. The applicants' files (consist of CV, list of publications, letters of recommendations and sample publications) are distributed to the department, to broad area committees appointed by the dean (in our case the Asian and African studies 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. The committee recommends appointments 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 staff of the department included two secretaries, who also supported the academic activity of the departments of Arabic Language and Literature, and of Indian and Armenian Studies. This has now been reduced to one secretary, who is responsible only for the Dept. of Islamic and Middle Eastern Studies. Their job description, up to the summer of 2008, is as follows:

A. Ms. Tzipora Cohen

The chief secretary of the departments of Islamic and Middle Eastern Studies, Arabic Language and Literature, and Indian and Armenian Studies. She is responsible to:

- Preparation of the B.A. and M.A. study programs, in collaboration with the heads of the departments.

¹⁴ Indeed, a tender has been published for this position in the academic year 2009-2010 and the selection process has begun at present (December 2009).

- Planning the exams schedules of the departments
- Organizing and coordinating the M.A. departmental seminar
- Coordinating the Ruth and Mordechai Abir.fellowship committee
- Preparation of the advisory schedules of the departments, 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
- Attending to the members of the academic staff: senior, junior and associate teachers/fellow instructors
- Attending to the B.A. and M.A. students from their first day until their graduation.
- Current/Ongoing secretarial tasks of the departments, e.g., in-charge of coordinating exams, fulfillment of degrees, reporting grades of exams and written works.

B. Ms. Irina Bochevar

Secretary in the departments of Islamic and Middle Eastern Studies, Arabic Language and Literature and Indian Studies in the Institute of Asian and African Studies. Her job includes:

- Taking care of the academic programs of the B.A. and M.A. students within the departments and supplementary courses
- Attending to the academic staff and to the students; taking care of appeals
- Weighting B.A. grades [= student's grades with number of course hours]
- Current tasks of the secretariat: receptionist, regular mail, e-mail, photocopying bibliographies and other teaching materials, delivery of mail and filing; Organizing the offices and reception hours of the academic staff; current updating of the departmental sites on the internet; sending e-mails and SMS messages to teachers and students; typing in Hebrew and English.
- Receiving the exams from the academic staff and the written works from the students, sending them to be photocopied; reporting the grades
- Organizing the annual conference of the Armenian studies.

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 able to offer both general and more specific 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 language teachers, highly qualified adjunct teachers and highly efficient administrative staff.

Weaknesses

Due to decisions that are outside the department's control, the number of the positions in the department has shrunk considerably in the last decade and may well shrink even further in the near future. In more concrete terms, in the academic year 1997-1998, the number of positions in the department was 18.5 (some positions are shared with other departments). Ten years later, the number has decreased to 12.5. It means a decline of one third (!) in the number of positions in the department – a fact that negatively affects the program's curriculum and teaching. A specific aspect of this general problem concerns the language teachers: at the moment the department does not have a tenured or tenure-track teacher for the Persian language and has to employ adjunct teachers for teaching it. This year the teacher of the Turkish language has retired as well, and in a few years three Arabic teachers are also about to retire. Since at the moment the faculty does not accept new recruits to the "parallel track" (the administrative track of the language teachers), the language teachers' positions will not be filled. This obliges the department to allocate its ever shrinking "soft" budget to language teaching on the expense of a larger variety of other courses.

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 in the Faculty of Humanities, which is physically connected with the buildings incorporating the Faculties of Social Sciences and Law. The study program under evaluation operates in classrooms that are located in the same building as the unit. Courses offered to the students of the program on behalf of the Faculty of Social Sciences or the Jewish Studies usually take place in the Faculty of Social Sciences or the Rabin building respectively; both are located within the walking distance from the Faculty of Humanities. The language laboratories are located in the Faculty of Humanities as well. Besides, there is the Media Department in the Bloomfield Library for the Humanities and Social Sciences (see below), which provides facilities for using visual media in the framework of the courses offered by the Program.

Other study programs within various departments of the Faculty of Humanities take place in the same building. Besides, during summer vacation, programs for international students offered by the Rothberg International School of the Hebrew University, are carried out in the Humanities building. The same is true for scheduled psychometric tests.

3.6.1.2. What is the location of the secretariat/administration of the parent unit? Does the study program under evaluation have a separate secretariat?

The general secretariat of the Faculty of Humanities is located on the fourth floor, bloc 4 in the same building as the Program. The separate secretariat of the program holds responsibility for three departments: Islamic and Middle Eastern Studies, Arabic Language and Literature; Indian and Armenian Studies. The secretariat is located on floor six, bloc 4 in the various degrees of vicinity to the rooms of the staff members

belonging to these departments (floors five and six, blocs 3 and 4). The room of the chair of the department was conveniently attached to the secretariat.

In October 2009, however, considerable administrative changes have taken place in the structure of the secretariats. Instead of the convenient complex of the Secretariat of the department and the attached room of the chair (located on six floor, rooms 6415-6418), the Secretariat has moved two floors below (along with secretariats of other departments). In addition, the Secretariat of the Arabic Language and Literature Department was separated and moved elsewhere (now within the responsibility of the secretariat of the Hebrew Language Department). Also, the Secretariat no longer is responsible for Armenian and Indian studies. As a result, the secretariat has now only one room (4406, instead of two) and only one secretary (instead of two). In contrast to the previous arrangement, the chair of the department does not sit near his/her secretary.

3.6.1.3. 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 Arabic Language and Literature Department there are 5 such staff members). Some share their room with an active staff member (1 person). Retired and active staff members (i.e. who still teach) are also given a private room (5 altogether, one of whom shares his room with another staff member). Retired and non-active staff members are given a room which they usually share either with other non-active staff members (in 3 cases) or with an active staff member; some retired non-active staff members do not have a room at all (four members).

In the Department, none of the junior staff members (M.A. and Doctoral students who assist senior staff members in their courses) are given rooms. External lecturers or teachers are given rooms which they share with others (6 in number). One member has a room that belongs to other Departments, Faculties (such as the Faculty of Social Sciences) or other institutions (such as the Harry S. Truman Institute) located in the Mount Scopus campus.

The unit and program under evaluation do not have a technical staff of their own; when needed, the technical staff of the Faculty of the Humanities is used.

Each room is equipped only with the most basic equipment: a table, a chair, a phone, etc; closets, shelves or book cases are granted by the Faculty only if available (in which case they are used ones, not new). Regarding computers, faxes, printers and the like – they are not granted by the Department or Faculty but rather are acquired by the personal means of the staff members, i.e. through their own salaries or research budgets. Only the secretariats and some heads of Departments are entitled to computers, faxes, printers, etc.

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).

There are no special classrooms that belong to the unit and serve the study program. The classrooms, used by the unit 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 (via the secretariat). The type of classrooms assigned to the program are determined in accordance with various criteria: 1) the number of students registered in each course; 2) the type of course – a lecture or a seminar; 3) the use of multi-media for the purpose of a course.

The Faculty of Humanities has at its disposal:

- A total of 71 classrooms (not including music and theater classrooms). Most of these classrooms (37) can contain from 30 to 42 students; a few classrooms (10) can contain a varying number of students ranging from 60 to 115. In most classrooms, the seats have little desks attached to the seats ("tablet arm desks"). Every classroom has a few electric outlets or wall sockets for the use of laptops (not enough, however, for all the students).
- 17 multimedia classrooms (i.e. with a LCD projector, a screen, a computer and internet access).

- 14 multimedia classrooms with a LCD projector, but no computer.
- 23 seminar rooms (seminar rooms are built for a small number of students, up to 25, and contain one large table, around which the lecturer and students congregate).

All classrooms have heating; 61 classes have air-conditioning. 27 classrooms have a blackboard designed for the use of chalk¹⁵; 44 classrooms have boards designed for the use of colored markers. There is one large auditorium, containing 300 seats; it is also a multimedia room that serves all the departments of the Faculty. Only the Bloomfield Library for the Humanities and Social Sciences has full wireless internet access. The classrooms have no wireless internet; 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 centers, research centers 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 Institute of Asian and African Studies has only one conference room, located on the fifth floor of the unit. The room with a capacity of up to 20 persons serves both the academic staff and advanced students for departmental meetings and seminars, small conferences and guest lectures. In addition, there are other small rooms in the Faculty, pertaining to the Program, which serve various projects.¹⁶

There are no special classrooms for group activities, and group studies are usually held in the Bloomfield Library for the Humanities and Social Sciences, specially equipped for this purpose (see below). There are no activities that take place outside the campus. Occasionally, however, field trips or tours (to the L. A. Mayer Museum

¹⁵ As of December 1, 2009, all the classrooms became equipped with white boards for the use of colored markers.

¹⁶ One room for the editorial staff of JSAI (*Jerusalem Studies in Arabic and Islam*); two rooms for the Nehemia Levtzion Center for Islamic Studies; one room for *The Concordance of Early Arabic Poetry* project (directed by Prof. Albert Arazi); one room for the *Jabarti Translation Project* (directed by Prof. Shmuel Moreh); 3-4 rooms for the *Arabic-Hebrew Dictionary* Project (directed by Prof. Arielev and Menahem Milson); one room for the *Dictionary of Egyptian Arabic* project (Prof. Gabriel Rosenbaum); one room for the Centre of Iranian and Judeo-Persian Studies in Memory of Prof. Amnon Netzer; one room for slides related to Islamic art.

for Islamic Art, located in Jerusalem, to the Old City of Jerusalem, etc.) are organized for the students of various courses that form part of the study program under evaluation. If defined as being an integral part of any relevant course, these trips or tours are funded (at least partially) by the Faculty. Otherwise, the students themselves are requested to pay a symbolic fee.

3.6.3. Computerization

3.6.3.1. Please specify the institutional and unit computer lay-out, and how it serves the parent unit and the study program.

There is no special computer lay-out for the unit and its study program. The Faculty of the Humanities has 31 classrooms (so-called “smart classrooms”) equipped with workstations which allow to display and work with PowerPoint presentation and other visual materials. The reservation of these classrooms is made in advance at the beginning of each academic year according to the needs of each course through the unit's secretariat. The material taught through PowerPoint presentations is usually buttressed by an e-learning system, or HighLearn System (“OWL”). In this website, every lecturer or teacher may open a special site for his/her own course/courses. Often students are referred to the materials contained in this website – namely bibliographical lists, assignments, articles, etc.

The Mount Scopus campus has at its disposal a central computer center (“The Computer Farm”) which is located in the middle of the campus, between the Faculty of Humanities and the Social Sciences Faculty. This computer 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 Macintosh computers). All computers have internet access and the basic software, such as Microsoft Office. It should be noted that these classrooms are meant for the entire university; one must order in advance a classroom. There is also a smaller computer center in the Social Sciences Faculty, containing 2 classrooms: one with 36 computers and 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 3rd 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. All have internet access and the basic software, as well as a central printer which serves the various computers.

All the above mentioned computers are accessible to the students by entering their i.d. (or passport) numbers and a special personal code. Students also enjoy a personal disk drive which is part of the central server of the University.

There is no systematic use of these computer facilities by the lecturers and teachers of the unit. Rarely are courses or classes that belong to the study program under evaluation held in computerized classrooms at the computer center mentioned above.

3.6.3.2 See paragraph 3.6.3.1.

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?

Language laboratories are used in teaching Persian for improving listening, comprehension and speaking skills in the courses “Persian for Beginners” and “Advanced Persian” (one weekly hour each). There are four classrooms with 25 workstations equipped with devices for listening with headphones and a computer stand plus one room for independent work of students. The teacher of Persian uses mostly the headphones for individual student work as well as DVD for displaying visual materials.

3.6.5. Library and Information Technologies

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, computerized 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, computerized 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?

Library: a General Description

The main library which serves the needs of the Program is Bloomfield Library for the Humanities and Social Sciences. The library's five story building is located in the center of the Mt. Scopus campus, lodged between the buildings of the Faculties of Humanities and Social Sciences. The third (entrance) floor's Berel and Agnes Ginges Library Information Centre includes modern study spaces for individuals and groups, with wireless connections for personal laptops, up to date computer workstations, study rooms for small groups, a seminar room and a library classroom. The third floor also contains the Reference and Circulation Departments, Periodicals Reading Room and the Administrative offices. The Acquisition and Cataloging Department are located on the fourth floor. The lower level houses the Photocopy Service and storage facilities. The Reading Rooms, on floors 2, 4 and 5, accommodate book collections shelved according to various fields of study. Each Reading Room measures approximately 3,000 square meters. Subject specialists' offices adjoin the corresponding Reading Rooms to give guidance to students.

Physical Structure and Computer Stations

There are about 1,800 seats in the various Reading Rooms, some in quiet areas and some in areas designated for group study. There are also individual study carrels throughout the building for students seeking a quiet private corner. In addition there are classrooms for collaborative learning. The Periodicals Reading Room, where current periodicals are displayed, offers comfortable informal seating.

As for computer stations and printing services, there are about 160 workstations available to students. At the stations, library readers can search the library's catalogs, databases and electronic journals. Access to the Internet, e-mail, Microsoft Office and many programs provided by the University Computer Authority is also available. Wireless connection for students with personal laptop computers is accessible in all the areas. Library scanners and printers throughout the building provide relevant services to all library patrons.

Working Hours

The Library opening hours during the academic year:

Sun.-Wed. 9:00-22:00

Thurs. 9:00-19:00

Summer hours:

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

State of the Collection

The collection is classified according to the system of the Library of Congress. The books and journals relevant to the Program are located mainly on the fifth floor according to the following division:

<u>Topic</u>	<u>Call Number</u>
Reference books (dictionaries, subject-specific encyclopedias)	Reference sections
Islam	BP
Arabic Philosophy	B
Muslim Art	N
Arabic Language and Literature	PJ
Periodicals	X5
Middle East	DS

Besides books in the open access, most of which are eligible for loan (except for periodicals), there is the Reserved Reading Collection (the entrance floor) which comprises items determined by the Program lecturers as required reading for their courses. The lists of the required reading is updated every semester. If a title is on the required reading list, the library usually provides an item for every 30 students (the correlation can be changed in case of need).

No data could be supplied as regards the number of titles or periodicals according to subjects, as well as regarding the number of obligatory books relative to the number of students in the Program (however, see the paragraph above concerning the required reading list). On the whole, the size of the complete collection of the Bloomfield Library is as follows:

566,665 cataloged titles, including:

- 1,066 print journal subscriptions
- 22,437 electronic journal subscriptions
- 6,372 DVD and videocassettes
- 16,662 phonograph records and CDs.
- 132 electronic databases
- 971,490 volumes on shelves

Assistance to Students

The Program is assisted by three professional librarians who are responsible for materials' selection, acquisition (in cooperation with an academic coordinator appointed by the department; on that see also below), cataloging, professional advising. All of them have academic degrees in library science and in the fields of humanities. They are fluent in many languages which is necessary to serve the University researchers.

In addition to the above-mentioned librarians, the students get face-to-face assistance from the main reference desk, located on the entrance floor, during all library opening hours. Individual help can be obtained from a relevant subject specialist librarian by e-mail, by phone or through appointment. New students are offered library orientation sessions at the beginning of each semester. There are also specialized instruction classes meant to acquaint the new students with the bibliographic materials relevant to the Program. Besides, the Reference Department team has produced a number of YouTube training videos on library resources - linked to the Library homepage and accessible from any computer.

Access to electronic journals and databases

Students, teachers and researchers can search the Library online catalogue and can access most of the electronic journals and databases from any computer that is connected to the university network on campus or from home. They can access electronic resources from home or dorms by entering a personal identification code. For the samples of the databases relevant to the Program, see:

Arabic:

<http://www.mslib.huji.ac.il/main/siteNew/?page=26&action=sidLink&stId=14#arabic>

Islamic and Middle Eastern Studies:

<http://www.mslib.huji.ac.il/main/siteNew/?page=26&action=sidLink&stId=14#islamic>;

Literature (General and Comparative):

<http://www.mslib.huji.ac.il/main/siteNew/?page=26&action=sidLink&stId=14#literature>

Linguistics:

<http://www.mslib.huji.ac.il/main/siteNew/?page=26&action=sidLink&stId=14#linguistics>

Decisions on Collection Development

At the beginning of each academic year the Library Authority allocates an acquisitions budget to each individual faculty. Each Faculty Library Committee, whose members are appointed by the Dean, meets and decides on the division of the budget among the many departments and fields of study in the faculty. Part of the budget is for journal and database subscriptions. The remaining budget is for monographs and non-book materials.

Subscriptions are acquired in cooperation with other libraries in the Hebrew University, as well as through Malmad (The Israel Center for Digital Information Services). Subscriptions to new databases are approved only after a trial period has been made available to the librarians, researchers and teachers who are requested to give their evaluation. The collection development is a joint effort of librarians and faculty members. Annually, heads of departments appoint a department member who coordinates acquisition requests with the library. Selections are made from required reading lists, teachers' recommendations, publishers' catalogs, professional publications and on-line resources. Financial donations and book gifts are another sources for developing the collection.

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?

Library Services for Persons with Disabilities:

Workstations for persons with disabilities are located on the second and third floors (accessible by elevator) and equipped with: a) adjustable desk to accommodate the wheelchair-bound and people with back problems; b) special hardware, e.g., PCs with a large monitor that facilitates computer use by individuals with visual impairments by allowing a continuous display of magnified material without excess scrolling; c) special software. In addition to standard library software, the station offers: ZoomText (i.e. Screen magnification application); Kol Kore (a program that reads Hebrew texts); Natural Reader (a text-to-speech English reading program). Additional devices include headphones, a keyboard with large keys (with shield) and a selection of mice for the handicapped (for a detailed description go to:

<http://www.mslib.huji.ac.il/main/siteNew/?page=104>).

All workstations in the Periodicals Department are equipped with wide screen 22 inch monitors which are suitable for the visually impaired.

Standard printing, scanning and copying facilities are located near the workstation. A special copying machine for the wheelchair-bound can be found in the first floor in the Copying Services Department (accessible by elevator).

During their first year at the University students with disabilities are given special guidance on library resources and adaptive technologies.

Access to classrooms and laboratories

The all-university project is currently being under way to make the Hebrew University accessible for people with disabilities. The Mount Scopus is the first to undergo necessary adjustments. In order to enable accessible connections between the third level of the campus serving its central transfer, and the other levels, ramps and elevators were installed. In the Faculty of Humanities which is the physical core of the program, the access to classrooms and language laboratories is facilitated by ramps and elevators. In addition, specially adapted bathroom facilities were installed.

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

Points of strength

- The physical infrastructure serving the Program is constantly developing. The introduction of multimedia classrooms in recent years has enriched the teaching methods and technologies and greatly advanced and modernized the teaching process. The same is true as regards the HighLearn System (“OWL”), which saves students' time and enables them to work from home.
- The Bloomfield Library for the Humanities and Social Sciences has been recently renovated; the work environment is efficient and pleasant. The Library website is extremely friendly and includes all the necessary information for both the beginning and the advanced students. Its working hours are well adapted to the needs of the students.
- The efforts invested by the Library and the Faculty of Humanities as a whole to enable the convenient access of the students with disabilities to physical environment and to the study material are worthy of appreciation.

Points of weakness

- The most acute problem is an ever-decreasing budget for book acquisition, which hits desperately upon the quantity of obtained books, periodicals and costly databases and therefore seriously hampers the development of the collection of high quality for the Program.
- Although most of the classrooms are labeled as air-conditioned, in fact the air-conditioning in some rooms works so poorly as making it practically impossible to do decent teaching and studying during hot months (April-July) in Jerusalem, including the period of exams in particular.
- It is desirable that more language teachers, notably those of Arabic, would make use of the facilities provided by Language Laboratories. It would enhance the active language skills of students.
- The move of the secretariat does not improve, as expected, the quality of the service to the students. Though this move is part of the overall reform in the faculty, it seems that it was implemented unwisely and hastily.

Chapter 4

Research and Other Activities

Alongside teaching and student guidance, the departmental faculty engages in a wide range of research activity, which is also a primary parameter for promotions. This activity includes books and articles published in leading publishing houses and journals in the fields of Islam and the Middle East, as well as participation in and organizing local and international conferences, membership on the editorial boards of journals in the field, and collaboration with scholars and academic institutions in Israel and abroad. This research activity is facilitated by grants and assistance from research foundations applied for and obtained by our faculty members.

Research and publishing fields

The research areas and published work of the departmental faculty, both tenured and untenured, are multi-faceted, covering the history of Islam and its believers in the pre-modern and modern periods with an emphasis on law, society and politics, side by side with art, literature and gender. The department's research productivity is impressive, especially in light of the heavy teaching schedule in the department, which has one of the highest enrollments in the Faculty of Humanities (some 110-130 undergraduate students annually), and the small number of tenured and tenure-track faculty – 13, due to stringent faculty quotas and early retirement of senior professors. While the department is assisted by untenured teachers in order to meet the students' requirements and expectations, this solution is only partial. The situation is even more difficult with regard to graduate students (49 M.A. candidates and 21 doctoral candidates during the 2008-09 academic year), who are instructed and guided exclusively by tenured faculty. Nevertheless, the published research activity by the department faculty is extensive, reflected during the past five years in some 16 books, 15 edited compilations, and a long list of articles (see Appendix 1: departmental faculty listing by research area and published works).

Membership in editorial boards of Journals

Several departmental members serve as board members of leading journals in the field published in Israel and abroad (see Appendix 2), notably:

Pe'amim (Jerusalem)

Jerusalem Studies in Arabic and Islam (Jerusalem)

Yad Ben-Zvi Publishing House (Jerusalem)

Cathedra (Jerusalem)

Jama'a (Beersheva)

Ha-Mizrah He-Hadash (Ra'anana)

Mamluk Studies Review (Chicago)

Eurasian Studies (Cambridge and Rome)

Research grants, prizes and awards

Research is generally conducted by individual members of the faculty supported by foundations in Israel and abroad which award grants both on a competitive and non-competitive basis (see Appendix 3). The most important of these are: In Israel: Israel Science Foundation; Abroad: GIF (German-Israel Foundation for Scientific Research and Development). Other research was supported by: The Landau Prize for Research and Sciences; Fulbright Specialist Program

Collaborative projects in Israel and abroad

The departmental faculty has formed research ties with scholarly bodies in Israel and abroad. Such collaborative research includes joint projects, organizing lectures, and seminars (see Appendix 4). Examples are:

In Israel: The European Forum at the Hebrew University; The Institute for Advanced Studies, the Hebrew University; the Harry S. Truman Research Institute for the Advancement of Peace, the Hebrew University (the director is a member of the Dept.); Yad Izhak Ben-Zvi; the Jerusalem Van Leer Institute.

Abroad: The Institute for Advanced Studies at Princeton; The Institute for Mediterranean Studies, Rethymno, Greece; EPHE, Paris.

Conferences, seminars and workshops

During the past five years, the department and its staff initiated and organized a series of conferences and seminars in Israel and abroad in various research areas, some of

which produced published volumes. Such activity was also carried out under the aegis of two academic bodies in the Faculty of Humanities with joint fields of interest, headed by two of our departmental faculty members: The Nehemia Levtzion Center of Islamic Studies, headed by Dr. Ron Shaham, and the Turkish Studies Forum, headed by Dr. Eyal Ginio. Other research bodies and institutes with whom the department collaborates on various occasions are the Truman Institute for the Advancement of Peace, the Davis Institution for International Affairs, the Jerusalem Van Leer Institute and Yad Izhak Ben-Zvi Institute (see Appendix 5).

Appendix 1:

Publications in the last five years

**Departmental faculty listing by research area and published works
(in brackets, the status of the teacher: senior faculty; adjunct teacher)**

Prof. Amitai Reuven (senior faculty)

The medieval history of the Turks and Mongols; the history of the Mamluk Sultanate; the Mongols in the Islamic World (the Ilkhanate); the military history of the medieval Islamic World; Muslim responses to the Crusades; conversion to Islam; late medieval Arabic epigraphy; Palestine in the late medieval period.

Publications

Books:

1. *The Mongols in the Islamic Lands: Studies in the History of the Ilkhanate*. "Variorum Collected Studies Series," vol. 873. Aldershot, UK and Burlington, VT, USA: Ashgate Publishing Ltd., 2007. xii + 358 pp..
2. *Holy War and Rapprochement: Studies in the Relations between the Mamluk Sultanate and the Mongol Ilkhanate (1260-1335)*. Forthcoming at Brepols. 150 pp..

Edited Books:

3. With Michal Biran. *Mongols, Turks and Others: Eurasian Nomads and the Sedentary World*. Leiden: E.J. Brill, 2005. xx + 550 pp..
4. With Amikam Nahmani. *Islam in Europe: Case Studies, Comparisons & Overviews*. "Conference and Lecture Series," 5. Jerusalem: The European Forum at the Hebrew University, 2007. 162 pp..

Refereed Journals:

5. "Did Chinggis Khan have a Jewish Teacher? An Examination of an Early Fourteenth Century Arabic Text." *Journal of the American Oriental Society*. 124/4 (2004), pp. 691-705.
6. "The Conquest of Arsūf by Baybars: Political and Military Aspects." *Mamluk Studies Review*. 9 (2005), 61-83. Hebrew version published in Israel Roll, Oren Tal and Michael Winter, eds. *The Encounter of Crusaders and Muslims in Palestine as Reflected in Arsuf, Sayyiduna `Ali and Other Coastal Sites*. Tel Aviv: Kibbutz HaMeuchad Press, 2007.
7. "A Mongol Governor of al-Karak in Jordan?: A Re-examination of an Old Document in Mongolian and Arabic." *Zentralasiatische Studien*. 36 (2007), pp. 263-275.

8. "Mamluks of Mongol Origin and their Role in Early Mamluk Political Life." *Mamluk Studies Review*. 12/1 (2008), pp. 119-137.

9. "An Arabic Biographical Notice of Kitbughā, the Mongol General Defeated at ʿAyn Jālūt." *Jerusalem Studies in Arabic and Islam*. "Classical and South Asian Islam: Essays in Honour of Yohanan Friedmann." 33 (2007), pp. 219-234.

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10. "The Mongol Occupation of Damascus in 1300: A Study of Mamluk Loyalties." In Amalia Levanoni and Michael Winter, editors. *The Mamluks in Egyptian and Syrian Politics and Society*. Leiden: E.J. Brill, 2004. pp. 21-41.

11. "The Resolution of the Mongol-Mamluk War." In Reuven Amitai and Michal Biran, editors. *Mongols, Turks and Others: Eurasian Nomads and the Sedentary World*. Leiden: E.J. Brill, 2005. pp. 359-390.

12. "Some Remarks on the Inscription of Baybars at Maqam Nabi Musa." In David J. Wasserstein and Ami Ayalon, editors. *Mamluks and Ottomans: Studies in Honour of Michael Winter*. London and New York: Routledge, 2005. pp. 45-53.

13. "The Mamluk Institution: 1000 Years of Military Slavery in the Islamic World." In Philip Morgan and Christopher Brown, editors. *Arming Slaves: From Classical Times to the Modern Age*. New Haven: Yale University Press, 2006. pp. 40-78.

14. "Some More Thoughts on the Logistics of the Mongol-Mamluk War (with Special Reference to the Battle of Wadi al-Khaznadar)." In John Pryor, editor. *Logistics of War in the Age of the Crusades*. Aldershot: Ashgate, 2006. pp. 25-42.

15. with B.Z. Kedar. "Franks in the Eastern Mediterranean, 1047." In Franco Cardini and Maria Luisa Ceccarelli Lemut, editors. *Quel mar che la terra inghirlanda: In Ricordo di Marco Tangheroni*. Pisa: Consiglio Nazionale delle Ricerche and PACINEditore, 2007. Vol. 2, pp. 465-468.

16. "The Battle of 'Ayn Jalut (A.D. 1260)" [Hebrew]. In Arie Shmuelitz, editor. *Zirat ha-Krav: Kravot Makhra'im bi-Toldot Eretz-Yisrael*. Tel Aviv: Ministry of Defence, 2007.

17. "The Turks in the Middle East: From the Middle Ages to Contemporary Concerns." *The Importance of Being European. Turkey, the EU and the Middle East*. Ed. Nimrod Goren and Amikam Nachmani. "Conference and Lecture Series," 4. Jerusalem: The European Forum at the Hebrew University, 2007. pp. 154-164.

18. "Mongol Provincial Administration: Syria in 1260 as a Case-Study." In: *In Laudem Hierosolymitani: Studies in Crusades and Medieval Culture in Honour of Benjamin Z. Kedar*. Edited by Iris Shagrir, Ronnie Ellenblum and Jonathan Riley-Smith. Aldershot: Ashgate, 2007. pp. 117-143.

19. "Towards a Pre-history of the Islamization of the Turks: A Re-reading of Ibn Fadlān's *Rihla*." In Étienne de la Vaissière, ed. *Islamisation de l'Asie centrale. Processus locaux*

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20. "Hūlāgū (Hülegü) Khan." In *Encyclopaedia Iranica*. Vol. XII (2006), pp. 554-557.
 21. "Ilkhanids." In *Encyclopaedia Iranica*. Vol. XII (2006), pp. 645-654.
 22. "Mamlūk" and "Mamlūk Sultanate." In *The Crusades: An Encyclopedia*. Ed. Alan V. Murray. Santa Barbara, Denver and Oxford: ABC-CLIO, 2006. Vol. III, pp. 785-787, 787-793.
 23. "Ayn Jālūt." *The Encyclopaedia of Islam*, third edition: already published online ca. 2007.
- Encyclopaedia Judaica*, third edition: Mongols (new article), vol. XIV, pp. 443-444; Ayalon (formerly Neustadt), David, vol. II, p. 759 (revised article in 2nd edn. by N. Itzkowitz); Mamluks, vol. XIII, pp. 438-441 (revised article in 2nd edn. by E. Ashtor); Mongolia, vol. XIV, p. 443 (revised article in 2nd edn. by R. Loewenthal); Seljuks, vol. XVIII, pp. 270-271 (revised article in 2nd edn. by A. Ashtor). Woodbridge, CT: Macmillan Reference USA, 2006.

Prof. Biran Michal (senior faculty)

Inner Asian history; cross-cultural contacts between China, the Muslim world and Europe; the Mongol empire and its legacy; history of the medieval Middle East; world history; nomadism; conversion; ethnicity and identity; collective memory; military history; historiography.

Publications

Books:

1. *The Qara Khitai Empire in Eurasian History: Between China and the Islamic World*. Cambridge: Cambridge University Press, 2005. Paperback edition, 2008.
2. *Chinggis Khan*. Oxford: Oneworld Publications, 2007 (for the series "The Makers of the Muslim World").

Edited Books:

3. Reuven Amitai and Michal Biran, eds. *Mongols, Turks and Others: Eurasian Nomads and the World*. Leiden: Brill, 2005.
4. Reuven Amitai and Michal Biran, eds. *Eurasian Nomads as Agents of Cultural Change*. Forthcoming in Hawaii University Press.

Referred Journals:

5. "The Mongol Transformation: From the Steppe to Eurasian Empire," *Medieval Encounters*, 10/1-3 (2004 [2005]), pp. 338-361. Reprinted in Johan P. Arnason and Björn Wittrock, eds.

Eurasian Transformations Tenth to Thirteenth Centuries: Crystallizations, Divergences, Renaissances. E. J. Brill: Leiden and Boston, 2004.

6. "Eurasian Images of Chinggis Khan: Between Myth and Reality *Zmanim* 100 (2008), pp. 56-71 [Hebrew].

7. "Culture and Cross-Cultural Contacts in the Chaghadaid Khanate," forthcoming in *Chronika (Seged)*, 2009, 20 pp.

8. "Chaghadaid Diplomacy and Chancellery Practices: Some Preliminary Remarks," forthcoming in *Oriente Moderno* 2008 [2009].. 28 pp.

Book Chapters:

9. "True To Their Ways: Why the Qara Khitai did not Convert to Islam." In R. Amitai and M. Biran, eds. *Mongols, Turks and Others: Eurasian Nomads and the Sedentary World*. Leiden: Brill, 2005. pp. 175-199.

10. R. Amitai and Michal Biran. "Introduction." In R. Amitai and M. Biran, eds. *Mongols, Turks and Others: Eurasian Nomads and the Sedentary World*. Leiden: Brill, 2005. pp. 1-13.

11. "Ilakkhanids (or Qarakhanids)." *Encyclopedia Iranica*, vol. XII, (2005), pp. 621-628. Columbia University Press, New York.

12. "Between China and Islam: The Administration of the Qara Khitai Empire." In David Sneath, e ditor. *Imperial Statecrafts: Political Forms and Techniques of Governance in Inner Asia C6th- C20th*. Bellingham, WA: Western Washington University Press, 2006, pp. 63-84.

13. "Central Asia from the Conquest of Chinggis Khan to the Rise of Tamerlane: The Ögodeied and Chaghadaid Realms," forthcoming in Peter B. Golden and Nicola Di Cosmo, eds. *The Cambridge History of Inner Asia vol. 2: The Chinggisid Age*. 2009, 34 pp.

14. "The Mongols and Nomadic Identity: The Case of the Khitans of China," in R. Amitai and M. Biran, eds. *Eurasian Nomads as Agents of Cultural Change*," forthcoming in Hawaii University Press.

15. Michal Biran and Reuven Amitai, "Introduction: Nomadic Culture and its Implications", in R. Amitai and M. Biran, eds. *Eurasian Nomads as Agents of Cultural Chang*," forthcoming in Hawaii University Press.

Reviews:

16. Review of George Lane's *Early Mongol Rule in Thirteenth Century Iran: A Persian Renaissance* (London: Routledge, 2003). *Jerusalem Studies in Arabic and Islam*, vol. 30 (2005), pp. 572-75.

17. "Silk Roads"; "Genghis Khan"; "Tamerlane", Forthcoming in *Medieval Islamic Civilization: An Encyclopedia*.

18. "Jochi", *Encyclopedia Iranica*, vol. XV, fasc. 1 (2009), pp. 1-2.

19. "Jovayni, Saheb Divan Shams al-Din", *Encyclopedia Iranica*, vol. XV, fasc. 1 (2009), pp. 71-74.

20. Review of Linda Komaroff (ed). *Beyond the Legacy of Genghis Khan* (Leiden: Brill, 2006), forthcoming in *MESA bulletin*, 2009.
21. Review of Istvan Vasary's *Cumans and Tatars* (Cambridge: CUP, 2005). Forthcoming in *Canada Slavonic Papers*, 2009.
22. Review of Margaret Meserve, *Empires of Islam in Renaissance Historical Thought*. Cambridge MA: Harvard University Press, 2008; Forthcoming in *Itinerario: International Journal on European Expansion and Global interaction*.

Dr. Cohen Hillel (adjunct teacher)

Palestinian society, history of the Palestinian-Israeli conflict, Palestinian collaboration with Israel.

Publications

Books:

1. *Army of Shadows: Palestinian Collaborators with Zionism 1917-1948* (Berkeley: University of California Press, 2007).
2. *Good Arabs: The Israeli Intelligence and the Israeli Arabs* (Berkeley: University of California Press, forthcoming 2009); The Hebrew edition titled *Aravim Tovim* was published in Jerusalem by Keter and Ivrit, 2006.
3. *The Marketplace is Empty: The Rise and Fall of Arab Jerusalem 1967-2007* (Jerusalem: The Jerusalem Institute for Israel Studies, 2007). [Hebrew]

Chapters in Collections:

4. "The State of Israel *versus* the Palestinian Internal Refugees", in Nur Masalha, editor, *Catastrophe Remembered: Palestine, Israel and the Internal Refugees – Essays in Memory of Edward W. Said* (London: Zed books, 2005), pp. 56-72.
5. "Why Do Collaborators Collaborate: The Case of Palestinians and Zionist Institutions, 1917-1936", in Elie Podeh and Asher Kaufman, editors, *Arab Jewish Relations: From Conflict to Resolution?* (Brighton, Sussex Academic Press, 2006), pp. 43-63.
6. "The resettlement of the Palestinian Internal Refugees by Israel: A Success Story?" in Arie Kacowicz and Pawel Lutomski, editors, *Population Resettlement in International Conflicts* (Lanham, Md: Rowman and Littlefield, 2007).
7. "Hajj Amin al-Husseini and the Palestinian Leadership in 1948 War" in Yosi Goldstein and Adli Doller, editors, *Leadership in Times of War* (Rehovot: Weizmann Institute, forthcoming). [Hebrew].

8. "The Rise and Fall of Jerusalem as the Palestinian Capital", in Orah Ahimeir and Yaacov Bar Siman-Tov (eds.) *Forty Years in Jerusalem 1967-2007* (Jerusalem: The Jerusalem Institute for Israel Studies, 2008), pp. 97-114 [Hebrew].

9. Ron Dudai and Hillel Cohen, "Dealing with the Past when the Conflict is Still Present: Civil Society Truth Seeking in The Israeli-Palestinian Conflict," in Rosalind Shaw and Lars Waldorf, with Pierre Hazan (eds.), *Localizing Transitional Justice: Interventions and Priorities after Mass Violence*. Palo Alto: Stanford University Press, forthcoming 2010.

Refereed Journals:

10. Ron Dudai and Hillel Cohen, "Human Rights Dilemmas in Using Informers to Combat Terrorism: the Israeli-Palestinian Case," *Terrorism and Political Violence*, 17:1-2 (2005), pp. 229-243; published also in Magnus Ranstorp and Paul Wilkinson (eds.) *Terrorism and Human Rights*. London: Routledge, 2007.

11. Ron Dudai and Hillel Cohen, "Triangle of Betrayal: Collaborators and Transitional Justice in the Israeli-Palestinian Conflict," *Journal of Human Rights*, 7:1 (2007), pp. 37-58.

12. "Between a Rock and a Hard Place: Palestinian Pro-Zionist Propagandists between Zionist Institutions and Arab Nationalists (1930-1931)," *Israel Affairs* 14:1 (2008), pp. 49-69.

13. Wang Yu and Hillel Cohen, "Marketing Israel to the Arabs: The Rise and Fall of the 'al-Anbaa' Newspaper," *Israel Affairs* 15:2 (2009), pp. 191-211.

Dr. Cytryn-Silverman Katia (adjunct teacher)¹⁷

Islamic archeology, art and architecture.

Publications

Books:

1. *The Road Inns (Khāns) of Bilād al-Shām during the Mamluk Period (1260-1516)*, BAR International Series, Oxford. Forthcoming.

Edited Books:

2. *Material Evidence and Narrative Sources: Interdisciplinary Studies of the History of Islamic Societies*, Proceedings of the 14th Annual Workshop of the Department of Middle East Studies at Ben-Gurion, University of the Negev, June 30th – July 2nd 2009 (organized by the editors). Co-edited with D. Talmon-Heller.

¹⁷ As noted earlier, Dr. Cytryn-Silverman was accepted as a faculty member in the academic year 2009-2010.

Chapters in Collections:

3. "The Pottery above the Synagogue Floor," in Z. Weiss (ed.), *The Sepphoris Synagogue – Deciphering an Ancient Message through Its Archaeological and Socio-Historical Contexts*, Jerusalem, 2005, pp. 266-276.
4. "Tankiz's khan li'l-sabal in Jalj-liya: A Reappraisal," in R. Amitai and A. Levanoni (eds.), *The Mamluk Sultanate: Political, Military, Social and Cultural Aspects* (forthcoming).

Refereed Journals:

5. "Khirbet al-Minya," joint article with M. Rosen-Ayalon and G. Solar, in *Notes and News, IEJ* 55, 2005, pp. 216-219.
 6. "The Road Inns (Kh«ns) in Eretz-Israel during the Mamluk Period," *Qadmoniot* 39, no. 132, 2006, pp. 66-77 [Hebrew].
 7. "The Fifth Mal from Jerusalem: another Umayyad milestone from southern Bilad al-Sham," *Bulletin of the School of Oriental and African Studies* 70, 2007, pp. 603-610.
 8. Review article of P. Willey's *Eagle's Nest: Ismaili Castles in Iran and Syria* (I.B. Tauris Publishers, London, 2005), *Journal of Studies in Arabic and Islam*, 33, 2007, pp. 503-512.
 9. "The Minaret of the White Mosque in Ramla," *Qadmoniot* 135, 2008, pp. 56-64 [Hebrew].
 10. "Khan Hilu – Lod (2007)", co-authorship with Y. Gadot and T. Deadlee, *Hadashot Arkheologiyot* 120 (internet edition, 2008). http://www.hadashot-esi.org.il/report_detail.asp?id=874&mag_id=114 (in Hebrew), http://www.hadashot-esi.org.il/report_detail_eng.asp?id=874&mag_id=114 (in English).
 11. "Three Mamluk Minarets in Ramla," forthcoming in *Jerusalem Studies in Arabic and Islam* 35, 2008, pp. 379-432.
 12. "Khan al-Zahir – bi Zahir al-Quds!," *Journal of the Royal Asiatic Society*, 19/2 (2009), pp. 149-171.
 13. "The Umayyad Mosque of Tiberias," *Muqarnas* 26 (2009), pp. 37-61.
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14. "The Islamic Pottery from the Excavations at Herod's Gate," in G. Avni and Y. Baruch (eds.), *The Excavations at Herod's Gate, 'Atiqot*, Jerusalem.
 15. "The Islamic Pottery from Kerem Maharal Excavations," in U. Ad and K. Said (eds.), *The Excavations at Kerem Maharal, 'Atiqot*, Jerusalem.

16. "Hanayon Giv'ati: The Ceramic Assemblages from the Islamic Layers," forthcoming in *IAA Reports*, Jerusalem.

Prof. Elad Amikam (senior faculty)

Medieval history of the Middle East with particular interest in the history of the late Umayyad and early 'Abbasid caliphate and the history of Syria and Palestine during the early Islamic period.

Publications

Refereed Journals:

1. "The Beginnings of Historical Writing by the Arabs: The Earliest Syrian Writers on the Arab Conquests." *Jerusalem Studies in Arabic and Islam*, vol. XXVIII (2003), pp. 65-152.
2. "The Status of Jerusalem during the Umayyad Period." *Hamizra' HeHadash*. Vol. XLIV (2004): *Islam, Society, and Space in Jerusalem* (ed. Nimrod Luz), pp. 17-68. [Hebrew].
3. "'Abd al-Malik and the Dome of the Rock: Further Examination of the Muslim Sources." Forthcoming in: *Jerusalem Studies in Arabic and Islam*. Vol. XXXIV (2009) [70 pages].

Conference Proceedings:

4. "The rebellion of Muhammad b. 'Abdallah b. al-Hasan (known as al-Nafs al-Zakiyya) in 145/762." *'Abbasid Studies. Occasional Papers of the School of 'Abbasid Studies*. Cambridge, 6-10 July 2002. Ed. James Montgomery. Leuven. Peeters, 2004, pp. 147-198.
5. "Mawali in the Composition of al-Ma'mun's Army: A Non-Arab Takeover?" In: Monique Bernards and John Nawas (Eds.). *Patronate and Patronage in Early and Classical Islam*. Leiden-Boston. E.J. Brill, 2005, pp. 278-325.
6. "Pilgrims and Pilgrimage to Hebron during the Early Muslim Period." In: Evangelia Hadjitryphonos (Ed.). *Routes of Faith in the Medieval Mediterranean: History, Monuments, People, Pilgrimage Perspectives*. (Proceedings of the International Symposium: Thessalonike 7-10/11/2007). Thessalonike, 2008, pp. 349-359.
7. The Struggle for the Legitimacy of Authority as Reflected in the *Hadith* of al-Mahdi." Forthcoming in: *'Abbasid Studies. Occasional Papers of the School of 'Abbasid Studies*. Leuven, June 27 to July 1, 2004. Ed. John Nawas. Leuven. Peeters, 2009. [62 pages].

Dr. Frenkel Miriam (adjunct teacher)

Publications

Books:

1. *The Compassionate and Benevolent: The Leading Elite in the Jewish Community of Alexandria in the Middle Ages*. Jerusalem: 2006. [Hebrew]
2. *Cultural Encounters between Jews and Muslims in the Middle Ages*. A textbook for high-school students. Jerusalem: Hebrew University and Israeli Ministry of Education, 2007. [Hebrew]

Edited Books:

3. M. Frenkel and H. Ben Shammai (eds.), *The Jewish Medieval Library; Booklists from the Cairo Geniza Collected by the Late Prof. N. Alloni*. Hebrew; Jerusalem: Ben Zvi Institute, 2006.
4. Y. Assis, M. Frenkel and Y. Harel (eds.), *The Jewish Community of Aleppo*, 2 vols. (forthcoming).

Chapters in Collections:

5. "The Muslim Pilgrimage to Jerusalem in the Middle-Ages" in: Orah Limor, Miriam Frenkel, Elkhanan Reiner, *Medieval Pilgrimage to Jerusalem* (forthcoming).
6. "The Temple Mount in Jewish Thought". In: "Binyamin Zeev Kedar and Oleg Grabbar (eds.) *the Temple Mount*. (forthcoming).
7. "Common Shrines for Jews, Muslims and Christians in Medieval Aleppo". In: Y. Assis, M. Frenkel and Y. Harel (eds.), *The Jewish Community of Aleppo*, 2 vols. (forthcoming).

Refereed Journals:

8. "On Adolescence and Adolescents in Jewish Medieval Society in the Lands of Islam", *Zmanim* No. 102 (Spring 2008), pp. 8-17. [Hebrew]
9. "A yawning abyss between us and them" – Modes of Immigration and Assimilation in the Medieval Jewish Community of Alexandria", in Deborah A. Starr (ed.), *Cosmopolitan Alexandria*, Syracuse University Press. (forthcoming)
10. "Literal Canon at the Service of the Leading Elite in the Geniza Society" in: Menahem Ben Sasson and Robert Brody (eds.), *"Canon and Geniza"* (forthcoming).
11. "The Discourse on Devastation ("Hurban") and Salvation ("Geulah") in Medieval Judaism - Is it Between Sepharad and Ashkenaz?" in: Haviva Pedayya (ed.), *The Orient Writes Itself, Essays in Sephardic Heritage* (forthcoming).

Dr. Furman Uriah (adjunct teacher)

Islam and nationalism in the Middle East, contemporary non-establishment Islam, Muslims and Non-Muslims.

Publications

Chapters in Collections:

1. "Scriptu-Reformism: The Islamist's way for Non-Modern Progress" included in a book edited by Prof. A. Layish in memory of Prof. N. Levtzion (forthcoming).
2. "The Theology of Islamic 'Resistance': The Future of the West, the Future of Islam" in a collection of conference papers edited by Uriya Shavit (Tel Aviv: The Moshe Dayan Center, forthcoming).

Articles in Journals:

3. "Towards an Islamic Home' in Islamist Discourse", *Hamizrah Hehadash*, Vol. 42 (2001), pp.43 - 66. [Hebrew]
4. "The Doctrine of Shaykh Muhammad 'Abduh as an Interpretation of Modernity", *Hamizrah HeHadash*, Vol. 46 (2006), pp. 121-150. [Hebrew]
5. "Tradition and History on the Sheikh Hilu Hill", *'the Khan', Periodical for the research of Hadera and the Moshavot*, Vol. 1 (2004), pp. 63–73. [Hebrew]

Prof. Friedmann Yohanan (volunteering senior faculty)

History of earlier and medieval Islam; Islam in India; Attitude of Islam towards non-Muslims.

Publications

Books:

1. *Tolerance and Coercion in Islam. Interfaith relations in the Muslim tradition*. Cambridge: Cambridge University Press, 2006 (second printing; originally published in 2003).

Articles:

2. "Conditions of conversion in early Islam." In A. Destro & M. Pesce, *Ritual and ethics: patterns of repentance in Judaism, Christianity and Islam*. Paris - Louvain: Peeters, 2004, pp. 97-106.
3. "Shaykh Ahmad Sirhindi and Bediuzzaman Nursi: some comparative considerations." In Ibrahim Abu Rabi`, ed., *Spiritual dimensions of Bediuzzaman Said Nursi's Risale-ye nur*. Albany: SUNY Press, 2008, pp. 275-286.
4. "Islam". *Encyclopaedia Judaica*, second edition, vol. 10, pp. 87-95.
5. "Minorities" *Encyclopaedia of Islamic Political Thought*. Princeton: Princeton University Press (in press).

6. "Shaykh Ahmad Sirhindi." *Encyclopaedia of Islamic Political Thought*. Princeton: Princeton University Press (in press).
7. "Ahmadiyya". *Encyclopaedia of Islamic Political Thought*. Princeton: Princeton University Press (in press).
8. "Ahmadiyya". *Oxford Bibliographies Online* (in press)
9. "Some aspects of the messianic idea in Sunni Islam." *Third Frame*, Cambridge University Press. (in press)
10. "Ahmadiyya". *Encyclopaedia of Islam*, third edition (in press)

Prof. Gerber Haim (volunteering senior faculty)

Publications

Books:

1. *Crossing Borders: Jews and Muslims in Ottoman Law, Society and Economy*. Istanbul, 2008.
2. *Remembering and Imagining Palestine: Identity and Nationalism from the Crusades to the Present*. Basingstoke: Palgrave/Macmillan, 2008.

Dr. Ginio Eyal (senior faculty)

Social and Cultural History of the Ottoman Empire (18th-20th Centuries)

Publications

Edited Books:

1. *Palestine in the Young Turk Era 1908-1918*. London. I. B. Tauris, forthcoming. [with Yuval Ben-Bassat]

Refereed Journals:

1. "The Enlargement of the Jewish Cemetery of Salonica [1709]: A Case Study of a Dispute over the Public Space in the Ottoman City," *Peamim*, 98-99 (2004), pp. 319-332 [Hebrew].
2. "Neither Muslims nor Zimmis: the Gypsies (Roma) in the Ottoman State," *Romani Studies Studies*, 14 (2004), pp. 117-144.
3. "'The Forgotten Muslims': The Balkans as Reflected in Arabic Writing," *Ha-Mizrah He-Hadash* 45 (2005), pp. 115-140 [Hebrew].
4. "Ottoman Jews during the Balkan Wars (1912-1913)," *Peamim* 105-106 (2005/2006), pp. 5-28 [Hebrew].

5. "Mobilizing the Ottoman Nation during the Balkan Wars (1912-13) – Awakening from the Ottoman Dream," *War in History*, 12 (2005), pp. 156-177.
6. "Presenting the Desert to the Ottomans during WWI: The Perspective of the *Harb Mecmuası*," *New Perspectives on Turkey*, 33 (2005), pp. 43-62.
7. "Musulmans et non-musulmans dans la Salonique Ottomane: L'affrontement sur les espaces et les lignes de démarcation" ["Muslims and non-Muslims in Ottoman Salonica (18th century): Conflicts of Space and Boundaries"]. *Revue des mondes musulmans et de la Méditerranée* 107-110 (2005), pp. 403-414.
8. "When Coffee Brought about Wealth and Prestige: The Impact of Egyptian Trade on Salonica." *Oriente Moderno* XXV n.s. (LXXXVI):1 (2006), pp. 93-107.
9. "The Shaping of a Sacred Space: The *Tekke* of Zühuri Şeyh Ahmet Efendi in Eighteenth-Century Salonica," *Medieval History Journal* 9:2 (2006), pp. 271-296.
10. "Perceiving French Presence in the Levant: French Subjects in the *Sicil* of 18th Century Ottoman Salonica," *Südost-Forschungen* 65/66 (2006/07), pp. 137-164.

Chapters in Edited Volumes:

11. "Living on the Margins of Charity: Coping with Poverty in an Ottoman Provincial City." In Michael Bonner, Mine Ener and Amy Singer (eds.) *Poverty and Charity in Middle Eastern Context*. Albany: State University of New York Press, 2003, pp. 165-184.
12. "Aspects of Muslim Culture in the Ottoman Balkans during the Eighteenth Century: A View from Salonica". In Dimitris Tziovas (ed.) *Greece and the Balkans: Identities, Perceptions and Cultural Encounters since the Enlightenment*. London: Ashgate, 2003, pp. 114-126.
13. "Patronage and Violence in the Legal Process in Eighteenth-Century Salonica and Its Province", in Ron Shaham (ed.), *Custom, Shari`a and State in the Muslim World: Studies in Honor of Aharon Layish* (Leiden: Brill, 2007), pp. 111-130.
14. "Women, Domestic Violence and Breaking Silence: The Evidence of the Şariat Court of Eighteenth-century Salonica ", in Abdeljelil Temimi (ed.), *Mélanges en l'Honneur du Prof. Dr Suraiya Faroqhi* (Tunis: Publications de la Fondation Temimi pour la Recherche Scientifique et l'Information, 2008), pp. 153-168.
15. "Transmitting the Agony of a Besieged Population: Edirne (Adrianople) during the Balkan Wars, 1912-1913", in Stefan Goebel and Derek Keene (eds.), *Cities into Battlefields: Metropolitan Scenarios, Experiences and Commemorations of Total War* (Aldershot: Ashgate, 2008) [forthcoming].
16. "Coping with the State's Agents 'from Below': Petitions, Legal Appeal and the Sultan's Justice in Ottoman Legal Practice", in Eleni Gara, M. Erdem Kabadayı and Christoph K. Neumann (eds.), *Popular Protest and Political Participation in the Ottoman Empire – Collective Volume in Honor of Prof. Suraiya Faroqhi* (Istanbul: Bilgi University Press, 2008) [forthcoming].

17. "El Dovér al mas Sànto – The Mobilization of the Ottoman Jewish Population during the Balkan Wars (1912-1913) ", in Nathalie Clayer, Hannes Grandits and Robert Pichler (eds.), *Social Integration and National Turn in the Late and Post-Ottoman Balkan Societies (1839-1914)*
18. "La montagne comme 'zone dangereuse': un aperçu de la Salonique Ottomane", in Claudia Moatti and W. Kaiser (eds.), *Le monde de l'itinérance en Méditerranée de l'Antiquité à l'époque moderne: Procédures de contrôle et d'identification* (Bordeaux: Editions Ausonius, 2008) [forthcoming].

Other Publications:

19. Review of Mine Ener, *Managing Poor and the Politics of Benevolence, 1800-1952*. In *Mediterranean Historical Review*, 20 (2005), pp. 125-127.
20. Review of Herve Georgelin, *La fin de Smyrne: Du cosmopolitisme aux nationalismes* and Marie-Carmen Smyrnelis (eds.), *Smyrne, la ville oubliée 1830-1930: Memoires d'un grand port Ottoman*. In *IJMES* 41: 1 (2009), pp. 133-136.
21. "Gueres Balkaniques," Salonique (XIV-XVIIIe siecle)", "Tsiganes" in *Dictionnaire historique de l'Empire Ottoman*. Paris: Librairie Artheme Fayard, forthcoming.
22. "Jews in the Ottoman Empire," in *New Jewish Time: Jewish Culture in a Secular Age – An Encyclopedic View*. Tel Aviv: Keter Publishing, 2007. [Hebrew and English]

Mrs. Hasson Tikva (Arabic Teacher)

Publications

Books:

1. *Elementary Literary Arabic*, Part two. Hebrew; Jerusalem: Academon, 2004. 328 pp.
2. *Elementary Literary Arabic*, Part one, third edition, revised and corrected, Hebrew; Jerusalem: Academon, 2007. 327 pp.

Dr. Hatina Meir (senior faculty)

History of ideas and politics in the Middle East in the 19th and 20th centuries with an emphasis on Islamic thought and politics, modern Sufism, Arab liberal discourse, modern Egypt and Palestine.

Publications

Books:

1. *Identity Politics in the Middle East: Liberal Thought and Islamic Challenge in Egypt*. London: I.B. Tauris, 2007.

2. Daphna Efrat, Atallah Coptly and Meir Hatina, *Islam: Introduction to the History of the Religion*. Hebrew; Tel Aviv: Open University of Israel, 2008, Vol. 4 [Hebrew]
3. *'Ulama, Politics and the Public Sphere: An Egyptian Perspective*. University of Utah Press, (forthcoming).

Edited Books:

4. Israel Gershoni and Meir Hatina (eds.). *Narrating the Nile: Politics, Cultures, Identities*. Boulder: Lynne Rienner, 2008.
5. *Guardians of Faith in Modern Times*. Leiden: Brill, 2008.

Book Chapters:

6. "History, Politics and Public Memory: The Nasserist Legacy in Mubarak's Egypt," in Elie Podeh and Onn Winckler (eds.), *Rethinking Nasserism* (Gainesville: The University Press of Florida, 2004), pp. 100-124.
7. "Between Harmony and Dissent: 'Ulama' and Nationalist Movements," in Moshe Gammer (ed.), *Community, Identity and the State: Comparing Africa, Eurasia, Latin America and the Middle East* (London: Routledge, 2004), pp. 116-131.
8. "The Ethos of Death in Palestine and the Muslim Scholarship Community," in Ora Limor and Meir Litvak (eds.), *Religious Radicalism* (Jerusalem: Zalman Shazar Center, 2008). [in Hebrew]
9. "Politics of Memory: Ahmad 'Urabi's Account on the War in Ethiopia, 1876," in Israel Gershoni and Meir Hatina (eds.), *Narrating the Nile: Politics, Cultures, Identities* (Boulder: Lynne Rienner, 2008), pp. 41-63.
10. "The Clerics' Betrayal? Islamists, 'Ulama and the Polity," idem (ed.), *Guardians of Faith in Modern Times* (Leiden: Brill, 2008), pp. 247-264.

Refereed Journals:

11. "The 'Other Islam': The Egyptian Wasat Party," *Critique: Critical Middle Eastern Studies*, Vol. 14 (Summer 2005), pp. 171-184.
12. "Theology and Power in the Middle East: Palestinian Martyrdom in a Comparative Perspective," *Historia*, Vol. 16 (July 2005), pp. 81-114. [Hebrew]
13. "'Ulama' and the Cult of Death in Palestine," *Israel Affairs*, Vol. 12 (January 2006), pp. 29-51.
14. "In Search of Authenticity: A Coptic Perception," *Middle Eastern Studies*, Vol. 42 (January 2006), pp. 49-66.
15. "Restoring a Lost Identity: Models of Education in Modern Islamic Thought," *British Journal of Middle Eastern Studies*, Vol. 33 (November 2006), pp. 177-195.
16. "The Other Islam: The Egyptian Wasat Party," *Alpayim*, Vol. 30 (November 2006), pp. 114-133. [Hebrew]

17. "Sufism and its Critics in the Modern Times: The Dawsa Ceremonies in Nineteenth-Century Cairo," *Hamizrah Hehadash*, Vol. 47 (2008), pp. 90-114. [Hebrew]
18. "Theology and Power in the Middle East: Palestinian Martyrdom in a Comparative Perspective," *Journal of Political Ideologies*, Vol. 10 (October 2005), pp. 241-267.
19. "Religious Culture Contested: The Sufi Ritual of Dawsa in Nineteenth-Century Cairo," *Die Welt des Islam*, Vol. 47 (January 2007).
20. "Where East Meets West: Sufism, Cultural Rapprochement and Politics," *International Journal of Middle East Studies*, Vol. 39 (August 2007), pp. 389-409.

Other Publications:

21. Book Review: Shaul Mishal and Avraham Sela, *The Hamas Wind: Violence and Coexistence* (Hebrew; Tel Aviv: Yedioth Ahronoth Books, 1999), in *Hamizrah Hehadash*, Vol. 44 (2004), pp. 274-277. [Hebrew]
22. Book Review: Wm. Roger Louis and Roger Owen (eds.), *A Revolutionary Year: The Middle East in 1958* (London: I.B. Tauris, 2002), in *Middle Eastern Studies*, Vol. 40 (January 2004), pp. 177-179.
23. Editor, "Symposium on Jews and Arabs after the 1967 War: Readings in *Jasmin* by Elie Amir," *Hamizrach Hehadash*, Vol. 48 (2009), pp. 212-244.[Hebrew]

Dr. Hendelman-Baavur Liora (adjunct teacher)

Iranian modern history, popular culture, youth and the new media in Iran and the Middle East.

Publications

Edited Books:

1. with David Menashri, *Iran – Between Vision & Realty* (Hakibbutz Hameuchad, 2009). [Hebrew]

Book Chapters:

2. "Women Wearing Ideology: A Revolutionary Regime and A Revolutionary Fashion in the Islamic Republic of Iran," in Ofra Bengio (ed.), *Women in the Middle East - Between Tradition and Change* (Tel Aviv: Dayan Center for Middle East Studies, 2004). [in Hebrew].
3. "Citizens of the Portable World Design a Home of Their Own: Exile and Identity Spaces in Irshad Manji and Azar Nafisi's Autobiographies," in Ruth Roded & Noga Efrati (eds.), *Women and Gender in the Middle East in the Twentieth Century* (Jerusalem: Magnes, 2008), pp. 235-251. [Hebrew].
4. "Cultura Official" in Post-revolutionary Iran: the Case of State Sponsored Political Wall Murals," in Barry Rubin (ed.), *An Introduction to Middle Eastern Culture* (2009).
5. "The Virtual Frontiers of Iran: The Islamic Republic and the Iranian Weblogistan," Barry Rubin (ed.), *An Introduction to Middle Eastern Media* (2009).

6. "Between Religion and Modernity: the New Woman in Iranian Pre-Revolutionary Discourse," in Hanna Herzog & Anat Lapidot (eds.), *Gender, Religion and Politics* (forthcoming by The Van Leer Institute) [Hebrew].
7. "The Odyssey of Jalal Al-e Ahmad's *Gharbzadegi* – Four Decades After," in David Menashri and Liora Hendelamn-Baavur (eds.), *Iran – Between Vision & Realty* (Hakibbutz Hameuchad, 2009). [Hebrew].

Refereed Articles:

8. "Promises and Perils of Weblogistan: Online Personal Journals and the Islamic Republic of Iran," *The Middle East Review of International Affairs*, 11: 2 (June 2007), pp. 77-93.
9. "Guardians of New Spaces: Home and Exile in Azar Nafisi's Reading Lolita in Tehran, Marjane Satrapi's Persepolis Series and Azadeh Moaveni's Lipstick Jihad," *Hagar, Studies in Culture, Polity and Identities* 8:1 (Summer 2008), pp. 45-62.
10. "Journalism and Revolution: the Birth of Women's Press and the Constitutional Revolution in Iran, 1906-11," *Jama'a* (forthcoming). [Hebrew].
11. "Children of Revolution and War in Marjane Satrapi's Persepolis," *Jama'a* (forthcoming). [Hebrew].

Other Publications:

12. Israel and Blogistan: War Journals on the Internet," in Uzi Rabi (ed.), *Iran Time* (Tel Aviv: Hakibbutz Hameuchad, 2008). [Hebrew].
13. "The Middle East and the World's Biggest Electronic Market - eBay," *East Wind* 7 (August 2008). [Hebrew].
14. "Iran Bans "Women" – The Shutting Down of Zanan," *Iran Pulse* 21 (April 2008).
15. A Mid-Term Assessment of Ahmadinejad's Gender Policy," *Iran Pulse* 16 (September 2007).
16. "Iranian Blogs of War during the Israeli-Lebanese Conflict," *Iran Pulse* 4 (October 2006).

Prof. Kaplan Steven (senior faculty)

Ethiopian history and religion, history of Ethiopian Jews, Ethiopian Jews in Israel.

Publications

Book Chapters:

1. "The Glorious Violence of Amda Seyon" in P. Alhuwalia ,R. Gino and L. Bethlehem eds., *Violence and Non-Violence: African Perspectives*. London: Routledge, 2007, pp. 12-26.
2. "Magic and Religion in Christian Ethiopia: Some Preliminary Remarks", in *Ethiopian Studies* eds., V. Boll, D. Nosnitsin, T. Rave, W. Schmidt, and E. Sokolinskaia, Harrassowitz, Wiesbaden, 2004, pp. 413-420.

3. "Some Anthropological Insights" in V. Boll, S. Kaplan, A. Martinez and E. Sokolinskaia, eds., *Historical and Anthropological Insights into Missionary Activities In Ethiopia*, Lit. Verlag, Berlin and Hamburg 2005, pp. 99-102.
5. "Found in Translation: The Egyptian Impact on Ethiopian Christian Literature", in I. Gershoni and H. Erlich eds., *Narrating the Nile: Politics, Cultures, Identities*. Boulder: Lynne Rienner, 2008, pp. 29-39.

Refereed Journals:

6. "Finding the True Cross: The Social-Religious Functions of the Ethiopian *Mäsqäl* Festival," *Journal of Religion in Africa* 4, 2008, pp. 447-465.
7. "Themes and Methods in the Study of Conversion in Ethiopia", *Journal of Religion in Africa* 34 2004, pp. 373-393.
8. "Genealogies and Gene-Ideologies: The Legitimacy of the Beta Israel (Falasha)," *Social Identities* 12, 4, July 2006, pp. 447-455.
9. "Ethiopian Prisoners of Zion: The Struggle for Recognition in a Bureaucratic Setting", *Scrinium* 1, 2005, pp. 100-114.

Entries in Encyclopedia:

10. *Encyclopaedia Aethiopica* Vol. III. (2008)
 - "Hesan Mo'a", 21
 - "Hess, Robert", 23
 - "Holy Man", 58-61
 - "Hunting", 92
 - "Iyäsus Mo'a", 259-61 (with S. Kur and D. Nosnitsin)
 - "Kayla", 361-2
 - "Kahenat", 376-79 (with E. Fritsch)
 - "Ledat", 540-2, (with E. Fritsch and G. Ficcadori)
 - "Lent", 547-49
 - "London Society for Promoting Christianity amongst the Jews", 598-9.
 - "Magic", 640-42
 - "Marqos (Abuna)", 793-4 (G. Ficcadori)
 - "Marriage", 797-801
 - "Mashafa Mala'ekt", 692
 - "Masqal", 844-846
 - "Matewos", 871-2
 - "Medicine, traditional", 906-08.
 - "Milk and Milk Products", 969-72 (with K. Volker-Saad and Abbebe Kifleyesus)
 - "Missions", 983-85 (with Donald Crummey)
 - "Monasticism" (deferred to vol. V)

- "Monasteries", 991-96
- "Moses", 1025-26
- "Mota Muse", 1039
- "Mota Aron", 1037
- "Names (ethnographic overview), 1130-1134 (with W. Smidt)
- "New Year", 1176-77
- 10. "Judaism: Judaism in Northeast Africa", *Encyclopedia of Religion, Second Edition*, Vol. 7, 2005, 5002-5004.
- 11. *Encyclopaedia Aethiopica* Vol. II, 2005:
 - "Dabr", 6-7,
 - "Dabtara", 53-54
 - "Dan", 80-81
 - "David Ben Solomon Ibn Abu Zimra", 108
 - "Demetros" 129
 - "Dersana Abreham wa-Sera ba-Gebs", 137
 - "Eldad Ha-Dani"
 - "Elyas", 267
 - "Esato", 376-7
 - "Estifanos", 390-391 (with D. Nosnitsin)
 - "Ezra, Apocalypse of", 482
 - "Faitlovitch, Jacques", 483-484
 - "Fasting (Christian)", 502-3
 - "Feasts (Christian)", 510-514
 - "Fileppos", 538-539
 - "Filmona", 542
 - "Folktales, (Beta Israel)" 559, with Hagar Salamon
 - "Gabra Krestos", 617
 - "Gabra Masih I", 623
 - "Gabra Masih II", 623
 - "Gadam", 641-642
 - "Gadl" 642-644
 - "Gifts", 791-2 (with D. Bustrof)
 - "Gorgoryos, apocalypse", 857
 - "Halevy, Joseph", 976-977
 - "Handicrafts (Beta Israel)" 1003.

Dr. Kozma Liat (senior faculty)

Women and sexuality in the modern Middle East, nineteenth-century Egypt, social history of modern Egypt, legal history, medical history.

Publications

Books

1. *Pre-Colonial Modernity and its Gendered Margins: Sex, Medicine and Law in Late Nineteenth Century Egypt* (Syracuse University Press, forthcoming).

Book Chapters:

2. "Girls, Labor and Sex in Pre-Colonial Egypt, 1850-1882," in Jennifer Hillman Helgren and Colleen A. Vasconcellos (eds.), *Girlhood: A Global History* (New Brunswick, NJ: Rutgers University Press, forthcoming).

3. "Wandering about as She Pleases: Prostitutes, Adolescent Girls and Female Slaves in Cairo's Public Space 1850-1882," in Ruth Roded (ed.), *Gendered Space* (forthcoming). [Hebrew]

4. The Silence of the Pregnant Bride: Non-Marital Sex in Middle Eastern Societies," in Amy Singer, Christopher K. Neumann and S. Aksin Somel (eds.), *Untold Histories of the Middle East: Recovering Voices from the 19th and 20th Centuries*. London: Routledge, (forthcoming).

Refereed Journals:

5. "Negotiating Virginitly: Narratives of Defloration from Late Nineteenth-Century Egypt", *Comparative Studies of South Asia, Africa and The Middle East*, vol. 24, no. 1 (2004), pp. 57-67.

6. "Sexual Reform Makes Aliyah: Sexual Consultation in the Yishuv, 1930-1939," *IJMES*, Vol. 42 (May 2010).

Book Reviews:

7. *Egypt as a Woman: Nationalism, Gender, and Politics* Edited by Beth Baron and Nurturing the Nation: The Family Politics of Modernizing, Colonizing, and Liberating Egypt, 1805–1923 by Lisa Pollard, *Gender and History*, vol. 18 no. 2 (August 2006).

8. *Nashim Yehudiyot BeMaroko – Dmutan Bi-R'i Mikhtavim min HaShanim 1733-1905* [Jewish Women in Morocco: Seen Through Letters from 1733-1905], by Eliezer Bashan, *HaMizrah HeHadash* (forthcoming). [Hebrew]

9. Managing Egypt's Poor and the Politics of Benevolence, 1800-1952, by Mine Ener, *Jama'a*, vol. 13 (2005). [Hebrew]

10. Morality Tales: Law and Gender in the Ottoman Court of Aintab, by Leslie Peirce, *Mediterranean Historical Review*, vol. 19, no. 1 (June 2004).

Prof. Landau-Tasseran Ella (senior faculty)

Early Islam, Islamic historiography, law and tradition (hadith), jihad, Islamic political theory, tribal society.

Publications

Edited Books:

1. *Classical and South Asian Islam: Essays in Honour of Yohanan Friedmann*, in Etan Kohlberg, Ella Landau-Tasseran, David Shulman (eds.), Jerusalem 2007.

Refereed Journals:

2. "On the reconstruction of lost sources", *Al-Qantara*, 25 (2004), pp. 45-91.
3. "Alliances among the Arabs," *Al-Qantara*, 26 (2005), pp. 141-73
4. "The status of allies in pre-Islamic and early Islamic Arabian society", *Islamic Law and Society*, 13 (2006), 1 pp. 6-32.
5. "Non combatants in Islamic legal thought", Center on Islam, Democracy and the Future of the Muslim World: Research Monographs on the Muslim World, Series No 1, Paper No 3 (December 2006).
6. "John Kelsay, *Arguing the Just War in Islam*, Harvard University Press 2007", review article, forthcoming in *JSAI* 34, 2008
7. "Arabia between the first/seventh and the fifth/eleventh centuries", forthcoming in *The New Cambridge History of Islam*, vol. 1.

Book Chapters:

8. "The origin of the idea of jihad", in *War and Peace*, Jerusalem: Zalman Shazar center, forthcoming 2009.
9. "Alliances in Islam", in M. Bernards and J. Nawas, (eds.), *Patronate and Patronage in Early and Classical Islam: Origin, Legal Regulations and Social Practice*, Leiden: Brill, 2005, pp. 1-49.

10. Entries in Encyclopedias:

"Jihād", *The Encyclopedia of the Quran*, vol. 3, pp. 35-43

"Tribes and clans", *The Encyclopedia of the Quran*, vol. 5, pp. 363-368

Dr. Levi Avner (Turkish teacher)

Ottoman and Modern Turkish History

No publications in the last five years.

Dr. Levy-Rubin Milka (adjunct teacher)

Late antiquity and the transition between late antiquity and early Islam in the East; Islamization and Arabization of non-Muslims under Muslim rule; the status of non-Muslims under Muslim rule: roots, ideology and practice.

Publications

Refereed Journals:

1. "The Reorganization of the Patriarchate of Jerusalem during the Early Muslim Period", *Aram*, 15(2003), pp. 197-226.
2. "Praise or Defamation? On the Polemic Usage of the Term *Hanif* among Christians and Muslims in the Middle Ages", *Jerusalem Studies in Arabic and Islam*, 28 (2003), pp. 202-224.
3. "*Shurut Umar* and its Alternatives: the Legal Debate throughout the Eight and ninth Centuries over the Status of the Dhimmis", *Jerusalem Studies in Arabic and Islam*, 30 (2005), pp. 170-206.
4. The Influence of the Muslim Conquest on the Settlement Pattern of Palestine during the Early Muslim Period", *Cathedra* 121 (2006), pp. 53-78 [Hebrew].
5. R. Rubin & M. Levy-Rubin, "An Italian Version of a Greek-Orthodox Proskynetarion", *Oriens Christianus*, 90 (2006), pp. 184-201.
6. M. Levy-Rubin & R. Rubin, "The Early Cartographic Tradition of the Holy Land and the Origins of the Crusader Maps of Jerusalem ", *Eretz Israel*, Vol. 28 (Teddy Kolek Volume), Jerusalem 2007, pp. 255-269 [Hebrew].
7. "Were the Jews prohibited from settling in Jerusalem following the Arab conquest? To the authenticity of al-Óabari's Jerusalem surrender agreement", *JSAI*, (forthcoming).

Book Chapters:

8. "Ahmad ibn Tulun and his Attitude towards the Protected People according to a Contemporary Samaritan Chronicle", in *Chapters in the History of Eretz Israel and its Settlement – Researches Offered to Y. Ben Porat*, eds. Y. Ben Aryeh et al., Jerusalem 2003, pp. 345-360 [Hebrew].
9. "Society, Language and Culture in the Patriarchate of Jerusalem: Leadership versus Community", in *Studies in Late Antiquity and Early Islam*, Vol III: 'Patterns of Communal

Identity in the Late Antique and Early Islamic Near East, eds. A. Cameron and L. Conrad, (forthcoming).

10. "Changes in the Settlement Pattern of Palestine Following the Arab Conquest", in ed K. Holum and H. Lapin, *Shaping the East*, (forthcoming).

11. "From early harbingers to the systematic enforcement of *Shurut Umar*", in *Border Crossings: Interreligious interaction and the exchange of ideas in the Islamic Middle Ages*, eds. M. Goldstein and D. Freidenreich, University of Pennsylvania: Philadelphia, (forthcoming).

Entries in Encyclopedias:

12. "Shurut 'Umar", in ed. D. Thomas, *Christian-Muslim Relations in the period 600-1500*, Brill, (forthcoming).

13. "The Pact of 'Umar", in eds. G. Böwering, P. Crone, et al., *Encyclopedia of Islamic Political Thought*, Princeton University Press, (forthcoming).

Reviews:

14. Review of: Rifaat Ebied and David Thomas, eds., *Muslim-Christian Polemic during the Crusades: The Letter from the People of Cyprus and Ibn Abi Talib al-Dimashqi's Response*, Brill: Leiden 2005, in *JSAI* 32 (2006), pp. 511-522.

Dr. Mesamed Vladimir (Persian teacher)

Current political situation in Iran and Central Asia, Persian language (lexicology, grammar, teaching), Inter-religious understanding.

Publications

Book Chapters:

1. "The language Policy and the Processes of Democratization in the Republic of Uzbekistan," in *Democracy and Pluralism in Muslim Eurasia*, ed. by Yaacov Ro'i. London: Frank Cass, 2004.

2. "Preface" in *Children of Abraham: An Introduction to Islam for Jews*. Khalid Duran (ed.), Moscow and Jerusalem, 2008, pp.9-14.

Refereed Journals:

3. "National Culture-Building in the Republic of Uzbekistan," *Sharqshunoslik Oriental Studies*, (Uzbekistan), 2002, 2, pp.37-44.

4. "Uzbek Cinema: Slow Revival," *Central Asia & Caucasus* (Sweden), 2003, no 5, pp.45-57.

5. "The end of the Reformists" Era in Iran, *Central Asia & Caucasus* (Sweden), 2005, no 5, pp.135-147.

6. Review on: "The Rebirth of Uzbekistan: Politics, Economy, and Society in the Post-Soviet Era," *American Journal of Islamic Social Sciences*, Vol.22 (2005), pp. 103-105.

7. *The Iran's Central Asian Policy*, The Hertzliya IDC. Hertzliya, 2007, 105 pp.
8. "The Language Policy in the Islamic Republic of Iran," *The Contemporary Middle East Problems*, Moscow, 2007, pp. 278-291.
9. "The Main Problems of Iran – Kazakhstan's bilateral relations," *The Contemporary Middle East Problems*. Moscow, 2008, pp. 121-137.
10. "Kazakhstan and Iran: Two Different Models of Multi-confessional Societies. Ethno," *Confessional Minorities in Kazakhstan, Israel and Iran*. Jerusalem, 2009, pp. 61-69.

Prof. Milstein Rachel (senior faculty)

Islamic art.

Publications

Books:

1. *La Bible dans l'art islamique*. 155 pp. + illustrations, Presses Universitaires de France, Paris, (2005).

Book Chapters:

2. "Mapping the sacred in Sixteenth Century Illustrated Manuscripts of *Futuh al-Haramayn*," in David J. Wasserstein and Ami Ayalon (eds.), *Mamluk and Ottoman Studies in Honour of Michael Winter*. London and New York, Routledge, 2006, pp. 166-194.
3. "The Wall Paintings in Juna Mahalm Dungarpur." In *Collection of papers read in the Conference: Temple Murals in South India, Chennai, 23-27 January, 2008*.

Refereed Articles:

4. "Arend Bandsma and Robin Brandt, *Flatweaves of Turkey*" (review article), *Turkish Studies* 5 (2004): pp. 124-126.
5. Rachel Milstein and Bilha Moor. "Wonders of a Changing World: Late Illustrated 'Ajaib Manuscripts (part 1)," *Jerusalem Studies of Arabic and Islam* 31 (2006): pp.1-67.
6. "A New Source for the Monetary Reform of 'Abd al-Malik," *Israel Numismatic Journal* 6 (2007-2008): pp.172-175.

Entries in Encyclopedia:

7. "Ottoman Art and Architecture," *Encyclopedia of Medieval History*, Princeton: Princeton University Press, 2004.
8. "Angels in Art," *Encyclopedia of Islam* 3rd, ed. Brill, Leiden, 2007, pp. 114-116.
9. "Israel: Persian Art Collections," *Encyclopedia Iranica*, Vol. XIV, pp. 238-240, New York University, New York, 2008.
10. "The Bible in Islamic Art," *Encyclopedia of the Bible* (in press).

Dr. Nir Omri (adjunct teacher)

The modern history of Lebanon; the Shi'ites of Lebanon; ethnic groups in the Middle East

Publications

Books:

A Political Biography of Nabih Berri, London: Palgrave, (forthcoming).

Refereed Journals:

"The Shi'ites during the 1958 Lebanese Crisis", *Middle Eastern Studies*, Vol. 40 (November 2004), pp. 109-129.

Chapters in Collections:

"The Lebanon Shi'a as a Political Community", in Barry Rubin (ed.), *Lebanon: Liberation, Conflict, and Crisis* (London: Palgrave-Macmillan, forthcoming), pp. 279-306.

Dr. Peri Oded (adjunct teacher)

History of the Ottoman Empire in 19th century, with a focus on Palestine.

Publications

Refereed Articles:

1. The Laws of Islam and the Status of the Religious Sites to Christianity in Jerusalem and Its Neighborhood in the Early Ottoman Period," *Hamzirach Hehadash*, Vol. 47 (2004), pp. 173-182. [Hebrew]
2. "Ottoman Symbolism in British-Occupied Egypt, 1882-1909", *Middle Eastern Studies*, 41 (2005), pp. 101-118.

Prof. Podeh Elie (senior faculty)

Modern history and politics of the Middle East; inter-Arab Relations, Arab-Israeli Relations, Education and Culture in the Arab Middle East.

Publications

Books:

1. *Celebrating the Nation: The Politics of Commemorations in the Arab World*. (Cambridge: Cambridge University Press, forthcoming)

Edited Books:

2. *Rethinking Nasserism: Revolution and Historical Memory in Modern Egypt* (with Onn Winckler). Gainesville: University Press of Florida, 2004.
3. *Arab-Jewish Relations: From Conflict to Resolution?* (with Asher Kaufman). Brighton: Sussex Academic Press, 2006.
4. *Britain in the Middle East: From Imperial Power to Junior Partner* (With Zach Levey). Brighton: Sussex Academic Press, 2008.

Edited Journals:

5. *Historiography in the Middle East. Hamizrach Hehadash* (Journal of the Israeli Oriental Society), Vol. 45 (2005). [Hebrew]
6. *Egypt and the Sudan. Hamizrach Hehadash*, Vol. 47 (2008). [Hebrew]

Chapters in Collections:

7. "The Perils of Ambiguity: The United States and the Baghdad Pact," in David Lesch (ed.), *The Middle East and the United States*, 3rd ed. Boulder: Westview, 2003, pp. 80-100.
8. "Nasserism as a Form of Populism," in Elie Podeh and Onn Winckler, *Rethinking Nasserism: Revolution and Historical Memory in Modern Egypt*. Gainesville: University Press of Florida, 2004, pp. 1-42.
9. "Demonizing the Other: Israeli Perceptions of Nasser and Nasserism" in Elie Podeh and Onn Winckler, *Rethinking Nasserism: Revolution and Historical Memory in Modern Egypt*. Gainesville: University Press of Florida, 2004, pp. 72-99.
10. "The Right of Return versus the Law of Return: Contrasting Historical Narratives in Israeli and Palestinian Textbooks," in Ann M. Lesch and Ian S. Lustick (eds.), *Exile and Return: Predicaments of Palestinians and Jews*. Philadelphia: University of Pennsylvania Press, 2005, pp. 41-56.
11. "Israel **in** the Middle East or Israel **and** the Middle East: A Reappraisal," in Elie Podeh and Asher Kaufman (eds.), *Arab-Jewish Relations: From Conflict to Resolution?* Brighton: Sussex Academic Press, 2006, pp. 93-113.
12. "Israel in the Mirror: The Portrayal of the Arab-Israeli Conflict in Egyptian History Textbooks, 1952-1998," in David Menashri (ed.), *Religion and State in the Middle East: Essays in Honor of Prof. Shimon Shamir* (Tel Aviv: The Moshe Dayan Center for Middle East and African Studies, 2006), pp. 219-250. [Hebrew]
13. "Normal Relations without Normalization: The Evolution of Egyptian-Israeli Relations, 1979-2006 – the Politics of Cold Peace," in Edwin Corr, Joseph Ginat and Shaul Gabbay, (eds.), *The Search for Israeli-Arab Peace: Learning from the Past and Building Trust*. Brighton: Sussex Academic Press, 2007, pp. 107-129.

14. "Teaching Islam and Christianity in the Jewish Education System in Israel," in Moshe Ma'oz (ed.), *The Meeting of Civilizations: Muslim, Christian and Jewish* (Brighton: Sussex Academic Press, 2008), pp. 144-176.
15. "Iraq and the Arab System in the Post-2003 War Period: A Persisting Marginality." Forthcoming in Amnon Cohen and Noga Efrati (eds.), title and publisher not yet known.
16. "The Summer that Would Never Return": Commemorating the Golden Jubilee of Suez 1956 in the Middle East." Forthcoming in Ron Prussen in a collection on the 1956 War by Toronto University Press.

Refereed Journals:

17. "Recognition without Legitimization: Israel and the Arab-Israeli Conflict in Egyptian History Textbooks," *Internationale Schulbuchforschung/ International Textbooks Research*, Vol. 25, No. 4 (2003), pp. 371-98.
18. "The Lie That Won't Die: Collusion, 1967," *Middle East Quarterly*, Vol. 11, No. 1 (2004), pp. 51-62. Reprinted in Ahron Bregman (ed.), *Warfare in the Middle East since 1945* (London: Ashgate, 2008), pp. 87-109.
19. "Making a Short Story Long: The Construction of the Suez- Mediterranean Oil Pipeline in Egypt, 1967-77," *Business History Review*, Vol. 78, No. 1 (2004), pp. 61-88.
20. "Between Stagnation and Renovation: The Arab System in the aftermath of the Iraq War," *Middle East Review of International Affairs*, Vol. 9 (September 2005), pp. 51-72.
21. "The Final Fall of the Ottoman Empire: Arab Discourse over Turkey's Accession to the European Union," *Turkish Studies*, Vol. 8, No. 3 (September 2007), pp. 317-328. [reprinted in Nimrod Goren and Amikam Nachmani (eds.), *The Importance of Being European: Turkey, the EU and the Middle East* (Jerusalem: the European Forum at the Hebrew University, 2007), pp. 178-192]
22. Hegemon, Leader or *Primus Inter Pares*: Egypt's Role in the Arab System (1936-2006), *Hamizrah Hehadash*, Vol. 47 (2008), pp. 188-215. [Hebrew]
23. "From Indifference to Obsession: The Role of National State Celebrations in Iraq, 1921-2003," *British Journal of Middle East Studies*, Forthcoming.
24. "The Bay'a: Modern Political Uses of Islamic Ritual in the Arab World," *Die Welt des Islams*, Forthcoming.

Other Publications:

25. "We Are All Orientalists: On the Origins of the 'Orientalist' Phenomenon in Israeli Society," *East Wind*, No. 4 (Summer 2006), pp. 11-15. [Hebrew]
26. "The Arab Peace Plan – A Missed Opportunity?" *Palestine-Israel Journal*, Vol. 14, No. 4 (2007), pp. 5-11.
27. Review of Said Aburish, *Nasser: The Last Arab*. In *IJMES*, Vol. 39 (2007), pp. 305-307.

Dr. Sagi Polka (adjunct teacher)

Prof. Roded Ruth (senior faculty)

Modern history of the Middle East, with a special interest in gender issues; modern images of the Prophet.

Publications

Edited Books:

1. *Women in Islam and the Middle East: A Reader* 2nd ed. London: I. B. Tauris, 2008.
2. Ruth Roded and Noga Efrati, ed. *Gender in the Twentieth-Century Middle East*. Jerusalem: Magnes Press, 2008. [Hebrew]

Refereed Journals:

3. "Gender in an Allegorical Life of Muhammad: Mahfouz's *Children of Gebelawi*," *The Muslim World* 93 (2003): pp. 117-134.
4. "Bint al-Shati's *Wives of the Prophet*: Feminist or Feminine?" *British Journal of the Middle Eastern Society* 33 (2006): pp. 69-84.
5. "Lessons by a Syrian Islamist from the Life of the Prophet Muhammad," *Middle Eastern Studies* 42 (November 2006): pp. 855-872.
6. "Recreating Fatima, Aisha and Marginalized Women in the Early Years of Islam: Assia Djebar's *Far from Medina* (1991) *Hawwa* 6 (2008): pp. 225-253.
7. "A Voice in the Wilderness?: Rivlin's Hebrew *Life of Muhammad* (1932)" *Critique: Critical Middle Eastern Studies* 18 (2009): pp. 39-59.

Edited Volumes:

8. "Alternate Images of the Prophet Muhammad's Virility," *Studies in Islamic Masculinities*, ed. Lahoucine Ouzgane (London: Zed, 2006), pp. 57-71.
9. Esther Cohen, Ruth Roded, Elisheva Baumgarten, "Problems in Teaching Comparative History: Christian, Muslim and Jewish Women in Medieval Times," *Explorations in Comparative History* in B. Z. Kedar (ed.), Jerusalem: Magnes Press, 2008, pp. 243-264. [Hebrew]

Encyclopedia Articles:

10. "Islamic Biographical Collections Composed during the Classical Period (800-1000)," *Encyclopedia of Women and Islamic Cultures*, in Suad Joseph (ed.), Leiden, Brill, 2003, pp. 29-31.

11. "Women and the Qur'an," *Encyclopedia of the Qur'an* 5. Leiden/Boston: E. J. Brill, 2006, pp. 523-541

Other Publications:

12. From Woman's Status to Gender Analysis: Developments in Women's Studies of the Middle East in Israel," *East Wind*, the on-line bulletin of the Israel Oriental Society, No. 4 (Spring, 2006): 16-21. [Hebrew]

Dr. Rubanovich Julia (senior faculty)

Classical Persian language and literature (9th-16th c.); theory of literary reception; literary canon and patterns of canonization in medieval Persian literature; modern Persian prose; Iranian folklore.

Publications

Refereed Journals:

1. "Literary Canon and Patterns of Evaluation in Persian Prose on the Eve of the Mongol Invasion". *Studia Iranica* 32/1 (2003), pp. 47-76 (annotated by J. Landau in *Abstracta Iranica* 26 (2005), no. 383).
2. "Aspects of Medieval Intertextuality: verse insertions in Persian prose *dāstāns*". *Jerusalem Studies in Arabic and Islam* 32 (2006), pp. 247-268.
3. "Poetic Interpolations in the *Fīrūzshāh-nāmāh* of Bīghamī and the Reception of Epic Poems at the End of the Ninth/Fifteenth Century". *Bokhara* (in Persian; forthcoming).
4. "Metaphors of Authorship in Medieval Persian Prose: a preliminary study." *Middle Eastern Literatures Incorporating Edebiyât* (forthcoming).

Edited Volumes:

5. Re-Writing the Episode of Alexander and Candace in Medieval Persian Literature. In Stock, M and St. Schmitt (eds.) *Alexander the Great in Medieval and Early Modern Culture*. Toronto: Medieval Pontifical Institute, 2009 (forthcoming).
6. Tracing the *Shahnama* Tradition in Medieval Persian Folk Prose. In Melville, Ch. and G. R. van den Berg (eds.) *Shahnama Studies III*. Cambridge: the Center of Middle Eastern and Islamic Studies, 2009 (forthcoming).

Editing:

7. Abū 'l-Qāsim Firdausī. *Shāh-nāma*. Translated into Hebrew by E. Kagan. Edited by Sh. Shaked, with the assistance of J. Rubanovich. Vols. 2 -. Jerusalem: The Bialik Institute, 2002 -. (ongoing)

Book Reviews:

8. Ali Asghar Seyed-Gohrab. Laylī and Majnūn: love, madness and mystic longing in Nizāmī's epic romance. *International Journal of Middle Eastern Studies* 37.3 (2005), pp. 454-456.
9. Hossein Esmaili. *Le Roman d'Abu Moslem (Abu Moslem Nameh) d'après la narration de: Abu Tâher de Tartus*. Téhéran: Institut Français de Recherche en Iran, 2001, 4 tomes. (Bibliothèque Iranienne 55). *Jerusalem Studies of Arabic and Islam* 30 (2005), pp. 566-571.
10. *Alexandre le Grand en Iran. Le Dârâb Nâmeh d'Abu Tâher Tarsusi*. Traduit et annoté par Marina Gaillard. Paris: Éditions de Boccard, 2005. (Persika 5) *Middle Eastern Literatures* 10/1 (2007), pp. 83-86.

Dr. Shaham Ron (senior faculty)

Islamic law and society in the modern Middle East; Islamic family law in the modern Middle East; the legal status of non-Muslims in the modern Middle East.

Publications

Books:

1. *Expert Witnessing in Islamic Legal Systems: Medicine and Crafts in the Service of Law* (University of Chicago Press, forthcoming in 2010).

Edited Books:

2. *Law, Custom, and Statute in the Muslim World: Studies in Honor of Aharon Layish* (Leiden: Brill, 2007).

Refereed Journals:

3. "Enjoying from all the Worlds: Legal Forum Shopping in Islamic Societies," *Hamizrah Hehadash*, vol. 46 (2006), pp. 55-78 [Hebrew].

Book Chapters:

4. "Western Scholars on the Role of the Ulama in the Adaptation of the Shari'a to Modernity: A Critical Review," in: *Guardians of Faith in Modern Times: Rethinking 'ulama' in the Middle East*, ed. Meir Hatina (Leiden: Brill, 2009), pp. 171-192.
5. "Women as Expert Witnesses in Pre-Modern Islamic Courts," in: *Law, Custom, and Statute in the Muslim World: Studies in Honor of Aharon Layish*, ed. Ron Shaham (Leiden: Brill, 2007), pp. 41-65.

Entries in Encyclopedias:

6. "Bayt al-Ṭā'a," *The Encyclopedia of Islam*, 3rd Edition (forthcoming).

Shoval, Dan (Arabic teacher)

Arabic Language and Literature

Publications

Books:

1. *Step by Step – The Arabic Language in the Media*, Jerusalem 2006.
2. *Another Step – The Arabic Language in the Media*, Jerusalem 2007.
3. *The Final Step – The Arabic Language in the Media*, Jerusalem 2008.

Dr. Yefet-Avshalom, Bosmat (adjunct teacher)

Human Rights in the Arab World; Liberalization, Civil Society; New Information and Communication Technologies in Arab Society – (Internet)

Publications

Refereed Journals:

(with Luis Roniger) “A Discourse on Trial: The Promotion of Human Rights and the Prosecution of Sa‘ad Eddin Ibrahim in Egypt”, *Journal of Human Rights*, vol. 5:2 (2006), pp. 185-204.

Appendix 2:

Membership in Editorial Boards of Journals

Amitai, Reuven

Mamluk Studies Review (Chicago)

Cathedra (Jerusalem)

Yad Ben-Zvi Publications – editorial board

Jama`a (Be'er-sheva)

Ha-Mizrah he-Hadash (Ra'anana)

Furman, Uriah

Guest editor (with Dr. Nimrod Hurwitz) of *Ha-mizrah he-Hadash*, vol. 46, 2006.

Friedmann, Yohanan

Editor of *Jerusalem Studies in Arabic and Islam* (since 1993)

Gerber, Haim

Editor of *Ha-Mizrach He-Hadash* (2000-2007)

Ginio, Eyal

Eurasian Studies (Cambridge and Rome)

Pe'amim (Jerusalem)

Hatina, Meir

Co-editor, *Ha-Mizrah he-Hadash*

Kaplan, Steven

Pe'amim (Jerusalem)

Landau-Tasseron, Ella

Jerusalem Studies in Arabic and Islam (Jerusalem)

The Magnes Press

Levy-Rubin, Milka

Academic Committee of the Institute for the Research of Eretz Israel its Peoples and Cultures,

Yad Ben Zvi Institute, Jerusalem (2008/9)

Messamed, Vladimir

The Central Asia & Caucasus Journal, Sweden (since 1997)

Podeh, Elie

Editor of *Ha-Mizrach he-hadash* (2000-2008)

Roded, Ruth

Hawwa: Journal of Women in the Middle East and the Islamic World

Appendix 3:

Research Grants, Prizes, Scholarships (last 5 years)

Reuven Amitai

1. 2009-2013, Israel Science Foundation for research center: "The Formation of Islamic Society in Palestine (ca. 600-1500 CE)", with Rachel Milstein, Amikam Elad and others.
2. 2009, Hebrew University, book publication committee of Research and Development Authority. \$3000 for publication of "Eurasian Nomads as Agents of Cultural Change," edited by Michal Biran and Reuven Amitai, and to be published by Hawai'i University Press.
3. 2007-2010, Israel Science Foundation, Bikura Program, for research project: "Medieval Human History of the Levant Written on Horseback," with Ronnie Ellenblum and Gila Kahila Bar-Gal.
4. 2007-10, GIF (German-Israel Foundation for Scientific Research and Development) Fellowship for research project: "Slavery in the Later Medieval Mediterranean: Turco-Mongolian Slaves from the Black Sea Region as a Case Study" with Dr. Christoph Cluse, Trier University.
5. 2006, Israel Science Foundation, international conference program: \$9000 for conference "The Mamluk Sultanate Political, Military, Social and Cultural Aspects," convened by Amalia Levanoni and Reuven Amitai
5. 2004-7, Israel Science Foundation for research project: "The Military History of the Mamluk Sultanate".

Biran, Michal

1. 2007, The Landau Prize for Research and Sciences (History of East Asia and its Cultures)
- 2006-9, The Michael Bruno Prize, Rothschild Foundation (Middle Eastern Studies) [I freezed it in 2007 for family reasons]
2. 2006, ISF grant for workshop at the Institute for Advanced Studies in the Hebrew University: Nomads as Agents of Cultural Change.
3. 2004-5, The Yoram Ben-Porat Presidential Prize for Excelling Young Researcher, The Hebrew University of Jerusalem.
4. 2004-7, Grant no. 818\03 of the Israel Academy of Sciences, for the project: "The Steppe People after the Mongol Conquests: Changes of Ethnicity and Identity: The Khitan Case."
- 2003/4-2006, Alon fellowship for new lecturers, Council for Higher Education in Israel

Cohen, Hillel

1. 2007-2009, Truman Institute, Hebrew University - research grant
2. 2006, Gaas Research Grant, Jerusalem Institute for Israel Studies
3. 2004-2005, "Vatat" Fellowship, through the Dept. of Middle Eastern Studies, Ben Gurion University

Elad, Amikam

1. 2009-2013, Israel Science Foundation for research project: "The Formation of Islamic Society in Palestine (ca. 600-1500 CE)", with Reuven Amitai, Rachel Milstein and others.
2. 2003-2006, Israel Science Foundation no. 849/03-25: "Urban Centers in "Eretz Israel" from the 6th to the 11th Centuries CE – Archaeological and Historical Evidence: Jerusalem, Caesarea, Ramla, and Tiberias as Case Studies." The Principal investigators: Amikam Elad and Gideon Avni.

Frenkel, Miriam

The AJL (Association of Jewish Libraries), RAS Division Bibliography award for 2006.
Shazar prize for the year 2007.

Ginio, Eyal

1. December 1 2005-February 27, 2006, The Program in Hellenic Studies, Princeton University, The Stanley J. Seeger Visiting Research Fellowship in Hellenic Studies, \$6000. "Ottoman Society during the Balkan Wars"
2. 2004/5-2006/7 (extended to 2007/08), The Israel Science Foundation: 42,000 Shekel, "Ottoman Society during the Balkan Wars"
3. 2003/4-2006/7, University Intramural Research Fund Career Development Awards: \$10,000, "Ottoman Society during the Balkan Wars"

Hatina, Meir

1. 2007-2010, Israel Science Foundation (ISF), "Martyrdom in Modern Islam: Ethos and Politics," \$242,000
2. 2006, Hebrew University, book publication committee of Research and Development Authority. \$3000 for publication of *Identity Politics in the Middle East: Liberal Thought and Islamic Challenge in Egypt*; published by I.B. Tauris, 2007
3. 2006, University Intramural Research Fund Career Development Awards, "Martyrdom in Modern Islam: Ethos and Politics," \$10,000
4. 2006, The Golda Meir Fellowship Fund
5. 2003-2005, Israel Science Foundation (ISF), "Religious Scholarship, National Politics and the Public Sphere in the Late Ottoman Period: The Egyptian Prism," \$168,000

Hendelman-Baavur, Liora

1. 2008, The Tel Aviv Award – The Dept. of Middle Eastern & African History, Tel Aviv University
2. 2007, The Madonna Marsden International Travel Grant Award, The Endowment for the Popular Culture Association and the American Culture Association
3. 2003-2005, Matching Rector Doctoral Fellowship with the David Safai Fund for outstanding Ph.D. Students.

Kaplan, Steven

1. 2007-8, Fellow, Radcliffe Institute for Advanced Studies, Harvard University, "Cultural Creativity in the Ethiopian Orthodox Diaspora."
2. Summer 2004, Hiob Ludolf Endowed Professorship in Ethiopian Issues, Institute for African and Ethiopian Studies, University of Hamburg
3. 2003-6, German-Israel Foundation (GIF) "Ethiopian Jews and Jewish Elements in the Ethiopian Orthodox Church."

Kozma, Liat

1. 2008-2010 Israel Science Foundation, individual research grant: "Marginalized Women in Colonial Egypt, 1882-1914".
2. 2007-2008: Golda Meir Fellowship
3. 2006-2008: Group research fellowship, the Harry S. Truman Research Institute for the Advancement of Peace.
4. 2006-2007: Women's Group Fellowship of the Mexican Friends of the Hebrew University of Jerusalem.
5. May 2006: Heller-Bernard Dissertation Research Award, Center for the Study of Gender and Sexuality, New York University.
6. 2005/2006: Dean's Dissertation Writing Fellowship, New York University.
7. 2003/2004: International Dissertation Field Research Fellowship, sponsored by Social Science Research Council (SSRC).
8. 2001-2005: MacCracken Fellowship, New York University

Levy-Rubin, Milka

2006-7, Fellowship at the *Center for Advanced Judaic Studies*, University of Pennsylvania, Philadelphia USA: participation in the research group: "Jews, Christians and Muslims under Caliphs and Sultans".

Milstein, Rachel

1. 2009-2013, Israel Science Foundation for research project: "The Formation of Islamic Society in Palestine (ca. 600-1500 CE)," with Reuven Amitai, Amikam Elad and others.
2. 2007-2010: Israel Science Foundation for research project: "Medieval Human History of the Levant Written on Horseback," with Reuven Amitai, Ronnie Ellenblum, Gila Kahila Bar-Gal and others.

Podeh, Elie

1. 2007-2009, 10,000\$ by the Truman Institute for the Advancement of Peace.
2. 2006, 10,000\$ by the Faculty of Humanities at the Hebrew University for a "very good" proposal submitted to the Israeli Sciences Fund (ISF).

Roded, Ruth

1. 2008/9-2009/10, Harry S. Truman Institute for the Advancement of Peace Research
2. 2006/7-2007/8, Harry S. Truman Institute for the Advancement of Peace Research

Rubanovich, Julia

1. 2007-2010, Alon Scholarship
2. 2005, Post-doctoral Lady Davis Fellowship for the year 2005/2006, The Lady Davis Fellowship Trust, Hebrew University of Jerusalem.
3. 2004, Post-doctoral Rothschild Fellowship for the year 2004/2005, Yad Hanadiv Foundation.

Shaham, Ron

2009, Fulbright Specialist Program; selected to spend one month at Central Lakes College, Brainerd, Minnesota (in October 2009).

Yefet-Avshalom, Bosmat

1. 2008-2009, The Harry S. Truman Institute for the Advancement of Peace, the Hebrew University of Jerusalem - scholarship for Post-doctoral students.
2. 2007-2008, The Harry S. Truman Institute for the Advancement of Peace, the Hebrew University of Jerusalem - scholarship for doctoral students.
3. 2002-2004, The Minerva Center for Human Rights, The Hebrew University of Jerusalem - scholarship for doctoral students.
4. 2001-2004, The Leonard Davis Institute for International Relations – The Hebrew University of Jerusalem - Scholarship for doctoral students.

Appendix 4:

Collaborative projects in Israel and abroad

Amitai, Reuven

1. Israel: funded by Israel Science Foundation, Bikura Program, for research project: “Medieval Human History of the Levant Written on Horseback,” with Ronnie Ellenblum and Gila Kahila Bar-Gal. 2007-2010.
2. with Germany: funded by GIF (German-Israel Foundation for Scientific Research and Development) Fellowship for research project: “Slavery in the Later Medieval Mediterranean: Turco-Mongolian Slaves from the Black Sea Region as a Case Study” with Dr. Christoph Cluse, Trier University. 2007-2010.
3. In the Fall of 2008, Prof. Michal Biran and I submitted a proposal to the Minerva Foundation for a new German-Israel Center in Middle Eastern Studies, to be called “Muslim Civilization in World History: Cross-Cultural Encounters and Exchange, 7th to 21st Centuries.” This project envisioned some 30 Israeli and 30 German researchers. To our sorrow, the project was not accepted, but it may pave the way for further German-Israeli cooperation.

Biran, Michal

1. Les échanges diplomatiques: Orient et Occident musulmans, Occident latin (XI^e-XVI^e) (Organizer: Denis Aigle, CNRS).
2. Eurasian Slavery and Slave Trade 1000-1500(GIF No. 240/2006) [Organizer: Reuven Amitai HU].

Elad, Amikam

1. Ancient Ramla: recent archaeological research – a meeting at The Israel Academy of Sciences, Jerusalem. June 2004.
2. Chronologies of the Early Islamic period in Palestine: The Evidence of Pottery. Workshop at the Israel Antiquities Authority, Jerusalem. May 2005.

Frenkel, Miriam

2006-2007: Head of a research group on “Charity and Piety in Judaism, Islam and Christianity in Late Antiquity and the Middle-Ages; Continuity and Transformation” at the School for Advanced Studies, the Hebrew University.

Ginio, Eval

1. the Ecole Pratique des Hautes Etudes – Section des Sciences Historiques et Philologiques, Paris.
2. the Institute for Mediterranean Studies, Rethymno, Greece.
3. Yad Izhak Ben-Zvi Institute, Jerusalem.
4. The Watson Institute for International Studies, Brown University, RI.
5. Mediterranean Research Meeting, Florence and Montecatini Terme.

Hatina, Meir

1. The Middle East History and Theory Workshop, University of Chicago, Chicago, 2005.
2. An invited member, the Research Group on Religion and Nationalism in Jewish, Christian, Muslim and Hindu Worlds, The Institute for Advanced Studies, The Hebrew University, Jerusalem, 2005-2006.
3. International Workshop on Narrating the Nile: Cultures, Identities, Memories, Tel Aviv University, Tel Aviv, The Open University of Israel, Ra'anana, 29-31 May 2006.
4. Research group on "Religious Revival in Modern Times," Van Leer Institute, Jerusalem. 2006-2007.
5. Jointly with Daphna Ephrat, The Open University of Israel: research group at the Scholion -- Interdisciplinary Research Center in Jewish Studies, the Hebrew University. 2008-2009. Topic: "Religious Knowledge, Authority and Charisma in Islam." A concluding international conference will be held in 15-17 December 2009 at the Hebrew University.

Kaplan, Steve

1. Fellow, Radcliffe Institute for Advanced Studies, Harvard University. 2007-08.
2. "Cultural Creativity in the Ethiopian Orthodox Diaspora." 2007-08.
3. German-Israel Foundation (GIF) "Ethiopian Jews and Jewish Elements in the Ethiopian Orthodox Church. 2003-06

Levy-Rubin, Milka

Participant in joint proposal submitted to the ISF: "The Formation of Muslim Society in Palestine between 600-1500" with A. Elad, D., R. Amitai, R. Ellenblum, D. Talmon-Heller, M. Frenkel, R. Milstein.

Podeh, Elie

1. Israeli working group on Iraq, 2004-2008, the Truman Institute for the Advancement of Peace.
2. Israeli-Palestinian working group on the Palestinian refugees, 2006-2009, organized by the Institute for Historical Justice and Reconciliation, the Salzburg Seminar, Austria.
3. The Israeli-Palestinian School Book Project, 2009-2011, an International Academic Project under the auspices of the Council of Religious Institutions of the Holy Land, aimed at analyzing Israeli and Palestinian textbooks.

Shaham, Ron

Jointly with Dr. Nimrod Hurvitz, Ben-Gurion University: Submission of a proposal to an international research group at the Institute of Advanced Study, the Hebrew University, Jerusalem. Topic: "Islamic Law and Society: Towards a Revision of the Historiography of Sunni Islamic Law;" the proposal was not accepted.

Appendix 5:

Conferences, Seminars and Workshops

(Joint list: the Department of Islamic and Middle Eastern Studies, the Nehemia Levtzion Center for Islamic Studies, and the Forum for Turkish Studies).

1. "Jews, Arabs and the Attitude toward the 'Other' in the Aftermath of the 1967 War, as Reflected in Israeli Literature," Department of Islam and Middle Eastern Studies and The Truman Institute, The Hebrew University, Jerusalem. 21 March 2006.
2. International workshop: "Facing Modernity: Rethinking 'Ulama' in the Arab Middle East," The Hebrew University, Jerusalem. 26-27 June 2006.
3. Series of public lectures on "Islam: Historical Legacy and the Challenges of Modernity," Department of Islam and Middle Eastern Studies and the Magid Institute for Continuing and Adult Education, The Hebrew University, Jerusalem. 2006-2007.
4. 2007-2008, Convener, two series of public lectures on Islam: past and present, Department of Islam and Middle Eastern Studies and the Magid Institute for Continuing and Adult Education, The Hebrew University, Jerusalem.
5. Conference on "the Lebanon Second War: A Broad Perspective," in cooperation with the Davis Institution for International Affairs, The Hebrew University, Jerusalem. 2 May 2007.
6. Conference on "the Voice of Egypt: Journey to the World Art of Umm Kulthum," The Department of Islamic and Middle Eastern Studies, The African Institute for Islamic and African Studies, The Hebrew University, Jerusalem. 7 May 2007.
7. Conference on "Liberal Discourse in the Middle East," The Nehemia Levtzion Center for Islamic Studies, The Hebrew University, 11 June 2007.
8. Conference on "Jews in the Shadow of Islam: The Shi'i-Iranian Case," The Department of Islamic and Middle Eastern Studies, The Nehemia Levtzion Center for Islamic Studies and the Department of the Jewish People History, The Hebrew University, Jerusalem. 19 March 2007.
9. Series of public lectures on "Beyond the Big Screen: Society and Culture in the Middle East," Department of Islam and Middle Eastern Studies and the Magid Institute for Continuing and Adult Education, The Hebrew University, Jerusalem. 2009.
10. Lecture by the Israeli novelist Elie Amir on "the Israeli-Arab Conflict," The Department of Islamic and Middle Eastern Studies, the Hebrew University, Jerusalem. 9 July 2008.

11. International Workshop "Orality and Textuality in the Iranian World: patterns of interaction across the centuries." The Hebrew University, December 14-17, 2008.
12. Conference on Nationalism in the Middle East, in honor of Haim Gerber for his retirement, the Hebrew University, 6 June 2009.

Nehemia Levtzion Center for Islamic Studies

1. Conference on "Media in the Middle East: Community, Nationality and Nation," Jerusalem Van Leer Institute, April 2008.
2. International Conference on "Facing Modernity: Rethinking Ulama in the Arab Middle East", the Nehemia Levtzion Center for Islamic Studies, the Hebrew University, June 2006.
3. First Annual Levtzion Lecture: Michael Brett, of the School of Oriental and African Studies at the University of London, spoke about "The Islamization of Egypt and North Africa" at Ben-Zvi Institute, which co-sponsored the event along with the Truman Institute. 12 January 2005.
4. Conference Islam in Indonesia, 5 April 2005.
5. Workshop on Religious Experience, 2005-2006.
6. Lecture by Vince Cornell, director of the King Fahd Center for Islamic and Middle Eastern Studies at the University of Arkansas at Fayetteville, USA, on "Evil, Virtue, and Islamic Moral Theology: Rethinking the Good in a Globalized World." 14 June 2005
7. International Workshop on Islam in Central Asia, 16-17 June 2005
9. The Annual Conference of Asian Studies in Israel, held on 29-30 May, 2005 in Jerusalem, including a number of panels devoted to Islamic matters.
10. "Perceptions of the Middle East: Between Anti-Semitism and Islamophobia," held in Jerusalem on 29-30 May 2005, under the auspices of the Koebner Centre for German History at the Hebrew University and the Austrian Institute for International Affairs.
11. The Formation of Muslim Society in Eretz-Israel/Palestine: From the Seventh Century until the Conquest by the Crusaders in 1099. A conference held in cooperation with Yad Ben Zvi Institute. 1 December 2005.
12. Islam in France, in cooperation with the Young Israeli Forum for Cooperation (YIFC) and the European Forum at the Hebrew University. 15 December 2005
13. Contemporary Islam: Variety and Unity, Consensus and Internal Conflict. A conference held in cooperation with the Mishkenot Sha'ananim Conference Center. 12 January 2006
14. Second Annual Levtzion Lecture by Andre Wink, the University of Wisconsin-Madison, spoke about "Perspectives on the Indo-Islamic World" at Tel-Aviv University, which co-sponsored the event. 2 April 2006.
15. The Mamluk Sultanate: Political, Military, Social and Cultural Aspects. An international conference supported by the Israel Science Foundation. 3-6 April 2006.

16. Lecture by Albrecht Fuess, from the University of Erfurt in Germany, on "The Muslim Presence in Germany," held in cooperation with the European Forum at the Hebrew University and the Jerusalem Institute for Israel Studies. 7 April 2006.
- 17 "Sufism in Eretz Israel/Palestine: Past and Present". A conference held in cooperation with the Al-Qasemi Academy, College for Education in Baqa al-Gharbiyya. 26-27 April 2006.
18. The Levtzion Center supported the following three programs:
 - International workshop on "Narrating the Nile – Cultures, Identities, Memories", held at Tel Aviv University and the Open University, 28-31 May 2006.
 - Performance by students, under the supervision of Eldad Pardo, of the Shi'i Ta'ziyya (Martyrdom of Husayn) Play. 2006
 - A graduate reading course of Arabic texts on "Islam in the Contemporary Arab World," taught by Mr. Ofer Efrati. 2006
19. "Islam in Europe: "European Islam" or "Eurabia"?". An international conference, held in collaboration with the European Forum at the Hebrew University and the Konrad Adenauer Foundations. 10-11 December 2006.
20. Lecture by S. Heidermann, from Jena University in Germany, on "History, Settlement Patterns and Archaeological Coin Finds in Bilad al-Sham – The Process of Transformation from the 6th to the 10th Century C.E." 3 January 2007.
21. Workshop on Religious Experience – "Conversion to another religion". 8 March 2007.
22. Third Annual Levtzion lecture by Baber Johansen from Harvard University spoke about "The transition from Islam as a cosmic order to Islam as a legal order". 19 March 2007.
23. Conference on "the Islamic Movement in Israel: Religious extremism, anti-Zionist?" The Nehemiah Levtzion Center for Islamic Studies and Truman Institute, The Hebrew University, Jerusalem. 24 March 2007.
24. "Earthquakes in Eretz Israel between 700-1800: Archaeological, Historical and Geological Approaches." A conference held in collaboration with the Israel Antiquity Authority and Yad Ben Zvi Institute. 13 May 2007.
25. "The other opinion: liberal discourse in the Middle East."
A conference held in collaboration with the Harry S Truman Research Center for the Advancement of Peace. 10 June 2007
26. Study visit to Sufi center in Nazareth, co-sponsored with the Department for Islamic and Middle Eastern Studies at the Hebrew University. 12 June 2007.
27. Islamic Fundamentalism and Sufism. An international workshop, June 2007.

28. "Slavery and the Slave Trade in the Mediterranean Region in the Medieval Period (1000-1500): Case Studies in Christian-Muslim-Jewish Interaction." A workshop for scholars and research students, co-sponsored with the German-Israeli Minerva School for Graduate Students with the Institute for Advanced Studies at the Hebrew University. 2-7 September 2007.

29. The Levtzion Center supported the following events:

- An International Conference on "Human and Physical Infrastructure in the Contemporary Middle East and the Eastern Mediterranean", in collaboration with Yad Ben Zvi Institute, The Turkish Studies Forum at the Hebrew University and Yeditepe University, Turkey (15-16 October, 2006).
- A Conference on "Afghanistan and its Jews", with collaboration with Yad Ben Zvi Institute (25 March, 2007).
- An evening on "The Voice of Egypt: A journey to the creations of Umm Kulthum", in collaboration with the Department for Islamic and Middle Eastern Studies at the Hebrew University (7 May, 2007).
- A conference in honor of the retirement of Prof. Arie Levin (20 May, 2007).

30. "The Concept of the One God." An evening co-Sponsored with the Center for the Study of Christianity at the Hebrew University and the Biblical Lands Museum, Jerusalem.

31. Lecture by Warren Schultz, from DePaul University, on "Re-Imaging and Re-Imagining Mamluk Coinage," organized by the Joint Archeology-Islamic Studies Group. 28 Nov 2007.

32. Lecture by Oliver Kahl, from the University of Manchester, on "The Emergence and Theory of Classical Arabic Medicine," co-sponsored with the Edelstein Center. 6 Dec 2007.

33. Lecture by Mark Cohen, from Princeton University, on "The Coexistence (Convivencia) of Jews and Muslims in the High Middle Ages and Its Implications for Today," co-sponsored with the Interreligious Coordinating Council in Israel. 17 Dec 2007.

34. Tribes and Tribal Identity in the Middle East. Co-Sponsored with The Department of Middle Eastern and African History at Tel Aviv University and the Open University. 18 Dec. 2008.

35. Lecture by Maya Shatzmiller, from the University of Western-Ontario, Canada, on "Slaves, Money, Trade and the Development of Credit in the Islamic Caliphate, 8th-10th Centuries". 31 December 2007.

36. Fourth Annual Levtzion Lecture by Dale F. Eickelman, from Dartmouth College, spoke about "What Ever Became of the Islamic Reformation;" Co-sponsored with the Ben-Zvi Institute for the Study of Jewish Communities in the East and the Chaim Herzog Center for Middle East Studies and Diplomacy, Ben-Gurion University of the Negev. 17 January 2008.

37. Halachic law faces the challenges of the modern state- a comparison of Jewish and Islamic laws. Co-sponsored with The Van- Leer Jerusalem Institute. 5 March 2008.

38. Conference on "The Printed Culture, Knowledge and Knowledge Agents: Christianity, Judaism, Islam," Scholion Center, The Nehemia Levtzion Center for Islamic Studies, The Hebrew University, Jerusalem. 11 March 2008.

37. Workshop: Islamic Law and the Challenges of the 21st century. Co-sponsored with the Jerusalem Van-Leer Institute. 2008-2009.

38. Media in the Middle East: Community, people, nation. A conference co-sponsored with the Van-Leer Jerusalem Institute and The Smart Family Institute for the Study of Communications. 9-10 April 2008.

39. Documentary Films Series "Israeli Women/Palestinian Women. 2008.

40. The Levtzion Center supported the following events:

- A Conference on "The Culture of Print, Knowledge and Agents of Knowledge: Christianity Judaism, Islam", Co-sponsored with Scholion - Interdisciplinary Research Center in Jewish Studies and the Open University (11 March, 2008).
- A Conference on "Jews under the shadow of Islam: The Shi'i-Irani Case", co-sponsored with the Department of Islamic and Middle Eastern Studies at the Hebrew University and the Department of History of the Jewish People (19 March, 2008),
- An evening on "The Islamic Movement in Israel: Religious Extremism, Anti-Zionism?" co-sponsored with The Harry S. Truman Institute for the Advancement of Peace (24 March, 2008).
- Conference on "the Middle East in the Web: Virtual Communities and Social Networks in the Internet," organized with collaboration with the Dept. of Islamic & Middle Eastern Studies (18 March 2009).

41. A conference in honor of the late Prof. Hava Lazarus-Yafeh, in collaboration with the Chaim Herzog Center for Middle East Studies and Diplomacy, Ben- Gurion University of the Negev. 20 November, 2008.

42. Teaching Islam to Jews and Judaism to Muslims in Israel

A conference co-sponsored with the Interreligious Coordinating Council in Israel, Konrad Adenauer Foundation and al- Qasimi College in Baqa al-Gharbiyya. 24 November 2008

43. Leisure Culture in Islamic Societies. A conference, co-sponsored with the Faculty of Humanities and the Institute of Asian and African Studies. 21-22 January 2009.

44. The Van Leer Jerusalem Institute- continuation of the research workshop on "Islamic Law and the Challenges of the 21st Century." During the academic year 2008-9, six meeting took place, to be followed by an international conference in 19-21 October 2009.

The Forum for Turkish Studies

1. "The Turks and Palestine: A 1000 Years of Relations" (in collaboration with the Yad Izhak Ben-Zvi for the Research of Eretz Israel and Its Peoples). 22-24 June 2004.
2. "Turkey, the European Union and the Accession Negotiations". 19 December 2004.
3. "Society, Culture and Law in the World of Islam: a Symposium held in honor of Prof. Miriam Hoexter (in collaboration with The Truman Institute and the Levtzion Center for the Study of Islam). 15 May 2005.
4. "The Ottomans in Palestine and the Middle East" (in collaboration with the Yad Izhak Ben-Zvi for the Research of Eretz Israel and Its Peoples and with the support of the Truman Institute, the Haim Herzog Center for the Study of the Middle East and Diplomacy, Ben Gurion University), the faculty of humanities, University of Haifa, the Faculty of Humanities, Tel Aviv University). 8-9 June 2005.
5. "Human and Physical Infrastructure in the Contemporary Middle East and Eastern Mediterranean: a Turkish-Israeli Academic Forum" (in collaboration with the Yad Izhak Ben-Zvi for the Research of Eretz Israel and Its Peoples and with the support of The Israeli Ministry for Foreign Affairs; the Nehemia Levtzion Center for Islamic Studies, The Hebrew University of Jerusalem; the Dean of the Faculty of Humanities of the Hebrew University; the Harry S. Truman Research Institute for the Advancement for Peace, the Hebrew University. 15-16 October 2006:
6. "Centenary of the Young Turk Revolution (1908): The Young Turk Era as Experienced in Palestine" (in collaboration with Yad Izhak Ben-Zvi for the Research of Eretz Israel and Its Peoples) 2-3 July 2008.
7. "Ottoman Roots of Contemporary Realities: The Middle East and the Balkans Compared" (in collaboration with the Konard Adenauer Stiftung, The Bundesministerium für europäische und Internationale Angelegenheiten and the European Forum at the Hebrew university). 18-20 January 2009.

Iranian Studies

1. The May and Rolando Schinasi Foundation for Iranian and Central Asian Studies
Orality and Textuality in the Iranian World: patterns of interaction across the centuries. International Workshop. December 14-17, 2008.

Chapter 5

The Self-Evaluation Process, Summary and Conclusions

5.1. To what extent do the institution and the parent unit perform self-evaluation on a regular basis? (apart from the evaluation initiated by the Council for Higher Education). If self-evaluation is being performed – please describe and evaluate the way it is carried out and its frequency.

The Hebrew University initiated a systematic process of review and evaluation of all its units at regular intervals (usually each unit is being evaluated every 5-7 years). Depending on the nature of the unit being evaluated, the review process relies either on external committees consisting of internationally renowned experts in the reviewed field from leading universities abroad, or on internal committees (based on HUJI personnel) supplemented by one or two external member from other university either in Israel or abroad. The mandate of the Committees, as stated in the nomination letter, is to evaluate the unit's academic performance in teaching and research, and its standing within the field, in Israel and internationally. The Committees are asked to identify areas of strength and weakness and to advise the University on ways to improve and develop the unit. To achieve that goal committees examine all aspects of the reviewed unit: the activity of faculty members, in research and teaching, curricula, students' level, infrastructure, and administrative functions.

5.2. Has the institution appointed a senior staff member to deal with self-evaluation? If so, please state his name and his past and present position in the institution. State and evaluate the definition of his task as the staff member in charge of quality evaluation in the institution, including the scope of his authority and his method of operation.

The Hebrew University has two vice-rectors. One of them, Professor Yaacov Schul, is responsible for the academic evaluations at the Hebrew University. The other vice-rector, Professor Oded Navon, assists Professor Schul in coordinating and implementing the whole process of the review, which begins with the appointment of the Committee members, and the preparation of material by the reviewed unit. Preparing the material for the Review Committee also gives the unit an opportunity for self-assessment, itself an important stage in the review. The Committee then convenes in Jerusalem in which the Committee members get access to all relevant

material and meet with staff, faculty and students. The Committee's report is submitted to the Rector, and its recommendations are carefully studied by the University administration (The President, the Rector, and the Vice-Rectors). The reviewed unit is asked to prepare a response, which is brought, together with the report of the review committee before the University's Committee for Academic Policy. This Committee, chaired by the President and the Rector, discusses all the relevant matters and decides on implementing all, or parts, of the recommendations.

5.3. Describe the methods used by the parent unit and the study program in its self-evaluation process, and what are your conclusions with regard both to the methods/the way it was performed and to its results?

The parent unit was not involved in the self-evaluation process. The chair of the department of the study program was in charge of this process. He divided the report into various components, each under the responsibility of one or two faculty members (for the exact method, see below). The method used seems appropriate as: a) the burden was divided more or less evenly among faculty members; b) all faculty members were involved in the process.

5.4. 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 chair of the department decided to divide the self-evaluation report into several sections and selected a faculty member (s) to be in charge of each section. Thus, the report was divided into ten sections:

1. Chapter 2 – the parent unit, Prof. Reuven Amitai, Head of the Institute of Asian and African Studies.
2. Chapter 3.1 and 3.2 – the Evaluated Study Program – Dr. Eyal Ginio
3. Chapter 3.3 – Teaching and Learning - Prof. Ella Landau-Tasseron and Dr. Liat Kozma.
4. Chapter 3.4 – Students – Prof. Ruth Roded
5. Chapter 3.5 – Human Resources – Prof. Amikam Elad and Prof. Michal Biran.
6. Chapter 3.6 – Infrastructure – Dr. Julia Rubanovich and Prof. Rachel Milstein

7. Chapter 4 – Research and other Activities – Dr. Meir Hatina and Dr. Ron Shaham.
8. Chapter 5 – Summary and Conclusions - Prof. Elie Podeh
9. General Editor, Conclusions and Executive Summary – Prof. Elie Podeh
10. Editing and proofreading – Prof. Reuven Amitai and Prof. Steven Kaplan

In such a way, all faculty members were involved in the process of preparing the report. A strict timetable was devised to submit the various reports. During the preparation time, several joint meetings were held in order to discuss various questions and problems which have arisen while collecting the material and writing the report. At the beginning of July 2009 all reports were submitted to the head of the department, who went over the various parts of the reports with the aim of bringing consistency, filling missing information, checking some data, and writing the conclusions and the main findings of the report. With the completion of the report, it was resent to faculty members in order to receive their comments on the final product. After receiving this information, the report went for English editing by two of the English-native speaking faculty members. The final draft of the report was reviewed by the vice-Rector of the university.

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

Following the discussion and decision by the University's Committee for Academic Policy, the executive summary of the review report is posted on the internet. The Vice-Rector discusses the recommendations and their implementation with the reviewed unit's chairperson. The implementation is monitored by the Implementation Committee, which include the two vice-rectors, three former deans (Social Science, Natural Science, and Agriculture), and two members of the University's Standing Committee.

5.6. Are the results of the self-evaluation open, transparent and accessible to staff (academic as well as administrative) and students?

The Hebrew University regards transparency and accessibility of evaluation reports as essential to the usefulness of the self-evaluation process. Following the discussion by the committee for academic policy (see above), the reports are made public and posted on the University's website.