



Department of Philosophy

Self-evaluation Report

December 2008

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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.**

1. The Institution

The proposal to establish a Jewish institution for higher education was 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. The Campus opened in 1960. 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, establishment of new programs, and recruitment of outstanding scholars, researchers and students, in fulfillment of 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 School of Social Work, 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 Safra campus in Givat Ram, site of the Faculty of Mathematics and Natural Sciences, School of Engineering and Computer Sciences, The Center for the Study of Rationality, The Institute for Advanced Studies, and the Jewish National and University Library.
- Ein Kerem campus, site of the Faculty of Medicine (The Hebrew University–Hadassah Medical School, 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 Faculty of Agricultural, Food and Environmental Quality Sciences and the School of Nutritional and Home Sciences.
- Beit Dagan campus, site of 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 degree:*

2008 Students of the Hebrew University

1st degree	2nd degree	Ph.D	total
11,690	6,819	2,704	23,285

1.2 Mission statement of the institution, its aims and goals.

1.3 A description and chart of the institution's organizational structure

University Structure:

Chairman of the Board of Governors:
President:
Rector:
Vice-President and Director-General:
Vice-President for Research and Development:
Vice-President for External Relations:
Vice-Rector:
Comptroller:

Charles H. Goodman
Prof. Menachem Magidor
Prof. Haim D. Rabinowitch
Elhanan Hacohen
Prof. Hillel Bercovier
Carmi Gillon
Prof. Miri Gur-Arye
Yair Hurwitz

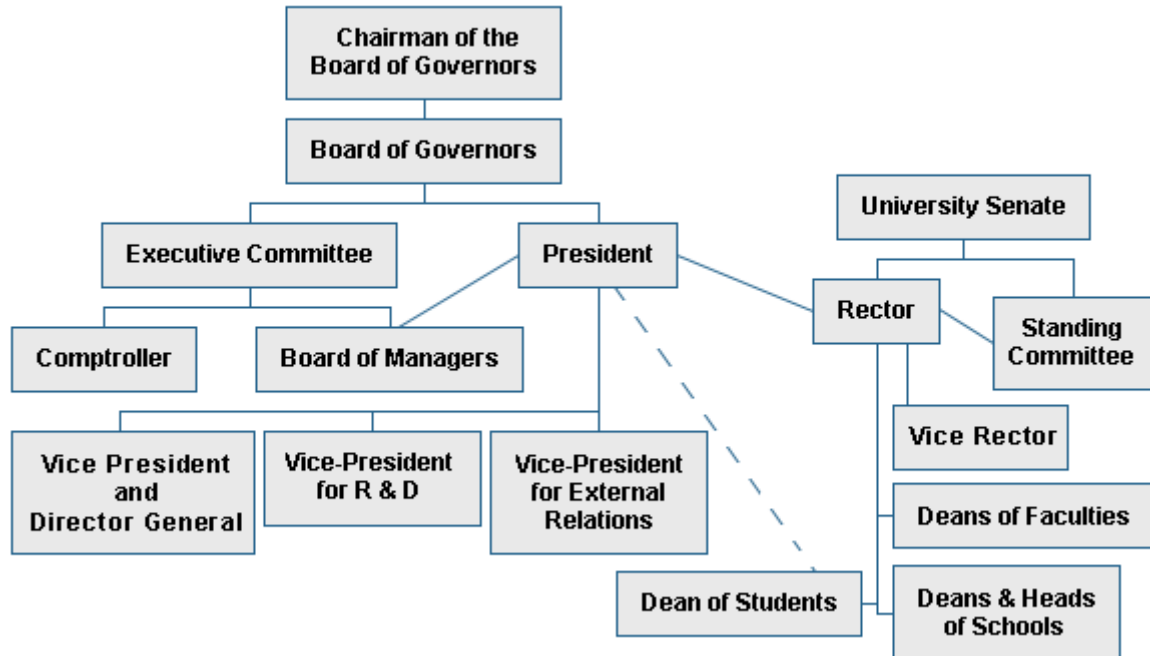
Deans:

Faculty of Humanities:
Faculty of Social Sciences:
Faculty of Law:
Faculty of Mathematics & Natural Science:
Faculty of Agricultural, Food & Environmental
Quality Sciences:

Prof. Israel Bartal
Prof. Boas Shamir
Prof. Yoav Dotan
Prof. Hermona Soreq
Prof. Eli Feinerman

Faculty of Medicine:
 Faculty of Dental Medicine:
 Jerusalem School of Bus. Admin:
 Paul Baerwald School of Social Work:
 Dean of Students:

Prof. Ehud Razin
 Prof. Adam Stabholtz
 Prof. Tsvi Piran
 Prof. Gail Auslander
 Prof. Esther Shohami



1.4 Names of holders of senior academic and administrative positions.

See above.

Chapter 2 - The Parent Unit Operating the Study Programs

Under Evaluation

In this chapter, please relate to the broader organizational framework in which the evaluated study program operates. If there is no such framework, please note it. Then answer paragraph 2.5 and 2.6 (only), and then move on to chapter 3.

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 is the largest of the Hebrew University's seven Faculties. Research and teaching are conducted in a wide range of fields. The Faculty 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's 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. As of the end of the 2008 academic year, the departments of the Faculty of Humanities, within the framework of the Ceil and Joseph Mazer Center for Humanities, are organized within the framework of the following institutes:

- Jewish Studies
- Contemporary Jewry
- Asian and African Studies
- Arts and Letters
- Archaeology
- School of Education

At this moment, the faculty has two schools: the school of history and the school of literature.

The Schools supplement the regular departmental structure by providing a framework for disciplinary inquiry for the faculty and students throughout the University's history and literature departments.

Interdisciplinary research is promoted through a group of specialized Research centres. The faculty serves 4000 students enrolled in degree programs at the B.A., M.A. and Ph.D. level with more than one-third in advanced studies.

In 2006 the Gager Committee was appointed to evaluate the Faculty of the Humanities. The Gager Report resulted in a number of reforms, which are in the process of being implemented. Enclosed is the executive summary of the report.

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.

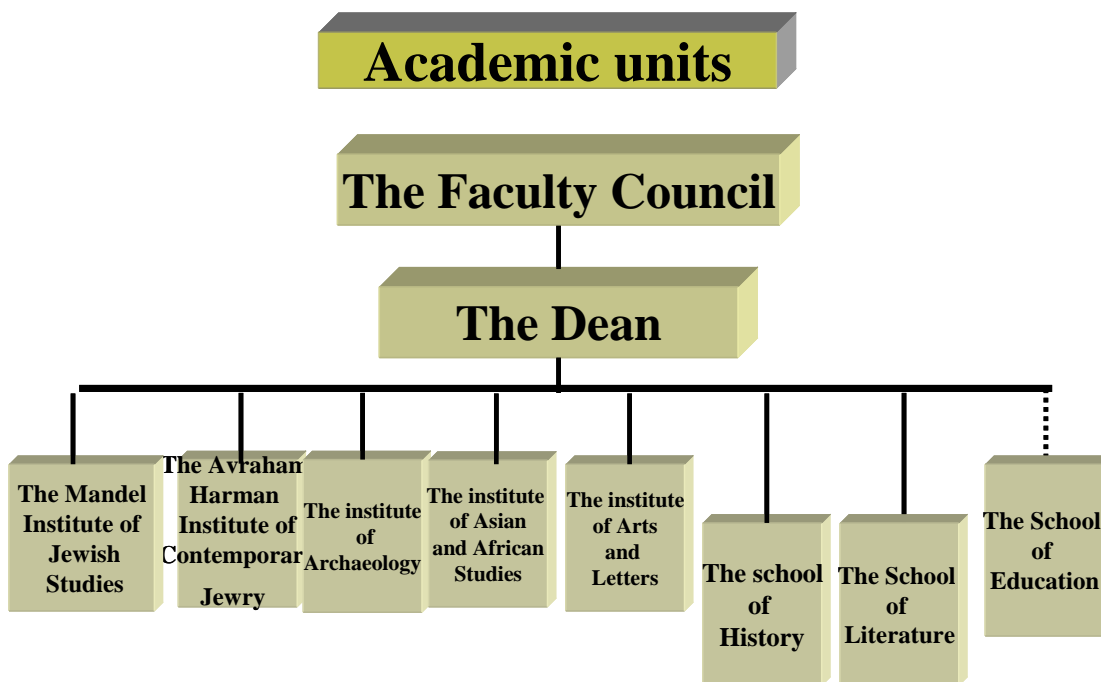
In a letter sent to the writers of the report on July 14, 2008 the dean of the faculty of the Humanities, Professor Israel Bartal, described how the recommendations of the Gager Report are being implemented. He distinguishes between three stages, the first dealing with broad introductory courses to be taken by all students of the faculty, the second treating the creation of wider disciplinary units, which transcend the

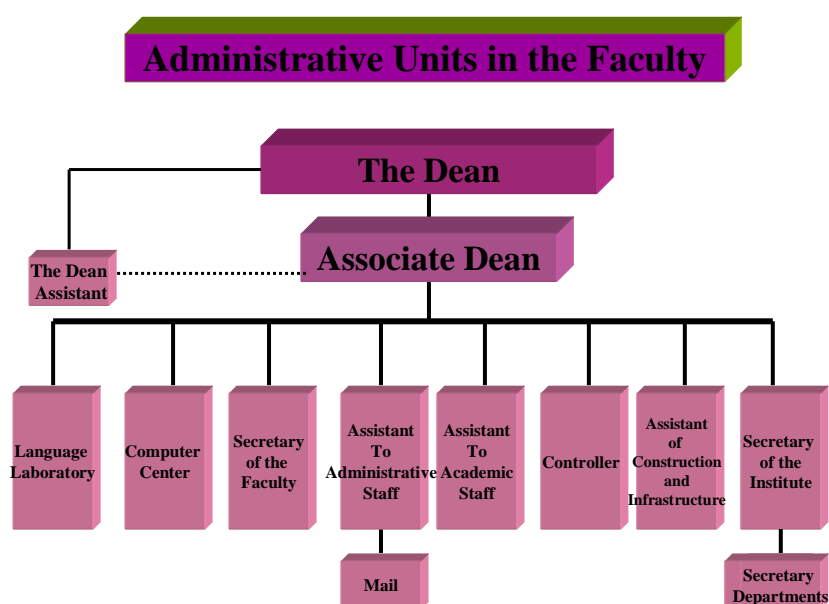
individual departments, and the last stage addressing research students and special programs to support academic excellence.

The first stage was ushered in by the decision of the faculty's Teaching Committee (Nov. 2007) to design a study program in the spirit of the Gager Report, requiring all students to take three "Gate way Courses" treating a particular subject from a broad perspective of the schools' discipline and through different periods were envisioned. These aspects of the reform are to be implemented in the academic year of 2008-9.

The second stage concerns structural changes of the faculty so as to create larger units and overarching study programs. The faculty council approved (June 2007) the creation of 5 schools: the already existing school of history and school of literature and 3 new ones: Modes of Thought; Arts and Philology. This stage will be implemented in 2008-2009. The third stage will be discussed by the Teaching Committee at the beginning of the academic year 2008-9 and, according to the dean, will involve some "steps even more radical than those proposed by the Gager Report".

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





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
The Mandel institute of Jewish Studies			
Bible	X	X	X
Hebrew	X	X	X
Hebrew Literature	X	X	X
History of the Jewish People	x	x	x
Jewish and comparative Folklore	x		
Jewish Studies	X		
Jewish Thought	X	X	X
Talmud	X	X	X
The Avraham Harman institute of Contemporary Jewry			
Contemporary Jewry	X	X	x
The institute of Asian and African Studies			
Arabic Language and Literature	X	X	X
East Asian Studies	X	X	X
Islamic and Middle Eastern Studies	X	X	X
The institute of Art and Letters			
Classics	X	X	X
cognitive Studies	X	x	X
Comparative Religion		X	X
Culture Studies		x	X
English	X	X	X
French Language and Literature			
General & Comparative Literature	X	X	X
German Language and Literature	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
Russian studies	X	X	X
Spanish and Latin American Studies	X	X	X
Theater Studies	X	*	X
Program in Conjunction with the Jerusalem Academy of Music and Dance (BA Mus/MA Mus)	X	X	
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: The possible tracks are: Two Majors; One major and supplementary studies; one major and one minor; one major and a program).

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

Doctor of Philosophy.

For student numbers: See Appendix: Table 3A

- 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	161
		without thesis	695	250
	PHD		566	88
2005	BA		2535	625
	MA	with thesis	522	159
		without thesis	751	244
	PHD		584	72
2006	BA		2370	482
	MA	with thesis	504	149
		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	164
		without thesis	544	221
	PHD		533	92

- 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 Board, consisting all of the Professors, Associate Professors, Senior Lecturers and the Lecturers is the major constitutional body of The Faculty that decides on the 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 Curriculum Committee under the chairmanship of the Vice-Dean for Curriculum 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's committees. In addition to the Faculty's committees, the university has a Teaching Regulations Committee, which consists of all the chairpersons of the Curriculum Committees of the different faculties of the University. This committee is in charge of the university regulations concerning teaching and studying. Frequently the President and the Rector of the university decide to convene special committees to evaluate specific faculties or departments. On the Gager Committee, see above 2.1

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 of the development of serious cooperation among Israeli universities at the national level. The Committee holds the view that at this crucial stage in the development of the Faculty, there must be a strategic plan that will serve as the basis for making new appointments.

It is our view that the set of priorities listed above might serve as the basis for such a strategic plan.

The Committee has given careful consideration to what we take to be weaknesses in the current 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

Note: In this chapter we require separate reference to each of the study programs under examination at each of the levels taught (first, second, doctoral degree). The identical data for all the programs will appear only once.

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.

Studies in the Hebrew University's Philosophy Department began at 1928. At first, the Department included only two staff members: Shmuel Hugo Bergman and Leon (Haim) Roth. In the following years the Department expanded and in its prime it numbered 18 staff members. From the very beginning the Department held programs of advanced studies and its students wrote dissertations on a variety of subjects. During the first 25 years of the Department's existence, four of its students received a PhD degree. Two of them - Nathan Rotenstreich and Yehoshua Bar-Hillel – made their mark on the Department for many years later. Some of their students taught in the Department, and some of them, as well as their students' students, still teach there today. Throughout the years the Department's teaching staff was joined by many teachers who received their training, fully or partially, outside the Hebrew University, usually abroad and mainly in the USA, England and France. Among the first teachers who taught philosophy in the Hebrew University, whether as the Department's staff members or as teachers in other departments, are Martin Buber, Gershom Scholem, Julius Guttmann and Ernst Simon.

The Philosophy Department's character and the character of teaching philosophy in the Department were, to a large extent, determined already in its beginning. The fact that its first two teachers, Bergman and Roth, came from different philosophical traditions – the former the central European tradition and the latter the British tradition – created from the very beginning a variety of attitudes and multiplicity of schools within the Department. Among the Department's teachers of the second generation a kind of division was created between the followers of the Anglo-American philosophy (mostly analytical) tradition on the one hand, and followers of the Continental (French and German) tradition which has also been more focused on the history of philosophy.

In recent years the dividing lines between these different schools have become blurred. The Philosophy Department does not belong at present to a well defined school. It maintains the philosophical pluralism which has always characterized it and continues to enable its students to experience different philosophical approaches and to become familiar with the many different aspects of Western philosophy.

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

The Department's mission is to provide a solid academic training in philosophy. The Department aspires to provide students with a foundation which will make them comparable to students in the best universities worldwide. The Department also serves as an intersection for several programs of study: PEP (integrative

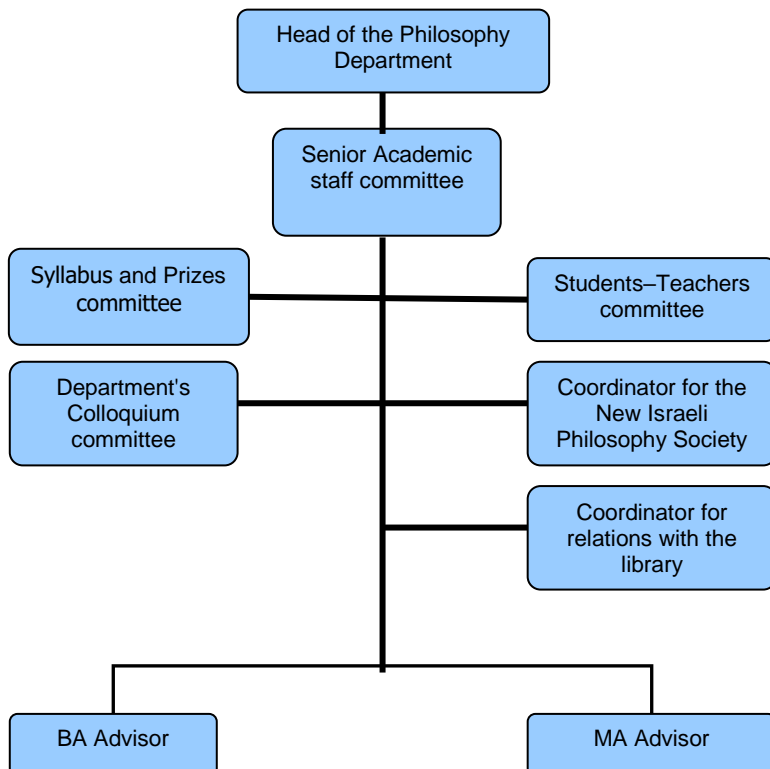
program of philosophy, economics and political science), cognitive science and the Program for the History Philosophy and Sociology of Science. The B.A. studies' goal is to provide the students both with knowledge of philosophy's main research subjects (such as ontology, epistemology, ethics and philosophy of language) and with the central landmarks in the history of Western philosophy from antiquity to the twentieth century. The Department also wishes to give the students the foundations of critical ways of thinking and of the ability to articulate arguments.

The M.A. studies' goal is to deepen and widen the philosophical knowledge and capacities and eventually to arrive at specialization in philosophy. The courses in the M.A. are seminars. The seminars provide both a broadening of the students' knowledge in philosophy and a deepening. Broadening of knowledge is achieved also by the final examination. Deepening is achieved by the written papers as well as by the research seminar paper (thesis) the student submits.

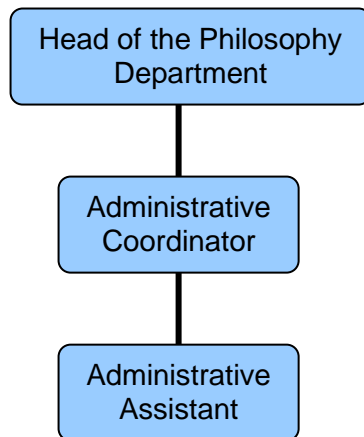
The goal of the PhD is to train the highest-level philosophy researchers and teachers. Each student has a supervisor who is responsible for the studies. Each student submits a research program which is then approved by a committee which is appointed by the Authority for Research Students.

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

Academic structure:



Administrative structure:



3.1.4 Names of holders of senior academic and administrative positions.

Academic Staff

Head of the Philosophy Department – Prof. Avital Wohlman

M.A. Advisor – Dr. Michael Roubach

B.A. Advisor – Prof. Mark Steiner

Chairperson of Syllabus Committee - Prof. Avital Wohlman (Department's head)

Members of Syllabus and Prizes Committee - Dr. Michael Roubach (M.A. Advisor), Prof. Mark Steiner (B.A. Advisor), Prof. David Heyd

Department's Colloquium Committee - Prof. Mark Steiner, Prof. Yemima Ben-Menahem, Prof. Carl J. Posy.

Coordinator for the New Israeli Philosophy Society – Dr. Daniel Attas

Coordinator between the Department and the Library - Dr. Michael Roubach

Administrative Staff

Administrative Coordinator – Mirit Mevorach

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?

Studies in the Philosophy Department are held at the Mt. Scopus campus. There are no specialized sub-programs within the Department.

The B.A. studies can be taken in each of three forms:

- 1) If the student is studying in two departments s/he can take philosophy either as a major subject (64 credits*) or as a minor subject (40 credits);
- 2) If the student is studying only in the Department of Philosophy s/he will have to take 64 credits within the Department;
- 3) philosophy can also be studied as a section in the multidisciplinary program of the Humanities faculty (16 credits).

The studies for the M.A. degree are undertaken in one of two tracks: research track and non-research track. In the research track a student must complete 28 credits by taking courses, write a seminar paper and one research seminar paper (thesis). To complete the track the student has to take a final examination and to learn a second foreign language (French, Italian, German, Spanish or Russian) to an advanced level. In the non-research track the student has to take courses of 40 credits and write two regular seminar papers (no research seminar paper and no second foreign language is required). All the Department's M.A. students participate in the research workshop where they present their work.

Regarding the PhD degree, there is no unified program of study; every student submits a research proposal which is approved by a dissertation committee. The committee may demand that the student take certain courses or expand his/her knowledge of certain subjects.

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 (page 14). Does the study program supply courses to other units within the institution?

The order of studies for the B.A. degree

The program of studies for a B.A. degree in the Department can be taken as a major subject or as a minor subject.

Studying for a major subject

First year:

1	CRITICAL READING IN PHILOSOPHICAL TEXTS – first and second semesters	Tutoring	4 Credits
2	INTRODUCTION TO LOGIC – first or second semester	Lecture and Tutoring	6 Credits
3	INTRODUCTION TO GREEK PHILOSOPHY - first and second semesters	Lecture and Tutoring	6 Credits

* 1 credit= 1 semestral hour

4	MODERN PHILOSOPHY (1) – second semester	Lecture and Tutoring	5 Credits
5	INTRODUCTION TO ETHICS & POLITICAL PHILOSOPHY - first and second semesters	Lecture	4 Credits

Second year:

6	MODERN PHILOSOPHY (2) – first semester	Lecture and Tutoring	4 Credits
7	PHILOSOPHY IN THE 20TH CENTURY: THE CONTINENTAL SIDE – second semester	Lecture and Tutoring	4 Credits
8	PHILOSOPHY IN THE 20TH CENTURY: THE ANALYTIC SIDE – second semester	Lecture and Tutoring	4 Credits

Second or third years:

9	At least one of the following courses: INTRODUCTION TO EPISTEMOLOGY; INTRODUCTION TO ONTOLOGY; INTRODUCTION TO PHILOSOPHY OF SCIENCE; INTRODUCTION TO PHILOSOPHY OF LANGUAGE; CHAPTERS IN MEDIEVAL PHILOSOPHY – first and/or second semester	4-6 Credits
10	a. At least three seminars (on two of them seminar papers will be submitted*) – first and/or second semester	6-12* Credits
	b. Two seminar papers	8 Credits
11	Elective courses from the Philosophy Department curriculum (seminars or other courses) to complete the overall 64-credit points required for the B.A. degree.	64 credits

Total**Written papers**

The students must submit two seminar papers during their years of B.A. studies (according to the faculty regulations). Additionally, the students are required to submit papers of various length according to the specific requirements of each course.

Studying for a minor subject

The minimal number of credits to be taken in the Philosophy Department by students learning a Major subject in the Humanities faculty is 36-40 credits.

* The assignment in seminars in which a seminar paper will not be submitted shall be determined by the course teacher.

The minimal number of credits to be taken in the Philosophy Department by students taking a major in the Social Sciences faculty is 48-50 credits.

First year:

CRITICAL READING IN PHILOSOPHICAL TEXTS – first and second semesters	Tutoring	4 Credits
INTRODUCTION TO LOGIC – first or second semester	Lecture and Tutoring	6 Credits
INTRODUCTION TO GREEK PHILOSOPHY (Or MODERN PHILOSOPHY: part (1) on the first year and part (2) on the second)	Lecture and Tutoring	5 Credits
INTRODUCTION TO ETHICS & POLITICAL PHILOSOPHY (Or INTRODUCTION TO EPISTEMOLOGY Or INTRODUCTION TO ONTOLOGY <u>on the second or third years</u>)	Lecture and Tutoring	4 Credits

First and Second years

MODERN PHILOSOPHY (1) and (2) Or INTRODUCTION TO GREEK PHILOSOPHY on the first year.	Lecture and Tutoring	9 Credits
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Second or third years

INTRODUCTION TO EPISTEMOLOGY Or INTRODUCTION TO ONTOLOGY Or INTRODUCTION TO ETHICS & POLITICAL PHILOSOPHY on the first year.	Lecture and Tutoring	4 Credits
SEMINAR	Seminar	2-4 Credits
Elective courses from the philosophy department curriculum (elective or obligatory courses) to complete the credit requirement of the minor subject program	Lecture and Tutoring	5 Credits

Students are allowed to write seminar papers (4 credits each).

* Not including the credits for writing two seminar papers.

Participation in advanced courses is conditioned on the fulfillment of preliminary requirements. For this reason the introductory courses chosen by students influence their options regarding advanced courses.

Students who wish to change their program from minor subject to major subject will be required to take complementary courses.

Studying Philosophy as a section in the multidisciplinary program of the Humanities faculty

First year

1	One of the following introductory courses:		
	INTRODUCTION TO LOGIC	Lecture and Tutoring	6 Credits
	INTRODUCTION TO GREEK PHILOSOPHY	Lecture and Tutoring	3-5 Credits
	INTRODUCTION TO ETHICS & POLITICAL PHILOSOPHY	Lecture and Tutoring	4 Credits
2	MODERN PHILOSOPHY (1)	Lecture and Tutoring	5 Credits

Second year

3	MODERN PHILOSOPHY (2)	Lecture and Tutoring	4 Credits
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Second and third years

4	SEMINAR	seminar	2-4 credits
5	Elective courses from the philosophy department curriculum (second and third years) to complete the credit requirement of the section.	Lecture and Tutoring	6 Credits

Comment:

Students of the philosophy section in the multidisciplinary program of the Humanities faculty must take a seminar course but do not have to submit a seminar paper unless it is required by their overall program. The seminar paper will grant students an additional 4 credits (besides the required 16 credits).

The philosophical part of the PEP program includes: INTRODUCTION TO LOGIC, INTRODUCTION TO ETHICS AND POLITICAL PHILOSOPHY, and MODERN PHILOSOPHY (1).

The structure of studies for the M.A. degree

The M.A. studies in philosophy aim to expand and deepen the B.A. studies both methodologically and historically, to improve the analytic and research abilities of the students and to enable them to specialize in their chosen subjects. The courses are in the form of seminars. During their period of study the students meet from time to time guest philosophers from abroad who are part of the Department's teaching staff.

The students are obligated to participate in the research workshop for two years.

Two tracks are offered for the M.A. studies:

1. research track (track A)
2. non-research track (track B)

The requirements of the Philosophy Department students:

Track A

Foreign language:

Proficiency in a second western language (in addition to English) is required from every student in the Humanities. In addition, students who write a research seminar paper on ancient philosophy or medieval philosophy may be required by their supervisors to learn Greek, Latin or Arabic (for reading the sources using a dictionary). This language learning can be considered as four credits of the credits taken outside the Department.

Final exam:

The final exam takes place twice a year. The form of the exam can be obtained in the Department's office.

Seminar paper:

Apart from the research seminar paper, a seminar paper will be written in one of the courses given by the Department, unless permission is given by the M.A. advisor.

Track B

A second foreign language is recommended but not obligatory. Studying a second foreign language for two years (8 hours) will grant the student with four credits of the credits taken outside the Department.

Final exam:

The same as track A

Seminar papers:

The students must submit two seminar papers (for different lecturers), one of which must be written in a course of the Philosophy Department.

The Department offers some of its courses as introductory courses to all the Humanities faculty students. Such courses are: introduction to ethics, modern philosophy (1), modern philosophy (2) and introduction to logic.

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

The program of B.A. studies reflects the Department's main goals. It provides on the one hand a comprehensive knowledge of the major philosophers in the history of philosophy and on the other hand teaches students to cope with philosophy in a number of ways: the personal tutoring (critical reading of philosophical texts) trains the students to articulate arguments succinctly, and the historical courses' tutoring teaches the student to read, interpret, and examine the arguments of the classical philosophical texts. The lecture course on "introduction to logic" instructs the students in the formal aspects of arguments and the lecture courses on philosophical themes such as "introduction to ethics and political philosophy", "introduction to ontology" and "introduction to philosophy of science" expose the students to the main research fields of philosophy. A significant improvement of our program, regarding the history of philosophy, was achieved four years ago when obligatory courses on the philosophy of the 19th and 20th centuries were added to the curriculum.

The M.A. program satisfies the goals of widening and deepening philosophical knowledge and specialization in philosophy. However, there are also difficulties. For most of the students it takes more than two years to complete the M.A. degree. We also have doubts about the M.A. final exam for although it attempts to achieve the goal of widening philosophical knowledge, students find it hard and the mark they receive is almost always considerably lower than their general average grade. More generally there is an impression among most of the teachers of the Department that in the last 2-3 years the average level of the M.A. students has become somewhat lower than what it used to be.

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.

There are two main bodies which are responsible for the planning of the study program: the syllabus committee and the department's Senior Academic staff committee. The syllabus committee confirms the study program every year, based on the syllabus proposals of the Department's teachers. In the meetings of the Department's Senior Academic staff committee suggestions for changes in the structure of the study program are discussed. The ongoing execution of the study program and minor changes in it are made by the head of the Department.

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

As mentioned above, the syllabus committee examines and confirms the teachers' teaching proposals. The Department has no independent mechanism for checking the realization of these proposals.

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

As mentioned above, the B.A. program satisfies the Department's goals. The Department's M.A. program satisfies the goals but has some problems as described in section 3.2.3

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

None.

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

The Department's main target in the following years is to maintain the Department's size and status as the country's leading philosophy department. More specifically we would like to maintain both the strong research areas of our department (Philosophy of Science, Logic, and Mathematics; Ethics; History of Modern Philosophy) and the coverage of all the major areas in philosophy. The changes suggested by the Gager Report concerning the Department of Philosophy are mainly the creation of the new school of modes of thoughts. We welcome this change and hope it will have positive results for us.

Regarding the M.A. program we are about to institute a transformation of the final exam structure: the reading material for the exam will be divided into four sections (metaphysics, epistemology, ethics, logics and philosophy of language) and every student will be examined on two sections to be decided in consultation with the M.A. advisor. This change will take place during 2009. Nevertheless, we are aware of the fact that we might need to introduce further changes in the M.A. program so as to enable students to complete their studies in two years. For example, we think that there is not a sufficiently clear distinction between M.A. and B.A. seminars. Due to the fact that we do not have enough teachers, some of the M.A. seminars are open also to excellent B.A. students.

Attachment: The full study program in the format of Table 1

6.1 The Study Program - Table no. 1

Academic Year of Evaluation 2007-2008 B.A. Program

*each student has to take at least one of the courses marked with *.

Year	Term	Course Title	Course Type (oblig./elective/ Seminar/other)	No. Of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
1	1+2	CRITICAL READING IN PHILOSOPHICAL TEXTS (15108)	obligatory	4	none	0	2	0	93 in 5 groups	Tirtsa Harif Yaron Alon Ron Aboudi Gilad (Gilly) Nir Mordechai Applebaum	Ms. Mr. Mr. Mr. Mr.
	1+2	INTRODUCTION TO GREEK PHILOSOPHY (15104)	obligatory	6	none	2	1	0	105 in 4 groups	Samuel Scolnicov	Prof.
	1+2	INTRODUCTION TO ETHICS & POLITICAL PHILOSOPHY (15100)	obligatory	4	none	2	0	0	163	David Heyd	Prof.
	1	INTRODUCTION TO LOGIC (15101)	obligatory (either 15101 or 15102)	6	none	4	2	0	110 in 4 groups	Oron Shagrir	Prof.
	2	INTRODUCTION TO LOGIC (15102)	obligatory (either 15101 or 15102)	6	none	4	2	0	42 in 2 groups	Alon Chasid	Dr.
	2	MODERN PHILOSOPHY (1): DESCARTES TO HUME (15105)	obligatory	5	15104	3	2	0	147 in 6 groups	Michael Roubach	Dr.

2	1	MODERN PHILOSOPHY (2): KANT (15210)	obligatory	4	15105	2	2	0	116 in 3 groups	Pini Ifergan	Dr.
	2	PHILOSOPHY IN THE 20TH CENTURY: THE CONTINENTAL SIDE (15116)	obligatory	2	15105 15210	2	1 (not-obligatory and without credit)	0	94	Jacob Golomb	Prof.
	2	PHILOSOPHY IN THE 20TH CENTURY: THE ANALYTIC SIDE (15211)	obligatory	2	15105 15210	2	1 (not-obligatory and without credit)	0	67	Gilead Bar-Elli	Prof.
2 or 3	1+2	CHAPTERS IN MEDIEVAL PHILOSOPHY (15304)	elective course*	4	15104	2	0	0	31	Avital Wohlman	Prof.
	1+2	INTRODUCTION TO PHILOSOPHY OF SCIENCE (15300)	elective course*	6	none	2	1	0	21	Mark Steiner	Prof.
	1+2	INTRODUCTION TO ONTOLOGY (15312)	elective course*	4	none	2	0	0	87	Eli Zilberfenig	Dr.
	1+2	COMPUTERS AND PHILOSOPHY (15239)	Elective course	4	none	2	0	0	26	Itamar Pitowsky	Prof.
	1+2	THE POTENTIAL AND THE ACTUAL IN ARISTOTLE (15240)	Elective course	4	15104	2	0	0	21	Avital Wohlman	Prof.
	1+2	GHAZZALI & IBN RUSHD: PHILOSOPHY & COMMON SENSE (15242)	elective seminar	4	15104	2	0	0	12	Avital Wohlman	Prof.
	1+2	TRUTH AND ANALYTICITY (15248)	elective seminar	4	none	2	0	0	17	Gilead Bar-Elli Rami Gudovitch	Prof. Dr.
	1+2	NIETZSCHE - ZARATHUSTRA IN JERUSALEM (15249)	elective seminar	4	none	2	0	0	25	Jacob Golomb	Prof.
	1+2	THE RIGHT TO PRIVATE PROPERTY (15241)	elective seminar	4	15100	2	0	0	24	Daniel Attas	Dr.

	1	ADVANCED LOGIC PART I (15423)	Elective course	2	15101 or 15102	2	0	0	32	Itamar Pitowsky	Prof.
	1	INTENTIONALITY AND CAUSALITY (15265)	elective seminar	2	15101 or 15102	2	0	0	12	Rami Gudovitch	Dr.
	1	WITTGENSTEIN: "PHILOSOPHICAL INVESTIGATIONS" (15352)	elective seminar	2	two introductory courses in philosophy	2	0	0	17	Mark Steiner	Prof.
	2	MICHEL FOUCAULT: HISTORIAN PHILOSOPHER (15301)	elective seminar	2	none	2	0	0	43	Yemima Ben-Menahem	Prof.
	2	LEVINAS: THE EARLY WRITINGS (15243)	elective seminar	2	15116	2	0	0	27	Michael Roubach	Dr.
	2	ASYMMETRIES IN METAPHYSICS (15260)	elective seminar	2	15104 15106 15210	2	0	0	24	Eli Zilberfenig	Dr.
	2	KIERKEGAARD: RELIGIOUS FATHER OF EXISTENTIALISM (15340)	elective seminar	2	two introductory courses in philosophy	2	0	0	21	Jacob Golomb	Prof.
	2	WILL, FREEDOM AND NECESSITY (15309)	elective seminar	2	none	2	0	0	27	Eliezer Malkiel	Dr.
	2	MORAL ASPECTS OF DECISION MAKING (15261)	elective seminar	2	none	2	0	0	28	Yotam Benziman	Dr.
	2	THE ONTOLOGICAL ARGUMENT - THE EXISTENCE OF GOD (15262)	elective seminar	2	15104 15106 15210	2	0	0	19	Eli Zilberfenig	Dr.
	2	BETWEEN POLITICAL PHILOSOPHY AND LAW (62608)	elective Seminar	4	none	4	0	0	6	David Enoch (given by the law faculty)	Prof.
Total											

6.1 The Study Program - Table no. 1

Academic Year of Evaluation 2007-2008 M.A. Program

Year in Program	Term	Course Title	Course Type (oblig./elective/ seminar/other)	No. of Credits	Prerequisites for Admission	Weekly Teaching Hours	Weekly Exercise Hours	Weekly Laboratory Hours	No. of Students	Teaching Staff	
										Name of staff member	Employment Degree
1	1+2	RESEARCH WORKSHOP FOR GRADUATE STUDENTS - FIRST YEAR (15808)	obligatory workshop	2	none	1	0	0	14	Elhanan Yakira Michael Roubach	Prof. Dr.
2	1+2	RESEARCH WORKSHOP FOR GRADUATE STUDENTS - SECOND YEAR (15809)	obligatory workshop	2	none	1	0	0	14	Elhanan Yakira Michael Roubach	Prof. Dr.
1 or 2	1+2	THINKERS FACING THE HOLOCAUST OR ANTISEMITISM (15817)	elective seminar	4	none	2	0	0	15	Jacob Golomb Robert Wistrich	Prof. Prof.
	1+2	KNOWLEDGE AND COGNITIVE RELATIONS (15820)	elective seminar	6	none	3	0	0	1	Gilead Bar-Elli	Prof.
	1+2	FREUD'S THEORY OF CULTURE AND ARTS (54388)	elective seminar	4	none	2	0	0	2	Christian Kohlross (given by the culture studies department)	Prof.
	1+2	PHENOMENOLOGY OF HUMAN CONSCIOUSNESS (51838)	elective course	4	none	2	0	0	2	Benny Shanon (given by the psychology department)	Prof.
	1+2	BETWEEN PSYCHOLOGY AND PHILOSOPHY (51910)	elective course	4	51838 and	2	0	0	0	Benny Shanon (given by the psychology	Prof.

				permission of lecturer					department)	
1+2	SELECTED TOPICS IN THE STUDY OF CONSCIOUSNESS (51974)	elective course	4	none	2	0	0	3	Benny Shanon (given by the psychology department)	Prof.
1+2	PHILOSOPHY OF PROBABILITY (87840)	elective seminar	4	introdaction to statistics	2	0	0	3	Itamar Pitowsky (given by the Program for the History, Philosophy and sociology of Science)	Prof.
1+2	ARISTOTLE'S DE ANIMA IN MEDIEVAL JEWISH PHILOSOPHY (14903)	elective seminar	4	none	2	0	0	1	Zev Harvey (given by the Jewish Thought department)	Prof.
1	MATHEMATICS AND LOGIC IN GREECE (87888)	elective seminar	2	 15104 or 87112	2	0	0	4	Ruth Glasner (given by the Program for the History, Philosophy and sociology of Science)	Prof.
1	SPINOZA AND THE QUESTION OF RELIGION (15851)	elective seminar	3	none	3	0	0	7	Elhanan Yakira	Prof.
1	FICTION, IMAGINATION AND VISION (15920)	elective seminar	2	none	2	0	0	9	Alon Chasid	Dr.
1	LOCKE (15867)	elective seminar	2	none	2	0	0	2	Mark Steiner	Prof.
1	SELF INTEREST AND RATIONALITY (15897)	elective seminar	2	none	2	0	0	13	Daniel Attas	Dr.
1	LEIBNIZ, NEWTON & KANT - SPACE &	elective	2	none	2	0	0	3	Elhanan Yakira	Prof.

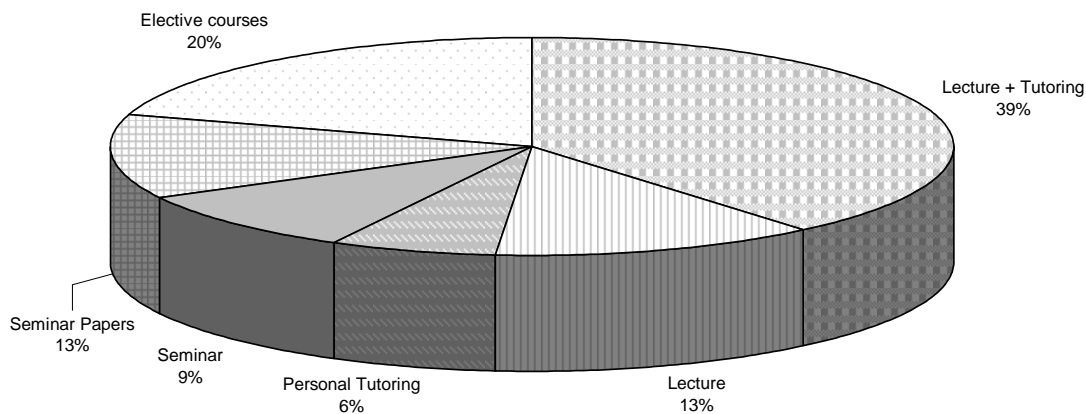
	TIME (15832)	seminar								
1	TIME IN CONTEMPORARY PHILOSOPHY: H. BERGSON (15861)	elective seminar	2	none	2	0	0	10	Joelle Hansel	Dr.
1	PLATO'S "PARMENIDES" (15919)	elective seminar	2	15104	2	0	0	21	Samuel Scolnicov	Prof.
1	1968-PHILOSOPHY, LITERATURE AND THE STUDENTS' UPRISING (32824)	elective seminar	2	none	2	0	0	3	Christoph Schmidt (given by the German Language and Literature department)	Prof
1	LITERATURE AND PHILOSOPHY (19906)	elective seminar	2	none	2	0	0	5	Tzachi Zamir (given by the General and Comparative Literature department)	Dr.
2	AUTONOMY (15800)	elective seminar	2	15100	2	0	0	37	Moshe Halbertal	Prof.
2	ADVANCED TOPICS IN METAPHYSICS (15823)	elective seminar	2	15101 or 15102	2	0	0	13	Oron Shagrir	Prof.
2	HUME'S "TREATISE OF HUMAN NATURE" (15834)	elective seminar	2	none	2	0	0	10	Mark Steiner	Prof.
2	HEGEL'S "PHENOMENOLOGY OF SPIRIT" (15855)	elective seminar	2	none	2	0	0	22	Pini Ifergan	Dr.
2	THE PHILOSOPHY OF ART: FROM DIALECTIC TO DIALOGUE (87890)	elective seminar	2	none	2	0	0	7	Tatiana Krechnechev (given by the Program for the History, Philosophy and Sociology of Science)	Dr.

3.3. Teaching and Learning

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).

In the framework of the B.A. program the obligatory courses are given as frontal lectures and most of them also have tutoring groups. The rest of the courses in the B.A. program are either frontal lectures or seminars. For a student who takes philosophy as a Major subject, the percentage out of the overall number of credits will be the following: lecture+ tutoring will take 39%, lectures – 12.5%, tutoring 6.3%, seminars – 9.4%, 12.5% of the credits are given for the seminar papers and the rest - 20.3% of the credits can be divided by the student between lectures and seminars according to the Department's curriculum. The percentage out of the overall teaching hours is the same.

Teaching Methods in the B.A. program - Percent out of Total Credits



In the M.A. program all the courses are seminars except for the research workshop which grants 2 credits each year.

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 main method for examining the quality of teaching is the university's teaching assessment made at the end of every course. The Department is doing further examination of teaching quality of the tutors, adjunct lecturer teaching staff and untenured lecturers. The inspection of tutors is carried out by visits to their classes by the respective course lecturers. Following such a visit the lecturer writes a report which is filed in the tutor's personal records as well as transmitted to the Department's chairperson. The lecturer also conducts a feedback talk with the tutor. Lectures and seminars given by adjunct lecturers are visited by one of the senior lecturers. Lectures and seminars of untenured staff members are also visited by senior staff members. After such visits a report is filed and these reports as well as the university's teaching assessment results are considered by university promotions committees when the lecturer comes up for tenure.

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

Most of the obligatory courses lecturers use the course's website built on a university's platform called "High Learn". In this website, the teacher publishes the course's syllabus and parts of the reading material. There are a small number of courses in which the lecturer uses a PowerPoint presentation.

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.

According to faculty regulations, students are required to attend at least 80% of the lectures in every course taken. Attendance is examined in the Department's obligatory courses' tutoring but there is no such examination of these courses' lectures. The decision whether to check attendance in the non-obligatory courses is taken by the course's teacher.

3.3.5. Describe the methods applied to measure the achievements of the students that are used in the study program.

Students' achievements in the obligatory courses and some of the other lecture courses are assessed by a final exam. In those courses which contain tutoring the students usually also write several short papers during the semester. The final grade in those courses is made up of the exam's and the papers' grades. In addition, there is a tutoring course in the first year in which every student has to write five short papers based on reading and analyzing philosophical essays. In other courses and seminars the standard for achievement assessment is to submit an approximately 10 page-long final paper. Some of the teachers

combine in the final grade an assessment of a presentation given by the student during the term. In seminars the students have the option to write seminar papers of approximately 20 pages length.

3.3.6. Examinations

3.3.6.1. 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.)

On most of the exams given in the Department, the student is required to formulate answers in the form of short essays. There are very few courses (e.g., "introduction to logic") in which the students are given multiple choice exams.

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

The grades are determined by the course teacher and are not usually influenced by statistical considerations. In a very few cases grades are "factorized" due to a considerable difference between a specific exam and the average grades in that course.

3.3.6.3. 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.

Year	2005	2006	2007
B.A. average final grade	87.11	85.41	87.18
M.A. average final grade (including thesis grade⁴)	91.4	91.73	89.49

3.3.7. Written assignments (projects, thesis, dissertations)

3.3.7.1. 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)

Final papers of our courses are relatively short papers in which the student is not required to prove original thinking but to understand a philosopher's position and arguments or to compare between two philosophical views. The seminar papers in both the B.A. and M.A. programs require some originality of the student, some independent research, as well as deep knowledge of the subject matter. The M.A. degree

⁴ The information about the MA graduates' grades not including the thesis grade is not available.

research seminar paper (thesis) consists of 40-80 pages and the student writing it must show deep understanding and wide knowledge of the research subject.

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

The grades of course term papers and seminar papers are given by the course teacher. Two readers read the M.A. degree research seminar papers: the supervisor and another reader. In these papers apart from the grade a written report is also given. The extent of written assessment and feedback given for term papers and seminar papers depend on the teacher of the course.

3.3.7.3. 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.

Year	2005	2006	2007
average grade of thesis	94	94.58	92

3.3.8. Describe any other methods applied to measure the achievements of the students used by the institution.

There are no other methods.

3.3.9. 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 achieved their goals?

In our opinion, the Department's students acquire both philosophical knowledge and the ability to form and analyze arguments. Nevertheless, several problems were raised during the the special department meeting dedicated to the self-evaluation report: First, although the Department's students write quite a few papers during their studies, we do find writing problems, which become apparent mainly at the more advanced stages (during the PhD thesis and article writing). Second, we think that the students do not always receive sufficient feedback for their written papers. A Third problem is that the reports on the quality of teaching of tutors and adjunct lecturers are not given sufficient attention when the syllabus committee discusses the renewal of the teachers' appointments. We are now already in a process of solving these problems.

3.4 Students

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

The following requirements apply to candidates for the first year of all B.A. degree programs in the university and were shaped so as to identify and admit candidates likely to succeed in their studies: (1) eligibility for a secondary school matriculation certificate, (2) a psychometric test, (3) knowledge of English- minimal requirements of the University, knowledge of Hebrew- for students whose language of instruction in their secondary school was not Hebrew.

The regular admission procedure is based on a weighted average of the matriculation exam (50%) and the psychometric test (50%). Candidates with the highest average are admitted according to the number of places available.

Candidates for M.A. degree programs require a B.A. degree from a recognized institution with the average of 80 for the non-research track and 85 for the research track. Students who did not study philosophy for their B.A. are required to take most of the obligatory courses of the B.A. program (31 credit points). A student who began his studies in the non-research track can transfer to the research track provided he received an average of 85 in his M.A. courses with a minimum of 20 credit points.

The requirement for candidates for PhD is an average of 90 in their M.A courses (research track) as well as a grade of 90 or above in his research seminar paper.

Number of candidate students, admitted and enrolled – last five years:

Degree	Group	Year				
		2007-8	2006-7	2005-6	2004-5	2003-4
B.A.	Candidates	354	346	355	360	381
	Accepted*	224	188	207	212	235
	Studied	102	84	91	83	Not available
M.A.	Candidates	29	36	21	34	29
	Accepted*	12	18	15	27	18
	Studied	8	14	12	22	13

* Includes candidates whose admission to the Philosophy Department was cancelled following their admission to another department.

Distribution of the psychometric score and matriculation (*Bagrut*) grades of students enrolled to the B.A. program – last five years:

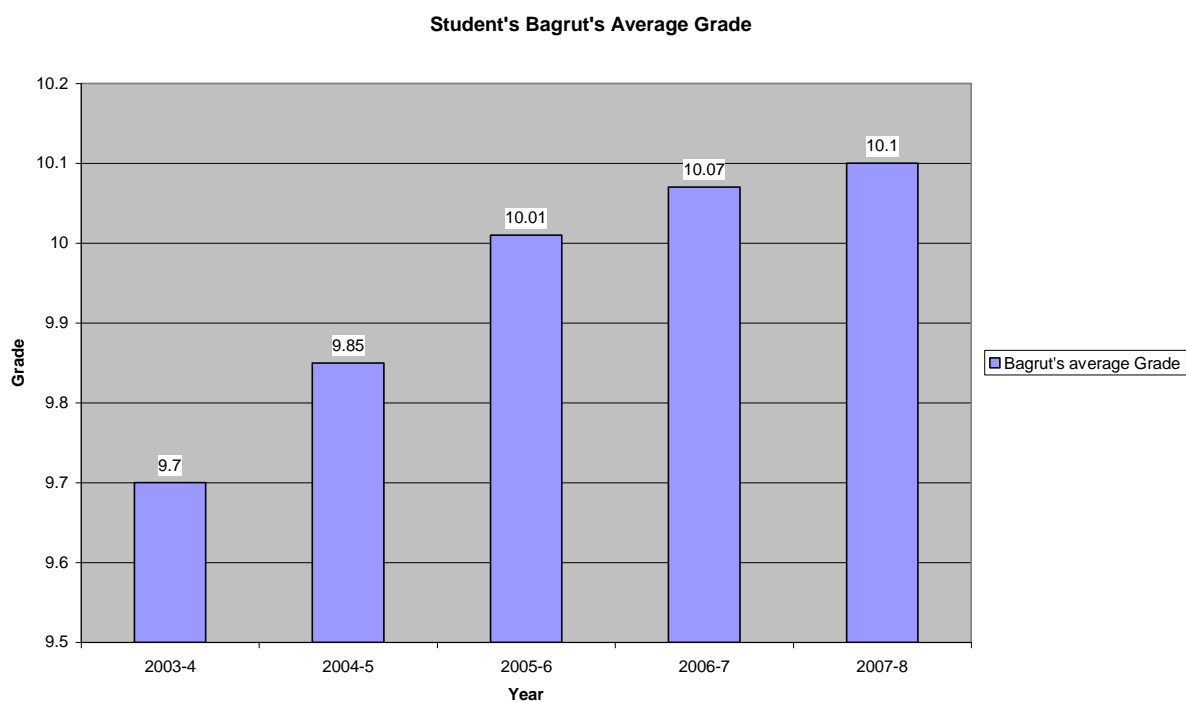
Degree	Group	Year				
		2007-8	2006-7	2005-6	2004-5	2003-4
B.A.	<i>Bagrut's</i> average Grade	10.1	10.07	10.01	9.85	9.7
	Number of students	91	70	77	62	77
	psychometric average score	657.9	666.4	669	632.1	641.4
	Number of students	94	74	71	75	84

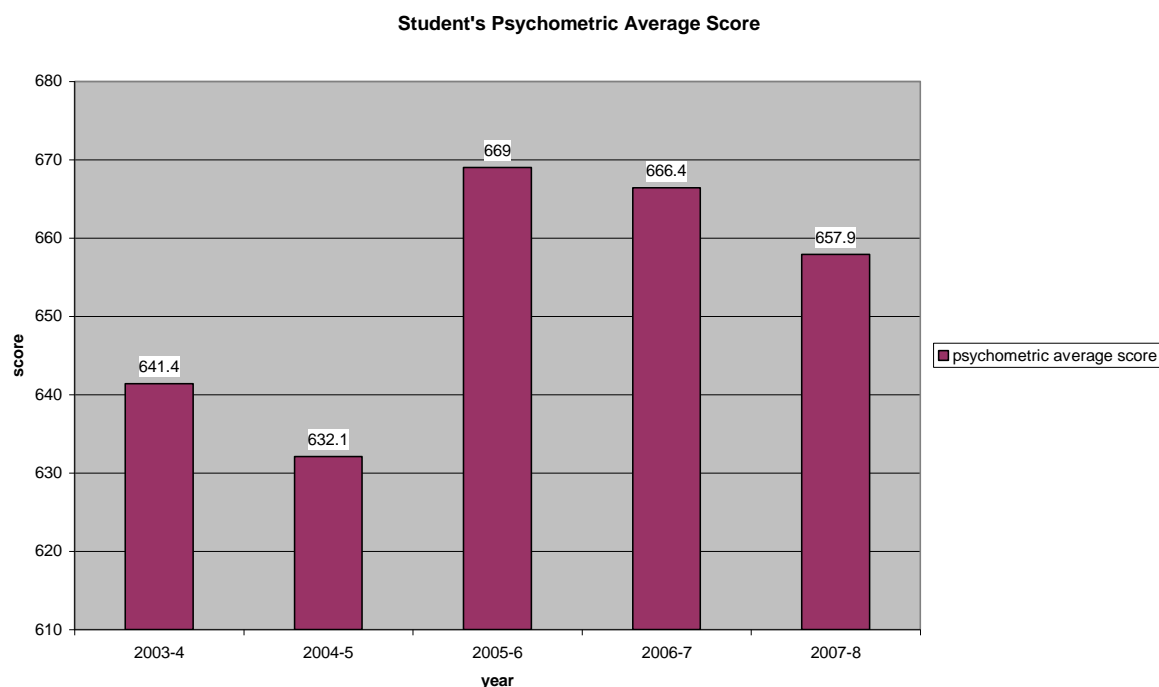
Notes:

We do not have full information as some students were accepted directly based upon a *Bagrut* grade of over 9.75 or using the *Mechina* grade instead of a *Bagrut* grade.

The maximum *Bagrut* grade is 12, the maximum psychometric score is 800.

Histograms:





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 most courses syllabuses and bibliography are handed to the students at the first meeting of every course. For many courses these are also available on the course website on the High Learn portal, as well as at the the Department's administrative office. There is no collection of past examinations but the student's union has one. If the course teacher agrees, the administrative office hands out examination questions from previous years.

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?

A table of dropout rate in the past four years both in absolute numbers and in percentage.

Degree		Year				
			2004	2005	2006	2007
B.A.	number of drop-out students	between years 1-2	41	42	34	37
		between years 2-3	10	7	13	16
		total	51	49	47	53

	percent out of number of students in the class	1-2	42.27	45.65	35.05	37.37
		2-3	14.71	12.50	26.00	25.40
M.A.	number of drop-out students	between years 1-2	2	5	5	5
	percent out of students in the class	percent	13.33	21.74	38.46	29.41

The phenomenon of significant dropout rates during the B.A. studies (mainly between the first and second year) has existed in the Philosophy Department for many years. A significant dropout rate seems inevitable in a discipline like philosophy, where many start without really knowing what it's about (particularly since most secondary schools in Israel have no philosophy classes), and so after they find out, some find out it's not for them. Nevertheless, we understand that this rate is higher than in the philosophy department in Tel-Aviv University (30% from first to second year and 13% from second to third year). In recent years we observe a decrease in the dropout rate between the first and second year and an increase in the dropout rate between the second and third year.

A survey, concerning dropout, was held in the Department six years ago among 21 students who left the Department. This survey didn't show one decisive reason for the dropout. Among reasons that were mentioned are: leaving for another educational institute (4 students), disappointment with the Department (2), low grades (2) and lack of interest (2).

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?

Lecturers who have research budgets usually take students as research and teaching assistants. These are usually graduate students from the M.A. or PhD. programs. In the academic year of 2007-2008 six of the Department's lecturers had research budgets: Prof. Carl Posy, Prof. Mark Steiner, Prof. Gilead Bar-Elli, Prof. David Enoch, Prof. Oron Shagrir and Dr. Michael Roubach.

The independent research of the Department's students is a consequence of their seminar papers. When these papers are exceptionally good, the teachers encourage the students to publish them.

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.

The counselling starting point is the university's course list published every year in July. During August the students grade their preferences through the registration system on the internet. Afterwards students receive their course lists and may make changes through the internet system. At each point of this process, the

student can contact the B.A. or M.A. advisors as well as the Department's office for counselling. If needed, the Department's chairperson is also involved. For technical support and guidance about the internet system, the students turn to the students' admission office.

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

No such counselling is given in the framework of the Department. (1) We should create some such counselling and assistance at least regarding graduate studies elsewhere. (2) Unfortunately we cannot offer any serious placement mechanism, such as exists in the U.S., for the simple reason that academic positions are so rare.

3.4.6 What are the mechanisms that deal with student complaints?

Complaints about grades are submitted to the administrative coordinator of the Department who delivers them to the relevant teacher. If the student is not satisfied s/he can later turn to the chairperson of the Department. Other complaints are submitted in writing and are dealt with by a person in a position of one rank above the object of the complaint. For example, if the complaint concerns a teaching assistant of some course, it will be dealt with by the lecturer teaching that course. If the complaint concerns a lecturer, it will be taken care of by the Department's chairperson. In the event of a complaint about the Department's chairperson, the matter is dealt with by the faculty's dean. There are also disciplinary committees for cases of inappropriate conduct of a staff member as well as in cases of problems between fellow students.

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?

There are scholarships granted by the faculty and the rector to excellent students. In addition, the Department rewards outstanding students by prizes that are distributed every year. These students are selected by the Department's prize committee whose members are chosen annually by the chairperson of the Department. The Department's administrative coordinator transmits the students' grades. The committee members also receive recommendations from the Department's teachers. A letter calling for recommendations is sent to the teachers one month before the committee's meeting. Students cannot apply for a prize and for that reason the prizes are not given advance publicity. The prizes are given in the last departmental colloquium (on the last week of the academic year), except for the prize in memory of Yael Cohen which is given on the first departmental colloquium of the following year. The students who have been awarded receive a written notification about the prize. In addition, letters are sent to the university's public relations unit and to the families of the donors containing the students' names. The

Department's prizes, except the prize in memory of Yael Cohen, are given from the profits of funds. The prize in memory of Yael Cohen is given directly by the Cohen family.

The prizes awarded by the Department are:

Prize in honor of Shemaryahu Riviere: is awarded to an excellent B.A. student according to average of grades. The average must include all the obligatory courses and at least one seminar paper. In the 2007-2008 academic year the prize sum was \$508.

Prize in honor of Pepita Haezrachi: is awarded to an excellent M.A. student according to average of grades and the committee's decision. In the 2007-2008 academic year the prize sum was \$1802.

Prize in honor of Harold Abeles: is awarded to a student who wrote an excellent seminar paper/ thesis for the M.A. degree according to grades and teachers' recommendations. In the 2007-2008 academic year the prize sum was \$485.

Prize in honor of Moshe Yadlin: is awarded to an excellent B.A. student according to average of grades. The average must include all the obligatory courses and at least one seminar paper. In the 2007-2008 academic year the prize sum was \$263.

Prize in honor of Rose and David Baumgart: is awarded to a student in the research track for the M.A. degree or to a student in the PhD. Program who writes a thesis/ dissertation on an ethical subject. In the 2007-2008 academic year the prize sum was \$1601.

Prizes in honor of Kaufmann and Or: are awarded to B.A. or M.A. students. In the 2007-2008 academic year the Or prize sum was 110\$ and the Kaufmann prize was \$217.

Prize in honor of Yael Cohen: is awarded to a student in the research track for the M.A degree or to a student in the PhD. Program who writes a thesis/ dissertation on a subject related to logic.

Prize in honor of Danny Sivell: will be awarded during the years 2007-2009 to an excellent student who served in a combat unit of the IDF. The total sum of the prize is NIS 10,000 to be given over two or three years.

3.4.8 Does the institution and/or the parent unit maintain contact with their graduates, employers, and with employment market. If data is available, please specify the measure of integration of graduates into the labor market (which is especially relevant regarding study programs in professional fields): 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 graduates who have completed their studies with distinction. Relevant survey of the unit/institution on this matter might be provided.

Some contact is maintained with graduates who became philosophy teachers in high schools. Some of them continue to study in the Department and the Department's teachers occasionally take part in seminars for high school students who study philosophy. During 2008, such a seminar was held on the subject of "The Other" with the participation of Prof. Oron Shagrir, Dr. Michael Roubach, and Dr. Pini Ifergan.

Regarding advanced studies, during the academic year of 2007-2008, six out of the thirteen students who started their M.A. studies were B.A. graduates of the Department. The Department also encourages and helps outstanding students to be admitted to PhD. Programs abroad.

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

Of course, as a department, we wish we had better resources for giving more prizes and scholarships. Specifically, we think that the lack of full scholarships that would enable our best M.A. students to dedicate all or most of their time to the study of philosophy harms the quality of the research done by the M.A. students and contributes to the length of the M.A. studies and to the decline in the standard of our M.A. students. Since in our opinion the standard of our M.A. students has declined, we are considering the creation of an admission committee to evaluate the capacities of candidates.

We believe that students are given good counselling as well as satisfactory handling of their complaints.

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 areas of interest of the Department's teaching staff are varied and offer a rather good presentation of Western philosophy's main fields. Most of the obligatory courses are taught by senior staff members (all except Modern Philosophy (2): Kant and post-Kantian philosophy). Some of the subjects for which there is no specialized senior staff member at the moment are taught by adjunct lecturers (for example: aesthetics, 19th century continental philosophy, analytic metaphysics). The senior staff profile allows for certain flexibility since usually there is more than one teacher who can teach each basic course. For example: "introduction to ethics and political philosophy" can be taught either by Prof. David Heyd, Prof. Moshe Halbertal or by Prof. David Enoch. On the other hand, we have several teachers who can teach "introduction to epistemology" (not given in the academic year 2007/2008) but no teacher who actually specializes in this subject.

Regarding teaching assistants, we try to match the student's research field to the course s/he tutors. However, we think that this match is not necessary both because the research student should be able to tutor different courses and because s/he benefits even if the course subject is not the same as his/hers research subject.

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)?

As a rule, the courses are taught by senior staff members, and only in a few cases by adjunct lecturers who have a PhD. In the B.A. study program there is a good correlation between the teachers' specialization fields and the courses they teach. Sometimes, such as in the case of "modern philosophy (1): Descartes to Hume", the teacher knows the subject well despite the fact that it is not his immediate field of specialization. In the M.A. study program the association is even stronger as all M.A. seminars deal with the subjects currently researched by the teachers.

The fields of specialization of the senior staff members are:

Greek philosophy: Prof. Samuel Scolnicov, Prof. Avital Wohlman.

Medieval philosophy: Prof. Avital Wohlman.

Early modern philosophy (17th -18th centuries): Prof. Elhanan Yakira, Prof. Mark Steiner (Empiricism), Prof. Carl Posy (Kant, Leibniz).

Modern philosophy (19th – 20th centuries): Prof. Jacob Golomb, Prof. Gilead Bar-Elli, Dr. Meir Buzaglo, Dr. Michael Roubach.

Logic: Prof. Gilead Bar-Elli, Prof. Carl Posy, Prof. Oron Shagrir, Dr. Meir Buzaglo.

Ethics: Prof. David Heyd, Prof. David Enoch, Prof. Moshe Halbertal.

Political Philosophy: Dr. Daniel Attas.

Philosophy of science: Prof. Mark Steiner (philosophy of mathematics), Prof. Yemima Ben-Menahem, Prof. Itamar Pitowsky, Prof. Carl Posy (philosophy of mathematics).

Philosophy of language: Prof. Igal Kwart, Prof. Gilead Bar-Elli.

Epistemology: Prof. Mark Steiner, Prof. Yemima Ben-Menahem, Prof. David Enoch.

Philosophy of mind: Prof. Oron Shagrir.

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

There is no special method used by the Department to ensure that staff members are updated. The university has several methods for promoting research: sabbatical year, travel fund that each lecturer has for travelling to conferences and work in libraries. The Department's Colloquium is another channel for keeping informed. The Department's teachers as well as lecturers from other Israeli and foreign

universities present their works in the Colloquium meetings. In addition, several of the Department's staff members organize international conferences. (See details in chapter 4)

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 Department's chairperson is elected in a meeting of the department's staff. The position is held for three years. Other position holders such as B.A. and M.A. advisors are appointed by the Department's chairperson after consultation with the staff members.

The procedures for granting tenure, associate professor, and full professor all include several steps. They include decisions by several committees (from the professional committee to the highest appointment and promotion committee) as well as reviewers from outside the Hebrew University (usually also from universities outside Israel).

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 Departments' chairperson manages the continuous execution of the study program; s/he takes most of the everyday decisions, after consulting with the Department's staff. The Department's chairperson also runs the different committees meetings as well as the Department's staff meetings. There are no special qualifications needed for this position except being at least a senior lecturer. However, the Department's teachers choose the person they think will manage the Department in the best way.

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?

A full lecturer position consists of six weekly teaching hours per academic year; a full teaching assistant's position consists of eight weekly teaching hours per academic year; external teachers are not allowed to teach more than four weekly teaching hours 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?

The Department imposes no such obligation. The customary practice is that the student speaks with the teacher and asks him/her to be the advisor of his/her thesis or dissertation. The teacher decides whether to take this position or not. There is no reason for the chairperson or M.A. advisor to become involved in this matter.

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 under evaluation? How are these plans made and by whom?

Starting from 2007 there is a new procedure of recruiting teaching staff in the Faculty of Humanities. According to this procedure, Calls for Proposals in certain fields are published every year. Candidates for lecturer or senior lecturer positions must have a PhD, preferably after a post-doctorate period. There will be an opening for a tenure-track position at the department, starting in fall 2009. On the initiative of the Department, the call for proposals was published in Jobs for Philosophers (on line). We think it's important to advertise abroad, to hire the best people we can, and not just our own. The discussions in the Department will begin during November 2008 and will consist of two stages: a filtering stage and a decision stage. During the filtering stage each of the staff members will suggest up to three candidates. Candidates who will be named by at least three staff members will be considered for the next stage. At the end of December 2008 the discussion about the candidates who passed the first stage will be held. After this discussion the staff members will vote according to the following procedure: on the first vote every staff member will name his/her favorite, the two candidates that will receive the lowest number of votes will be filtered out. This procedure will be repeated until only two candidates are left. The decision between these two candidates will be made by standard majority. After the decision about the favored candidate is made, it will be possible, by voting and gaining standard majority, to decide that the Department prefers not to accept any candidate this year. (In such a case the position will be kept for another year)

Adjunct lecturers and junior staff (teaching assistants) are hired by the Syllabus Committee according to the Department's needs and budget.

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 Department has a head administrative coordinator who deals with all the matters concerning both students and teaching staff. His/Her responsibility areas include the following:

- * Working with the academic position holders such as the Department's chairperson and the B.A. and M.A. advisors.
- * Working with administrative position holders such as the vice-dean, the head of the institute of Arts and Letters and the faculty's academic administrator coordinator.
- * responding to phone calls during office hours.
- * responding to e-mails.
- * taking care of student's affairs such as examine remaining academic obligations and consultation about it, dealing with grades (receiving grades lists, reporting grades in the

computerized system, dealing with appeals concerning grades) and approving the final completion of B.A. and M.A. degrees.

- * Helping lecturers and teaching assistants with their administrative needs as well as creating the budget for the teaching assistants.
- * Dealing with the study program: preparing it and supporting the students' registration to courses through internet and office, building the exam schedule.
- * Dealing with scholarships and prizes.
- * Organizing ceremonies and special events.
- * Dealing with issues related to the M.A. degree such as: registration, dealing with theses and final M.A. exams, receiving M.A. final exam questions from different teachers and transferring them to the exams administrator.

The Department's office has a budget for administrative assistance to the head administrative coordinator to the extent of 60 hours per month. The administrative assistant responsibilities include:

- * Receiving students during office hours.
- * Giving the students marked exams and papers.
- * Filing documents, typing, photocopying dealing with mail, etc.
- * Dealing with grades: copying grades into grades lists, filing grades.
- * Publishing the forthcoming Department's Colloquium

The Department has no technical staff, in case of need, the Department is helped by the faculty's technical staff.

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

The Department's main concern is that the senior teaching staff is reducing in number. Between 2006 and 2008 five members of the Department retired (4 positions). During that period only one new member (half a position) joined the senior academic staff. At the end of the 2008 academic year the two members of the senior academic staff, whose field of research is philosophy of language, have retired. By 2015 out of the current senior staff (15 persons) only 5 people will be left (three and a half positions). Even in the most optimistic expectations, there is no chance of the Department receiving enough positions to fill all the vacancies. Another concern is that the administrative staff is under a very high working load.

Regarding the procedure of hiring new senior staff members, the Department's teachers believe that the new procedure is preferable since it gives the Department greater autonomy regarding the hiring of new staff members, in comparison with the former procedure in which the subjects for which new positions were offered weren't determined in advance.

Concerning the promotion procedures, despite the efforts made in recent years to hurry them, the general view in the university is that they are still too slow.

Attachments: The teaching workforce Tables 2A -2D

6.2 Teaching Staff - Tables
Academic Year of Evaluation - (2007-2008)

Table 2A

Senior Academic Staff Employed

Comments:

¹ Was on a sabbatical leave during the first term, Reduced hours' requirement because of her position as a program chairperson (History, Philosophy and Sociology of Science)

² Was in the institute for advanced studies during the second term, but taught 4 additional hours above the position requirements.

³ Considered as 50% because another 2 hours are given to the PPE program.

⁴ Reduced hours' requirement because of his position as a program chairperson (Program of Cognitive Science).

⁵ Considered as 100% because another 2 hours are given to the program of history and philosophy of sciences.

⁶ Was on a sabbatical leave during the second term.

⁷ Was on a sabbatical leave during the first term.

Name of Staff Member			Employment Status	Part of Full time Position in the Institution+		Part of Full Time Position in the Program+		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in	No. of Students Receiving Guidance (*)	
								Name of Employer	Part of Full Time Position			Name of Course	Weekly	Total Weekly		Institution	
First	Family	Title		Weekly Hours	Per Cent	Weekly Hours	Per Cent		Weekly Hours	Per Cent	Hours		Staff member		2 nd		3 rd
Daniel	Attas	Dr.	Senior Lecturer	12	100	6	50	The Van Leer Institute	N/A		Ethics, Political Philosophy	THE RIGHT TO PRIVATE PROPERTY (15241)	4	6	chairperson of the Integrative Program: Philosophy, Economics, Political Science.	0	1
												SELF INTEREST AND RATIONALITY (15897)	2				
Gilead	Bar-Elli	Prof.	Full Professor	12	100	12	100	none			philosophy of language, 20th century philosophy: Frege, Russell, Wittgenstein	PHILOSOPY IN THE 20TH CENTURY: THE ANALYTIC SIDE (15211)	2	12	none		
												TRUTH AND ANALYTICITY (15248)	4				

												KNOWLEDGE AND COGNITIVE RELATIONS (15820)	6				
Yemima	Ben - Menahem	Prof.	Full Professor	4 ¹	50	2	25	none			philosophy of science, 20th century philosophy (pragmatism, Foucault	MICHEL FOUCAULT: HISTORIAN PHILOSOPHER (15301)	2	2	Director: Edelstein Center for the History and philosophy of Science, Technology and Medicine	2	5
Jacob	Golomb	Prof.	Full Professor	12	100	12	100	none			philosophy in the 19-20 centuries: Nietzsche, Existentialism	PHILOSOPHY IN THE 20TH CENTURY: THE CONTINENTAL SIDE (15116)	2	12	Member of the Academic board of the Hebrew University Magnes Press; Member on the Committee's of the Authority for Research Students	2	2
												KIERKEGAARD: RELIGIOUS FATHER OF EXISTENTIALISM (15340)	2				
												NIETZSCHE - ZARATHUSTRA IN JERUSALEM (15249)	4				
												THINKERS FACING THE HOLOCAUST OR ANTISEMITISM (15817)	4				
Moshe	Halbertal	Prof.	Full Professor	6	50	2	25	Not Available			Ethics, Philosophy of Judaism	AUTONOMY (15800)	2	2	Not Available		
David	Heyd	Prof.	Full Professor	10	50 ²	4	50 ³	none			Ethics	INTRODUCTION TO ETHICS & POLITICAL PHILOSOPHY (15100)	4	4	Head of the S.H. Bergman Center of Philosophical Studies	1	1
Itamar	Pitowsay	Prof.	Full Professor	12	100	6	50	none			Logic, Philosophy of Physics	COMPUTERS AND PHILOSOPHY (15239)	4	6	Chair, Academic Committee, Program for Cognitive Studies	1	3
												ADVANCED LOGIC PART I (15423)	2				

Michael	Roubach	Dr.	Lecturer	6	100	6	100	none			20th century philosophy: phenomenology	MODERN PHILOSOPHY (1): DESCARTES TO HUME (15105)	3	6	M.A. advisor Philosophy Department Member of the board of the S.H. Bergman Center of Philosophical Studies	1	4
												LEVINAS: THE EARLY WRITINGS (15243)	2				
												RESEARCH WORKSHOP FOR GRADUATE STUDENTS - SECOND YEAR (15809)	1				
Samuel	Scolnicov	Prof.	Full Professorr	12	100	6	50	none			Greek Philosophy; Philosophy of Education	INTRODUCTION TO GREEK PHILOSOPHY (15104)	4	6	Head, School of Philosophy and Religion	5	3
												PLATO'S "PARMENIDES" (15919)	2				
Oron	Shagrir	Prof.	Associate Professor	11	100 ⁴	6	50	none			Logic, Philosophy of mind	INTRODUCTION TO LOGIC (15101)	4	6	Chairperson of Cognitive Science Program; Member of the hiring committee of Humanities; Member of the academic committees: Cognitive Science Program, Edelstein center for History and Philosophy of Science, Interdisciplinary Center for Neural Computation, President Fellowships Program in Humanities, Polonsky Prize in the Humanities, Program for History and Philosophy of Science, Research Institute for Innovation in Education; Member of board: Authority of Community and Youth, Cosell Center for Physical Education, Leisure and Health Promotion;	7	1
												ANDVANCED TOPICS IN METAPHYSICS (15823)	2				

Mark	Steiner	Prof.	Full Professorr	12	100	10	100 ⁵	Not Available			Philosophy of mathematics	INTRODUCTION TO PHILOSOPHY OF SCIENCE (15300)	4	10	B.A. advisor	1	2
												WITTGENSTEIN: "PHILOSOPHICAL INVESTIGATIONS" (15352)	2				
												LOCKE (15867)	2				
												HUME'S "TREATISE OF HUMAN NATURE" (15834)	2				
Avital	Wohlman	Prof.	Associate Professor	12	100	12	100	none			Greek and Medieval philosophy	CHAPTERS IN MEDIEVAL PHILOSOPHY (15304)	4	12	chairperson of the Philosophy Department	1	2
												THE POTENTIAL AND THE ACTUAL IN ARISTOTLE (15240)	4				
												GHAZZALI & IBN RUSHD: PHILOSOPHY & COMMON SENSE (15242)	4				
Elhanan	Yakira	Prof.	Associate Professor	6 ⁶	100	6	100	none			17th-18th century philosophy: Spinoza, Leibnitz	RESEARCH WORKSHOP FOR GRADUATE STUDENTS - FIRST YEAR (15808)	1	6	Member of the board of the S.H. Bergman Center of Philosophical Studies		
												SPINOZA AND THE QUESTION OF RELIGION (15851)	3				
												LEIBNIZ, NEWTON & KANT - SPACE & TIME (15832)	2				

Table 2B
Junior Academic Staff Employed

X (a) = Weekly hours during the 1st semester

X (b) = Weekly hours during the 2nd semester

¹ Yearly average of employment

Name of staff member			Employment Status	Part of Full Time Position in the Institution ¹ +		Part of Full Time Position in the Program ¹		Additional Employment (outside the institution)			Area of Specialization	Courses taught by the staff member			Additional Tasks in Institution
												Name of	Weekly	Total Weekly Hours for	
First	Family	Title		Weekly Hours	Per Cent	Weekly Hours	Per Cent	Employer	Weekly Hours	Per Cent		Course	Hours	Staff member	
Ron	Abodi	Mr.	Teaching Assistant (MA Student)	2	30	2	30	none			Philosophy of Action	CRITICAL READING IN PHILOSOPHICAL TEXTS (15108)	2 (a+b)	2 (a+b)	none
yaron	Alon	Mr.	Teaching Assistant (MA Student)	2	30	2	30	none			Philosophy of Psychology	CRITICAL READING IN PHILOSOPHICAL TEXTS (15108)	2 (a+b)	2 (a+b)	none
Mordechai	Applebaum	Mr.	Teaching Assistant (MA Student)	1	15	1	15	none			Ethics	CRITICAL READING IN PHILOSOPHICAL TEXTS (15108)	1 (a+b)	1 (a+b)	none
Ran	Baratz	Mr.	Instructor (PhD Student)	2	25	2	25	none			Greek philosophy	INTRODUCTI ON TO GREEK PHILOSOPHY (15104)	2 (a+b)	2 (a+b)	none
Michal	Bareket	Ms.	Teaching Assistant (MA Student)	2	30	2	30	none			Philosophy of mathematics	INTRODUCTI ON TO LOGIC (15101)	4 (a)	4 (a)	none

Nir	Ben-Moshe	Mr.	Assistant B (PhD Student)	1	12.5	1	12.5	none			Philosophy of psychology	INTRODUCTI ON TO PHILOSOPHY OF SCIENCE (15300)	1 (a+b)	1 (a+b)	none
Tirtsa	Harif	Ms.	Teaching Assistant (MA Student)	2	30	2	30	none			Philosophy of Biology	CRITICAL READING IN PHILOSOPHI CAL TEXTS (15108)	2 (a+b)	2 (a+b)	none
Moshe	Ifergan	Mr.	Assistant A (PhD Student)	2	25	2	25	none			20th century philosophy: Husserl, Frege	MODERN PHILOSOPHY (1): DESCARTES TO HUME (15105)	4 (b)	4 (b)	none
Amit	Kravitz	Mr.	Assistant A (PhD Student)	2	25	2	25	none			Aesthetics: Kant	MODERN PHILOSOPHY (1): DESCARTES TO HUME (15105)	4 (b)	4 (b)	none
Gilad	Nir	Mr.	Teaching Assistant (MA Student)	2	30	2	30	none			Metaphysics: Heidegger, Aristotle	CRITICAL READING IN PHILOSOPHI CAL TEXTS (15108)	2 (a+b)	2 (a+b)	none
Yoel	Regev	Mr.	Instructor (PhD Student)	1	12.5	1	12.5	none			20th century French philosophy: Deleuze	MODERN PHILOSOPHY (2): KANT (15210)	2 (b)	2 (b)	none
Gil	Sagi	Ms.	Teaching Assistant (MA Student)	2	30	2	30	none			Philosophy of Logic	INTRODUCTI ON TO LOGIC (15101)	4 (a)	4 (a)	none
Eli	Schonfeld	Mr.	Assistant B (PhD Student)	2	25	2	25	none			Phenomenolo gy: Husserl, Levinas	MODERN PHILOSOPHY (1): DESCARTES TO HUME (15105)	4 (b)	4 (b)	none
Shem	Shemy	Mr.	Assistant A (PhD Student)	1	12.5	1	12.5	none			Phenomenolo gy and Ethics	MODERN PHILOSOPHY (2): KANT (15210)	2 (a)	2 (a)	none

Jonathan	Yaari	Mr.	Assistant B (PhD Student)	2	25	2	25	none			Epistemology and philosophy of computer sciences	INTRODUCTI ON TO LOGIC (15102)	4 (b)	4 (b)	none
Shay	Zaks	Mr.	Assistant A (PhD Student)	2	25	2	25	none			Kant	MODERN PHILOSOPHY (2): KANT (15210)	4 (a)	4 (a)	none
Sarah	Zweig	Ms.	Teaching Assistant (MA Student)	2	30	2	30	none			Neo- Platonism	INTRODUCTI ON TO GREEK PHILOSOPHY (15104)	2 (a+b)	2 (a+b)	none

Table 2C
External Teaching Staff – Senior

Name of Teacher			Employment Status	Yearly Teaching Units	Area of Specialization	Courses taught by the teacher	Additional Tasks in Institution
First	Family	Academic degree					
Yotam	Benziman	Dr.	B Level: Doctor	2	Ethics	MORAL ASPECTS OF DECISION MAKING (15261)	Adjunct Teacher, Dept. of Social Sciences; Research Fellow, Gilo Center for Citizenship, Democracy, and Civic Education
Alon	Chasid	Dr.	B Level: Doctor	6	Aesthetics	INTRODUCTION TO LOGIC (15102)	none
						FICTION, IMAGINATION AND VISION (15920)	
Rami	Gudovitch	Dr.	B Level: Doctor	2	Metaphysics, philosophy of language	INTENTIONALITY AND CAUSALITY (15265)	none
Joelle	Hansel	Dr.	B Level: Doctor	2	20th century French Philosophy: Bergson, Levinas	TIME IN CONTEMPORARY PHILOSOPHY: H. BERGSON (15861)	none
Pini	Ifergan	Dr.	B Level: Doctor	4	19th-20th century German Philosophy: Hegel	MODERN PHILOSOPHY (2): KANT (15210)	none
						HEGEL'S "PHENOMENOLOGY OF SPIRIT" (15855)	
Eliezer	Malkiel	Dr.	B Level: Doctor	2	Philosophy of mind	WILL, FREEDOM AND NECESSITY (15309)	none
Eli	Zilberfenig	Dr.	B Level: Doctor	8	17th-18th century philosophy: Rationalism	INTRODUCTION TO ONTOLOGY (15312)	Adjunct Teacher, program of cognitive science.
						ASYMMETRIES IN METAPHYSICS (15260)	
						THE ONTOLOGICAL ARGUMENT - THE EXISTENCE OF GOD (15262)	

3.6 Infrastructure

Note: In this chapter, describe the overall physical infrastructure that serves the unit and the study program under evaluation. To what extent does this infrastructure enable the parent unit to operate the study program according to the set aims and goals?

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 Philosophy Department is situated in the main building of the faculty of humanities, and its teaching takes place in this building as well.

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 secretariat of the Philosophy Department is located in the fifth wing of the building of the faculty of humanities. It consists of two rooms. It is also the secretariat of the program in history and philosophy of science.

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

Twenty one rooms serve the whole unit's academic staff. Fifteen rooms serve the senior staff. Each senior staff member has his own office. Five rooms serve the junior staff. The rooms are shared by 4 or 5 junior staff members. Three rooms are occupied by the adjunct lecturers. (Two rooms are shared by the junior and adjunct staff). There is no technical staff in the Philosophy Department. Each of the teachers' rooms contains a desk, chairs, book cabinets and sometimes a desktop computer. There is a telephone in every room. The rooms do not have as a standard an internet connection.

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 equipment can be found in each room /classroom/auditorium (including reference to the possibility of using personal laptop computers on campus).

There are no classrooms specially designed to serve the philosophy study program, the Department uses the humanities faculty's classrooms, which are allocated by the faculty administrator according to the rule that it is preferable to hold the lectures in an area close to the lecturers' offices and the Department's secretariat (humanities building, wing 5). Another consideration made while allocating classrooms is the estimated number of students in the course. The faculty has in all 88 classrooms, 40 of these are "smart classes" fully equipped for displaying PowerPoint presentations. 63 of the classrooms are air conditioned.

3.6.2.2 How many computer labs serve the students in the program, and how many computers are there in each lab? Specify the existing hardware and software, and state if it includes special hardware and/or software. Specify the institutional and unit computer lay-out, and how it serves the parent unit and the study program.

There are two main computer centers for students on the Mount Scopus campus with approximately 430 computers. In addition, there are 350 computers in 25 stations in open areas of the campus and in the library. The computers are equipped with Microsoft Office, internet, electronic e-mail, statistical software (Jump, SPSS, SAS), access to the library catalogue, and access to information databases and electronic journals. The full information on the computer systems available for the student can be found at <http://msfarms.huji.ac.il>.

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

The Department has several additional rooms for special purposes: a room in which the Department's committees hold their meetings and lecturers can meet with small groups of students (up to 10 students). Another two rooms serve the S.H. Bergman Center for Philosophical Studies and the journal Iyunn: The Jerusalem Philosophical Quarterly. There is no teaching activity outside the campus.

3.6.3 Laboratories

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

Not relevant for philosophy.

3.6.4 Library

3.6.4.1 Describe the library which serves the students and the teaching staff of the study program: its location, its physical structure, the number of titles according to subjects, journals, computerised databases, the 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 (using a code to connect to the computer). Specify likewise the policy guiding the purchase of material for the library: how are decisions made with regard to the purchase of books, journals, computerised databases etc. and based on which recommendations/requirements, what are the procedures for updating the library, is there a clear and well-defined budget for the library?

General Information concerning the library

Introduction

The Bloomfield Library for Humanities and Social Sciences on Mt. Scopus was established in 1981 with the merging of 24 departmental libraries from the Givat Ram campus. The library is mandated to serve teachers, researchers and students of the Faculties of Humanities, Social Sciences and Business Administration. In fact, with more than 14,000 registered borrowers, it serves the entire Hebrew University community.

Building Facility

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 3rd (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 3rd floor also contains the Reference and Circulation Departments, Periodicals Reading Room and the Administrative offices.

The Acquisition and Cataloging Department are located on the 4th 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. Subject specialists' offices adjoin the corresponding Reading Rooms. Each Reading Room measures approximately 3,000 square meters.

A modern Media Department houses the music, audio and video collections on the 2nd floor.

The map Collection, located in the Social Sciences building, includes sheet and wall maps, atlases, etc.

All areas of the library building are accessible to the handicapped through ramps and elevators. In addition to other services, we offer teachers and students four seminar rooms and four "smart" classrooms equipped with the latest in audio-visual and computer facilities.

The Collection

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

Required Reading for Courses

The Reserved Reading Collection is updated every semester. It includes textbooks and a database of scanned articles and digitized music based on the required reading lists of the teachers. If a title is on the required reading list the library usually provides a copy for every 30 students (the correlation can be changed in case of need). This year there are 5,760 books and 6,751 scanned articles on reserve. Access to the on-line database of scanned materials is open to students only after logging in with their personal identification code.

Circulation Services

The majority of monographs is circulated, and each patron may borrow up to 50 books simultaneously. There are approximately 3,400 circulation transactions on an average day during the school year. The patrons themselves enter hold requests into the system. Daily renewals are performed automatically by the Aleph500 system after checking that there are no requests for an item or problems with a reader. Materials that are not available in our collection may be obtained by inter-library loan, from Israeli libraries, as well as from abroad, for a fee. This service handles annually about 4,300 requests for articles and books.

Library Hours

During the academic year:

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

Thurs. 9:00-19:00

Summer hours:

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

Seating Capacity

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.

Computer Stations and Printing Services

About 160 workstations are available to patrons. At the stations, library readers can search the library's catalogs, databases and electronic journals. Access to the internet, email, 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 printing and copying services to all library patrons.

We have two adaptive technology workstations for people with disabilities, equipped with software and a variety of ergonomic devices.

Library Staff

The library staff is comprised of 36 librarians (28 tenured positions), one computer specialist, one technical assistant, and one administrative assistant. The library also employs student assistants, approximately 56,000 hours annually. All librarians have academic degrees in library science and in the fields of humanities and social sciences, and several have advanced degrees. Our librarians are fluent in many languages which is necessary to serve our researchers. There is a subject specialist for each area of study covered by the library. Our librarians are active in both inter- and intra-university forums, publish in professional journals, lecture at conferences, and have served as chairpersons of national committees.

Library Instruction and Reference Services

The main reference desk, providing professional face-to-face assistance during all library opening hours, is located on the entrance floor. General guidance during the busier hours is also provided in the three additional Reading Rooms. Individual help can be obtained from a relevant subject specialist librarian by e-mail, by phone or through appointment.

Library orientation sessions are offered to new students at the beginning of each semester by our reference staff. These include tours of the library facilities and explanations on the use of the OPAC. There are specialized instruction classes coordinated by subject specialist librarians and teachers keyed to particular course subjects. In-depth training is given to acquaint students with the databases, digital materials and reference tools in their fields of study. Special guidance on library resources and adaptive technologies is given to disabled students.

The Reference Department team has produced a number of training videos on library resources - linked to our homepage and accessible from any computer.

Library Homepage

The library homepage (www.mslib.huji.ac.il) is arranged to help the student or researcher find material in his subject area. There are general pages on "How to find..." and pages devoted to specific study areas (e.g. philosophy, music). Each page has explanations about materials and links to on-line resources. A detailed database page offers descriptions of each of our 200+ databases. All pages are in both English and Hebrew. Any patron who is in need of help can reach a librarian directly from the homepage and will receive a reply by email.

Access to Electronic Resources

Students, teachers and researchers 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. This means that our electronic collection is accessible 24/7 to the entire Hebrew University community.

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 help us to enrich the collection.

The Library Authority at the Hebrew University manages since October 2003 all the University's libraries (except for the National Library, which is in the process of becoming an independent entity). The authority is responsible, among its other management duties, for the allocation of the overall budget assigned by the University to the acquisition of books, journals, data bases, and other library materials. The authority uses about 60% of the overall acquisition budget for centrally purchasing the main databases and packages of electronic journals that are widely used by the libraries, and allocates the remaining 40% of the budget to the various libraries in order to enable them to acquire their own, more discipline-specific, journals, books, and databases.

Specific Details Concerning the Department of Philosophy

In 2008 the part of the budget of the library for the philosophy Department was 119,641 shekels (approximately \$30,000) which is divided in the following way: books 79, 952 (approximately \$20,000), paper journals 11,982 (approximately \$3,000), standing order of series 1537 (approximately \$400), and electronic journals 26,170 (approximately \$6,600). Ordering of books is done by examining the catalogues of the Major publishers in philosophy, or recommendations of the teaching staff, or searching publications in electronic databases such as "Books in Print". The ordering is done by the the librarian responsible for philosophy (Rinna Kirshenbaum) in consultation with the coordinator between the Department and the library.

Concerning journals the library holds all the major English journals of philosophy in electronic or paper version. There are some French and German journals as well.

National Library

Some of the staff members and few of the graduate students also use the National Library located in Gviat Ram Campus of the University. The Library has an impressive collection of journals in philosophy as well as a good collection of books. In recent years the library buys only very few new books in philosophy due to budget cuts.

3.6.4.2 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?

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 the 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/>).

1. Students with Physical disabilities: In 2003 the Hebrew University began implementing a long range plan to render all campuses accessible to students with physical disabilities. Currently, construction has been completed on the Mt. Scopus campus, where appropriate pathways and elevators were added to accommodate wheelchairs and to 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 as funds are available.

2. Students with Learning disabilities: Professional personnel provide personal and group counseling and tutoring for students with different forms of learning disabilities. The University charter incorporates guidelines for providing a helpful learning environment to enable students with learning disabilities maximize their academic achievements.

3. 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 in the center and for long term loans for use at home and in classrooms. All computer facilities are equipped with special software programs. Personal tutorship is available both for academic needs and orientation around campus.

4. Students with hearing disabilities: Special audio equipment is available for long term loans. If needed tutors, photocopies and other help are provided. Several lecture halls on Mt. Scopus are equipped with special hearing aids.

5. Psychological Counseling: Counseling by experienced personnel is available on all HU campuses for HU students requiring help with personal crises.

6. 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 in both 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 text narration by the computer. A *Word* tool called *Dyslexia* contains special editing features for dyslexic students.

7. In the Central Library of the Mount Scopus campus, all areas are accessible to the handicapped by ramps and elevators. A new worksite for people with disabilities is located in the reference department.

8. Students enrolled for reserve duty: Students called up for reserve military service during the academic year are provided with assistance to bridge the gap of the loss of academic material (flexibility regarding deadlines, authorization for additional dates for examination - 'moed gimel', and coupons for photocopying missing academic material).

All philosophy students may benefit from the various facilities provided by the University as most of the facilities listed above are available in the Mt. Scopus campus.

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

In recent years a significant improvement can be seen in the classrooms as air conditioning and screening facilities were added. On the other hand, the lecturers' rooms weren't renovated: in most of them there is neither web connections nor wireless accessibility to the internet. The office equipment in the rooms is very old. None of the rooms has air-conditioning, which make them impossible to work in during the summer. Lecturers who wish to have internet and e-mail connection in their offices have to PAY for it – both a one-time fixed rate for the connection point and an annual fee for getting routine service from the university computer authority. Without a functioning on-line computer and a nice environment, the offices cannot serve as offices, people won't work there, and this is a serious problem for the Department.

Regarding the library, the budget allocated for the Department's needs in recent years enables a good coverage of English written philosophical literature as well as a full coverage of Hebrew written philosophy books. However, except for rare cases, we do not order books published by expensive European publishers (such as Springer). Literature written in French and German is ordered rarely and Literature written in other languages is never purchased. Concerning electronic resources other than journals we have only the *Philosopher's Index*. We do not have any of the electronic editions of the collected works of philosophers (for example the "Past Masters" series of Oxford University Press).

Chapter 4 - Research

Established as the first Department of philosophy in Israel, the Department strives for excellence in reeseach. Below there are details concerning the numerous research activities in the Department.

4.1. Conferences, Seminars, and workshops

A list of seminars, conferences and workshops held by the parent unit within the last five years.

conferences and research workshops

Year	Name of event	Description	Organizer
2003	Vagueness in Linguistics and Philosophy	Conference in Jerusalem, June 2003	Carl Posy
	The Legacy of John Rawls	Conference held in Jerusalem,	David Heyd and Daniel Attas
2004		The conference of the New Israeli Philosophy Association at the Hebrew University.	Michael Roubach
2005	Gilles Deleuze	An international conference on the thought of Gilles Deleuze at the Van Leer institute.	Michael Roubach
2006	Book Symposium with the author Barbara Herman	Book Symposium with the author Barbara Herman organized by the law and philosophy forum, June 06.	David Enoch
	Book Symposium with the author Michael Otsuka	Book Symposium with the author Michael Otsuka organized by the law and philosophy forum, Jan 06.	David Enoch
	The Origins and Nature of Computation	International workshop organized by Shagrir with Jack Copeland and Carl Posy, Tel Aviv and Jerusalem, June 12-15.	Oron Shagrir and Carl Posy
2007	Newton: in Pursuit of the Secrets of God and Nature.	An international conference organized by Yemima Ben – Menachem alongside with Professor Feingold of Caltech and Professor Snobelen of the University of King's College, Halifax, Canada).	Yemima Ben-Menahem
	"Phenomenology: Between First Philosophy and the Sciences"	An international conference titled "Phenomenology: Between First Philosophy and the Sciences" at the Van Leer institute.	Michael Roubach, Car Posy, and Elhanan Yakira
	Moral and Legal luck	An international conference on moral and legal luck organized by the law and philosophy forum, January 2007.	David Enoch
	Book Symposium with the author Jeff McMahan	Book Symposium with the author Jeff McMahan organized by the law and philosophy forum Jan 2007.	David Enoch
	In memory of Marcel-Jacques Dubois	A symposium held in the Van Leer institute.	Avital Wohlman
2008	The Probable and the Improbable	An international conference on the meaning and role of probability in physics (with Dr. Meir Hemo, Haifa University).	Yemima Ben-Menahem
	Equality	An international conference on equality organized by the law and	Daniel Attas

		philosophy forum	
	Book Symposium with the author David Estlund	Book Symposium with the author David Estlund organized by the law and philosophy forum May 2008.	David Enoch
	Research group on metaethics	Research group on metaethics in the Institute for Advanced Studies in Givat Ram.including weekly workshops, and	David Enoch
	"Metaethics Etc."	An international conference on metaethics, June 08.	David Enoch
each year	the Bar-Hillel Colloquium for the history and philosophy of science		current coordinator: Yemima Ben-Menahem
	The law and philosophy forum	Workshops of the forum, where Israeli forum members presented their work.	David Enoch
	A philosophy of physics seminar	Participants hold meetings monthly at the Edelstein Center for the history philosophy of science. The participants are from HU, TAU, Haifa, BGU, Open U. and various colleges, founded 2006	Yemima Ben - Menahem

The ϕ working group on the Intersection of Logic and Philosophy

The ϕ working group initiated and directed by Prof. Carl Posy is a framework for numerous activities in logic and the philosophy of logic and mathematics. Although it is based in the department of philosophy the participants come also from other departments in HU and from other philosophy departments in Israel.

List of activities of the ϕ group in the last five years

2003-4:

Logic and Language Group: Temporality, tense and aspect
 Reading Group: Michael Dummett and Anti-realism
 Reading Group: Intuitionistic Logic and Forcing
 Discussion Group: Logic in Kant's Philosophy
 Reading Group let by Gila Sher: Formal Definitions of Truth
 Lecture Series: Haim Gaifman (Columbia University), on "The Development of Russell's Mathematical Logic"
 Guest Lectures: Orna Harari (Tel-Aviv University), Martin Bunzl, Steven Stich (Rutgers University), Arthur Merin, Gila Sher (U.C.S.D.)

2004-5:

Logic and Language Group: Continuation of Temporality, Tense and Aspect
 Reading Group: Mathematics and Dynamics in Aristotle
 Guest Lectures: Mark van Atten (C.N.R.S. Paris); Charles Parsons (Harvard University); Fred Landman (Tel-Aviv University), Shalom Lappin (U.C.L.); Stuart Shapiro (Ohio State University)

2005-6:

Reading Group: Finitism, Intuitionism, and Computation
 Logic and Language Group: Modality
 Guest Lectures: Saul Kripke (CUNY) ; James Higginbotham (U.S.C. college) ; Bridget Copely; Ofra Magidor (Oxford University); Akihiro Kanamori (Boston University); Juliet Floyd (Boston University)
 Conference: Nature and Origins of Computation

2006-7:

Logic and Language Group: Presuppositions

Reading Group: Kant's Philosophy of Mathematics

Reading Group: Category Theory

Guest Lectures: Hilary Putnam (Harvard University), Barry Smith, Jaakko Hintikka;

2007-8:

Reading Group: Set Theory and Circularity

Guest Lectures: Hilary Putnam; Sacha Bourgeois-Gironde (E.N.S. Lyon);

Departmental Seminar during the academic year 2007/2008

Date	Lecture
31.10.2007	Mr. Ran Baratz (Hebrew University): "The Definition of Truth in Greek Philosophy".
20.11.2007	Dr. Hagit Benbaji (Ben Gurion University): "How Colors Are Seen."
5.12.2007	Prof. David Heyd (Hebrew University): "Life Plans: the Essence of Liberalism or inflated Metaphor?"
26.12.2007	Prof. Eli Friedlander (Tel Aviv University): "Aesthetic Judgments and Meaning in Kant"
9.1.2008	Dr. Alon Chasid (Ben Gurion University): "Visual Experience, Indeterminacy and the Wealth Thesis".
16.1.2008	Prof. Nir Eyal (Harvard University): "Informed Consent, Respect for Autonomy and Consequentialism".
6.2.2008	Prof. Gilead Bar-Elli (Hebrew University): "Similarity and Empathy: Two Conceptions of Sentiment in Music".
13.2.2008	Prof. Mark Steiner (Hebrew University): "The Paradoxes of Goodman and Wittgenstein".
25.2.2008	Prof. Hilary Putnam (Harvard University): "Twelve Philosophers and How They Influenced Me".
19.3.2008	Dr. Sharon Krishek (Hebrew University): "Kierkegaard on Faith and Romantic Love".
2.4.2008	Dr. Rami Gudovitch (Hebrew University): "Causation and the Mental".

- 21.5.2008** Dr. Gal Yehezkel (Hebrew University): "Self Awareness, Objectivity and Time".
- 4.6.2008** Dr. Eli Zilberfenig (Hebrew University): "Spinoza: On False Ideas and on the Infinity of Predicates".
- 18.6.08** Ms. Hilly Razinsky (Hebrew University): "The Art of Ambivalence".
- 2.7.2008** Dr. Dorit Barchana Lorand (Haifa University): "Kant: Father of the Institutional Theory of Art?".

4.2 Prizes, Grants, Research Cooperations, and Research Students

Research cooperation in Israel and abroad

Itamar Pitowsky	In the last 5 years I have worked and published with Badziag (Physics, Stockholm), Bengtsson (Physics, Stockholm), Bub (HPS, Maryland, College Park), Cabello (Physics, Sevilla), Demopoulos (Philosophy, Western Ontario), Hemmo (Philosophy, Haifa), Hrushovski (Mathematics, Jerusalem), Shagrir (Philosophy, Jerusalem), Tamir (HPS, Bar Ilan).
David Heyd	Member of the ethics board of LIV-ES (a multinational, three-year research project funded by the European Commission on stem cells)
Oron Shagrir	Cooperation with Jack Copeland (University of Canterbury, New Zealand), editing volumes on the history of computing for the Rutherford Journal and for MIT Press (also with Carl Posy), writing together a paper on Gödel and Turing. Planning a joint manuscript on hyper-computation.
	Cooperation with Gualtiero Piccinini (St. Louis), writing a joint paper on computation in neuro-science.
	Preparing a proposal for a research group with Eli Dresner (TAU)).
Carl Posy	Cooperation with D. Kazhdan (Department of Mathematics, Hebrew University): "Philosophical Issues in Mathematical Category Theory"
	Cooperation with S. Bourgeois-Girond (Institute Jean Nicod, Paris): "The Road Not Taken: Cognitive aspects of omega-inconsistent commitments."
Michael Roubach	Cooperation with Jack Copeland (University of Canterbury, New Zealand), editing volumes on the history of computing for the Rutherford Journal and for MIT Press (also with Oron Shagrir), Directing a research group with Yuval Dolev (Bar-Ilan University) at the Van-Leer Institute on "Mind Time and Cosmological Time"

A list of staff members who have won prizes/scholarships

David Heyd	NIH fellowship in the Department of Bioethics at the NIH (2006/7)
Michael Roubach	The Polonsky Prize for Creativity and Originality in the Humanistic Disciplines 2008
David Enoch	The Ben-Porat Prize for Young Researcher, the Hebrew University, 2006-7
	The Zeltner Prize for Young Scholar, March 2005
	The Simon and Ethel Flag Grant for Exceptional Young Researchers, The Hebrew University, 2004-2006.
Oron Shagrir	Visiting professor fellowship (Fall 2004), University of Pittsburgh, Center for Philosophy of Science
Carl Posy	Dibner Institute for the History of Science – Senior Fellow, Fall 2005

A list of research grants and other achievements: grants (competitive and non-competitive) obtained by the staff members who teach in the parent unit under evaluation during the last five years.

Name	Grant	years	Amount
Oron Shagrir	Israel Science Foundation: The Brain as Computer	2008-2011	180,000 NIS
Oron Shagrir	Israel Science Foundation: A grant for a research workshop on "The Origins and Nature of Computation".	2006	\$9,000
Oron Shagrir	Israel Science Foundation: "Varieties of Computation"	2003-2008	\$90,000
David Enoch	Israel Science Foundation research grant, "Defense and Implications of Robust Metanormative Realism".	2005-2008	167,055 NIS
Bar- Elli	Not Available		
Jacob Golomb	Thyssen Stiftung Forschungstipendium	3 years	17,000 Euro
Jacob Golomb	The City of Vienna City Forschungstipendium	3 years	21,000 Euro
Igal Kvart	Israel Science Foundation Grant	2008-2010	
Igal Kvart	Israel Science Foundation Grant	2005-2008	
Michael Roubach	Time and Modality: Formal and Phenomenological Perspectives	2004-2008	250,000 NIS
Carl J. Posy	Studies on the Origin and Nature of Kant's Critical Philosophy	2006-2010	320,000 NIS
Carl J. Posy	Studies in Mathematical Intuitionism	2003-2006	240,000 NIS
Carl J. Posy	"Kantian" Mathematical Themes: A Pair of Chapters in 18th and 19th Century Mathematics	2005	\$17,000
Carl J. Posy	Israel Science Foundation, Einstein Center, Van Leer Institute: Conference on Kant's Philosophy of Mathematics	2008-9	\$40,000
Itamar Pitowsky	Quantum probability, entanglement measures, and quantum logic. (ISF 879/02).	2002-2006	470,000 NIS
Itamar Pitowsky	Quantum Information and Logic (ISF 744/07).	2007-2010	324,000 NIS
Mark Steiner	Israel Foundation for Science and Humanities: The "Hidden Revolution" in Wittgenstein's Philosophy of Mathematics	2007-2009	
Mark Steiner	Israel Foundation for Science and Humanities: The Philosophy of Mathematics of Ludwig Wittgenstein	2002-2006	

Research students

In the academic year 2007/2008 there were 44 M.A. students and 36 PhD students in the Department. Approximately half of the M.A. students are in the research track. There is no exact number since students can change tracks and very often they decide only towards the end of the degree which track to take. In the last five years, 13 students graduated in the PhD program and 34 in the M.A. program (28 in the research track). The financing for the research students is very limited. In 2007/2008 two of our M.A. students received the Dean's scholarship. Five of the PhD students received scholarships of \$10,000-\$15,000 a year. Some of the other students receive limited salaries or scholarships from the research budget of the senior staff members.

4.3 Publications

A list of names of the staff members (senior and junior) according to research areas, specifying the papers/publications of each staff member within the last five years.

Ethics and Political Philosophy: Dr. Daniel Attas, Prof. David Enoch, Prof. Moshe Halbertal and Prof. David Heyd.

Publications:

	Attas, Daniel
1	Attas, Daniel. (2004) "Who Owns the Product?" <i>The Philosophical Quarterly</i> 54 (217) pp. 537-556.
2	Attas, Daniel and de-Shalit, Avner. (2004) "Workfare: the Subjection of Labour", <i>Journal of Applied Philosophy</i> 21 (3) pp. 309-320.
3	Attas, Daniel. (2004) "A Moral Stakeholder Theory of the Firm", joint special issue of <i>Ethics and Economics</i> 2 (2) and <i>Zeitschrift für Wirtschafts und Unternehmensethik</i> 5 (3) pp. 312-318.
4	Attas, Daniel. (2005) <i>Liberty, Property, and Markets: A Critique of Libertarianism</i> , Ashgate.
5	Attas, Daniel. (2006) "Fragmenting Property", <i>Law and Philosophy</i> 25 (1) pp. 119-149.
6	Attas, Daniel. (2006) "Too Much Property: a Comment on Michael Otsuka's <i>Libertarianism without Inequality</i> ", <i>Iyyun: The Jerusalem Philosophical Quarterly</i> 55 pp. 287-298.
7	Attas, Daniel and Heyd, David (eds.), (2007) <i>John Rawls: a Critical Review</i> (in Hebrew) with Introduction, Magnes Press.
8	Attas, Daniel. (2007) "The Difference Principle: Equality and Incentives", (in Hebrew) in Heyd & Attas (eds.), <i>John Rawls: a Critical Review</i> , Magnes Press, pp. 55-73.
9	Attas, Daniel. (2007) "Academic Freedom and Industry Funded Research", (in Hebrew) in G. Shefler and R. Landau (eds.), <i>Research Ethics</i> , Magnes Press, pp. 81-96.
10	Attas, Daniel. (2008) "A Trans-Generational Difference Principle" in A. Gosseries and L. H. Meyer (eds.), <i>Theories of Intergenerational Justice</i> , Oxford University Press, (approx. 27 pp.).
11	Attas, Daniel. (2008) "Lockean Justifications of Intellectual Property" in A. Gosseries, A. Marciano and A. Strowel (eds.), <i>Intellectual Property and Theories of Justice</i> , Palgrave, pp. 29-56.

	Enoch, David
1	Enoch, David, 2005, "Why Idealize?" <i>Ethics</i> 115(4), 759-787.
2	Enoch, David, 2006, "Agency, Shmagency: Why Normativity Won't Come from What is Constitutive of Agency", <i>Philosophical Review</i> 115, 169-198.
3	Joshua Schechter and David Enoch , 2006, "Meaning and Justification: The Case of Modus Ponens", <i>Noûs</i> 40(4), 687-715.
4	Enoch, David, 2006, "Ends, Means, Side-Effects, and Beyond: A Comment on the Justification of the Use of Force", <i>Theoretical Inquiries in Law</i> 7(1), 43-57.
5	Enoch, David and Andrei Marmor, 2006, "The Case against Moral Luck", <i>Law and Philosophy</i> 26 (4), 405-436.
6	Enoch, David, 2007, "Epistemicism and Nihilism about Vagueness: What's the Difference?" <i>Philosophical Studies</i> 133(2), 285-311.
7	Enoch, David, 2007, "Taking Disagreement Seriously: Some Critical Comments on Jeremy Waldron's <i>Law and Disagreement</i> ", <i>The Israel Law Review</i> 39, 22-35.
8	Enoch, David, 2007, "Rationality, Coherence, Convergence: A Critical Comment on Michael Smith's <i>Ethics and the a priori</i> ", <i>Philosophical Books</i> 48, 99-108.
9	Enoch, David, 2007, "An Outline of an Argument for Robust Metanormative Realism", <i>Oxford Studies in Metaethics</i> 2, pp. 21-50.
10	Enoch, David, 2007, "What's the Difference between Terrorist Acts and Targeted Killings? A Thought on the Distinction between Intending and Foreseeing Harm to Innocents", in <i>Collateral Damage</i> (The Israel Democracy Institute, (in Hebrew).
11	Enoch, David, 2008, "Luck between Morality, Law and Justice", <i>Theoretical Inquiries in Law</i> 9, 23-59.

	Halbertal, Moshe
1	Halbertal, M., 2003. "Death, Law, Sin and Redemption in Nachmanides Thought" (In Hebrew) <i>Tarbiz</i> 71 pp. 133-162
2	Halbertal, M., 2003 On sanctity and the limits of artistic and linguistic in E. Bilsky and A. Shinan (eds.) <i>The Limits of Sanctity in Society, Thought and Art</i> , Jerusalem. Keter Press. P. 30-34.
3	Halbertal, M., 2003. From oral tradition to literary canon; Shem Tov ibn Gaon and the critique of kabbalistic literature. In: M. Finkelberg, GAG Stroumsa (eds.) <i>Homer, the Bible, and Beyond: Literary and Religious Canons</i> , Brill Academic Publishers.
4	Halbertal, M., 2004. <i>Interpretative Revolutions in the Making: Values as Interpretative Considerations in Midrashei Halakha</i> . Jerusalem, The Hebrew University Magnes Press (in Hebrew)

5	Halbertal, M. , 2004 David Hartman and the crisis in modern faith. In: Jonathan W. Malino and David Hartman (eds.) <i>Judaism and Modernity: The Religious Philosophy of David Hartman</i> . Pp. 25-34.
6	Halbertal, M. , and Avishai Margalit, 2004 Liberalism and the right to culture. <i>Social Research</i> 71: 529-548.
7	Halbertal, M. , 2005, "On Belief and Believers" (in Hebrew) in <i>On Faith: Studies in the Concept of Faith and its History in Jewish Tradition</i> , Keter Press, pp. 11-38
8	Halbertal, M. , D. Kurzweil and A. Sagi (eds.) 2005 <i>On Faith: Studies in the Concept of Faith and its History in Jewish Tradition</i> . Jerusalem, Keter Pres.
9	Susskind L., H. Levine , G. Aran , S. Kaniel , Y. Sheleg and M. Halbertal 2005 Religious and Ideological Dimensions of the Israeli Settlements Issue: Reframing the Narrative? <i>Negotiation Journal</i> , Vol. 21 Issue 2, Pp. 177 – 191.
10	Halbertal, M. , 2006. <i>By Way of Truth: Nachmaindes and the Creation of Tradition</i> (in Hebrew) Keter Press.
11	Halbertal, M. , 2007 "Codification and Ambivalence: Maimonides Mishneh Torah and his Legal Theory" in <i>Maimonides after Eight Hundred Years: Essays on his Influence and Heritage</i> . Harvard University Press.

	Heyd, David
1	Heyd, David , 2003, "Male or Female He Created Them: The Ethics of Sex Selection"; <i>Ethical Perspectives</i> 10: pp. 204-214
2	Heyd, David , 2003, "Human Nature: An Oxymoron?" <i>Journal of Medicine and Philosophy</i> 28: 151-169.
3	Heyd, David , 2003, "Education to Toleration: Some Philosophical Obstacles and Their Resolution"; in <i>The Culture of Toleration in Diverse Societies</i> (eds. C. McKinnon and D. Castiglione), Manchester: Manchester University Press, pp. 196-207.
4	Heyd, David and John Landau, 2004, WWW.Borges, <i>Iberoromania</i> . no. 59: 59-69.
5	Heyd, David , 2004, "Ressentiment and Reconciliation: Alternative Responses to Historical Evil", in Lukas Meyer ed., <i>Justice in Time: Responding to Historical Injustice</i> , (Baden-Baden: Nomos). (Vol. 30 of Interdisziplinäre Studien zu Recht und Staat, ed. Werner Maihofer and Gerhard Sprenger), pp. 185-197.
6	Heyd, David , 2004, "Counting Heads or Casting Lots: The Lottery Challenge to Majority Rule"; <i>Iyyun</i> 53: 3-26.
7	Heyd, David , 2005, "Supererogatory Promises", A comment on Kwall; <i>Philosophia</i> 32: 399-403.
8	Heyd, David , 2005, "Supererogatory Giving: Can Derrida's Circle Be Broken?" <i>Philosophia Practica Universalis</i> (Festschrift fuer Joachim Hrushcka), (Berlin: Duncker & Humblot), pp. 149-165.
9	Heyd, David and Uzi Segal, 2006, "Democratically Elected Aristocracies"; <i>Social Choice and Welfare</i> 27: 103-127.
10	Heyd, David , "Supererogation", <i>The Stanford Encyclopedia of Philosophy</i> (Principal Editor Edward N. Zalta); World Wide Web URL: http://plato.stanford.edu/ (first published, 2002; substantially revised, 2006)
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13	Heyd, David , 2007, "Justice and Solidarity: The Contractarian Case against Global Justice", <i>Journal of Social Philosophy</i> Vol. 38: 112-130.
14	Heyd, David and Daniel Attas (eds.), 2007, <i>Rawls: A Critical Review</i> (Jerusalem: Magnes Press). With the editors' introduction [in Hebrew]
15	Heyd, David , 2008, "Is Toleration a Political Virtue?" in Melissa Williams and Jeremy Waldron (eds.), <i>Toleration and Its Limits</i> , Nomos series, vol. 48, pp. 171-194.

Greek and Medieval philosophy: Prof. Samuel Scolnicov and Prof. Avital Wollman.

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1	Scolnicov, Samuel , 2003, <i>Plato's Parmenides</i> . Introduction, English translation and commentary. University of California Press, Berkeley.
2	Scolnicov, Samuel , 2003, 'Things worth wondering at': Sandra Peterson's <i>Parmenides</i> , <i>The New Schoolman</i> 30: 279-287.
3	Scolnicov, Samuel and L. Brisson (eds.) 2003, <i>Plato's Laws: Political theory into practice</i> . International Plato Studies. Academia Verlag, St. Augustin.
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5	Scolnicov, Samuel , 2004, Platão contra o atomismo lógico, <i>Veritas</i> 49:641-652
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7	Scolnicov, Samuel , 2005, Anamnèse et structure des idées dans le <i>Théétète</i> et dans le <i>Parménide</i> . In: <i>La philosophie de Platon</i> , vol. 2, ed. by Michel Fattal. L'Harmattan, Paris, 139-158.
8	Scolnicov, Samuel , 2005, Posmodernismo y responsabilidad, <i>El Olivo</i> 29:267-273.
9	Scolnicov, Samuel , 2005, Plato on language and doxa, <i>Ordia Prima</i> 4:75-87.
10	Scolnicov, Samuel , 2005, The conditions of knowledge. In Plato's <i>Parmenides</i> . In: <i>Parmenides</i> , ed. Aleš Havlíček. Oikoumene, Prague.

11	Scolnicov, Samuel , 2006, <i>Platão e o Problema Educacional (Plato and the Problem of Education)</i> . Edições Loyola, S. Paulo.
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13	Scolnicov, Samuel , 2006, Tempo e educação em Platão, (Time and education in Plato), <i>Hypnos</i> 17: O Tempo, 1-13.
14	Scolnicov, Samuel , 2007, Wyller's henological interpretation of the <i>Parmenides</i> . Afterword to the 2 nd ed. of Egil A. Wyller, <i>Platons Parmenides in seinem Zusammenhang Symposium und Politeia: Intrepretationen zur Platonischen Henologie</i> . Königshausen & Neumann, Hamburg. 221-225. (Die Norwegische Akademie der Wissenschaften, Oslo, 1960.)
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	Wohlman Avital
1	Wohlman, Avital , and Leah Gilula, 2003 "Laws and Obedience: Platonic Relations," <i>Bamah</i> 169: 9- 16. (Heb.)
2	T. Yehuda-Cohen and A. Wohlman , 2003 "The Immune Homunculus – Resolving Apparent Dichotomies," <i>Bulletin d'Histoire et d'Epistémologie des Sciences de la Vie</i> 10: 93-106.
3	Wohlman, Avital , 2004 "Poetics and Human Felicity," <i>Bamah</i> 171: 60-64. (Heb.)
4	N. Citri and A. Wohlman , 2004 "The Living and the Inanimate. What Else is There?" <i>Bulletin d'Histoire et d'Epistémologie des Sciences de la Vie</i> 11: 91-116.
5	Wohlman, Avital , 2004 "Les deux facettes de l'unique vérité: Révélation coranique et 'excellence humaine' selon Averroës," <i>Revue thomiste</i> 104: 579-600 (in French).
6	Wohlman, Avital , 2005 "John Scotus Eriugena, a Christian Philosopher," <i>American Catholic Philosophical Quarterly</i> 79/4: 635-651.
7	Wohlman, Avital , 2005. <i>Loving God: Christian Love, Theology and Philosophy in Thomas Aquinas</i> . Tel Aviv: Resling. (in Hebrew)
8	M.-J. Dubois, A. Wohlman , and Y. Schwartz, trans., 2005. With commentary and introduction, Ioannes Caramuel y Lobkowitz, <i>On Rabbinic Atheism</i> . Jerusalem: Magnes Press, (in Hebrew).
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10	Wohlman, Avital , 2007, "Dissent as a Way of Life," in Yeshayahu Leibowitz: Between Tradition and Radicality," ed. A. Ravitzky. Tel-Aviv: Hakibbutz Hameuchad, pp. 390-94. (Heb.)
11	Wohlman, Avital , 2008. <i>The Counterpoint between Common Sense and Philosophy in Islam [Contrepoint entre le sens commun et la philosophie en Islam: Al-Ghazali et Averroes]</i> Paris: Cerf. (In French).

Early modern philosophy (17th -18th centuries): Prof. Carl Posy, Prof. Elhanan Yakira.

	Posy, Carl
1	Posy, C.J. , [2004], "Intuitionism and Philosophy", <i>The Oxford Handbook of the Philosophy of Mathematics</i> . S. Shapiro, ed., Oxford University Press
2	Posy, C.J. , [2007] "Free Logics," <i>The Handbook of the History of Logic</i> , V. 8, <i>The Many Valued and Nonmonotonic Turn</i> , D. Gabbay and J. Woods, eds. Elsevier, pp 633 – 680
3	Posy, C.J. [2008], ""Authenticity or Autonomy" Leibniz and Kant on Practical Rationality", in <i>Leibniz: What Kind of Rationalist</i> , M. Dascal, (ed.) , Springer, 293-313s
4	Posy, C.J. , [2008], "Intuition and Infinity: A Kantian Theme with Echoes in the Foundations of Mathematics", in M. Massimi (ed.), <i>Kant and Philosophy of Science Today</i> , Royal Institute of Philosophy, Supplement:63; 165-193
5	Posy, C. J. , [2008], "Brouwerian Infinity", in M. Van Atten et. al. (eds), <i>One Hundred Years of Intuitionism (1907-2007)</i> , Birkhäuser, 21-36.

	Yakira, Elhanan
1	Steven Nadler, Manfred Walther, Elhanan Yakira (eds.), 2003. <i>Studia Spinozana</i> . Central Theme: Spinoza and Jewish Identity, vol. 13 (1997), Würzburg: Königshausen & Neumann,
2	Yakira, Elhanan , 2006. Hannah Arendt, the Holocaust, and Zionism: A Story of a Failure, <i>Israel Studies</i> 11:3 31-61
3	Yakira, Elhanan , 2006. <i>Post-Zionism, Post Holocaust</i> . Am Oved Publishers [Hebrew].

Modern philosophy (19th – 20th centuries): Prof. Gilead Bar-Elli (Publications below), Dr. Meir Buzaglo, Prof. Jacob Golomb and Dr. Michael Roubach.

	Buzaglo, Meir
1	Buzaglo, Meir 2003. "Modesty and Redemption," in <i>Redemption and Grief, (Mua'ka and Geu'lla)</i> , Ed. Y. Luria, The Bialik Institute, 133-149. (Hebrew)
2	Buzaglo, Meir 2003. "Salim Chaim and David: Variations on Forgetting" in <i>Theory and Criticism</i> , (Hebrew), 22 Van-Leer Institutes, Jerusalem, pp. 171-184.

3	Buzaglo, Meir 2004. "The Traditional" in <i>Multiculturalism in the Israeli Context</i> , Ed. Ohad Nachtomy, Magnes and Tel-Chai.
4	Buzaglo, Meir 2005. "The New Traditionalist and the Jewish Law: A Phenomenology", in <i>Progress and Tradition</i> Eds. M. Orfali and E. Hazan, pp. 184-204, The Bialik Institute. (Hebrew)
5	Buzaglo, Meir , 2007 "Israeliness and Judaism" in Bee'r to Rivka a book dedicated to Prof. Rivka Horwitz, Eds. H. Pedaya and E. Meir, Ben-Gurion University and Bialik Institute (Hebrew).
6	Buzaglo, Meir , 2007 "The Two Slits experiment and non-Classical Probability," (Hebrew) in <i>Iyyun</i> 5, April, Pp.229-242
7	Buzaglo, Meir , 2007 <i>Until the Day Prevails: A Book of Philosophical Aphorisms</i> , in Reuven Mass publishers. (Hebrew)
8	Buzaglo, Meir , 2008 "Indeterminacy, Symmetry, and Two Quantum Riddles" <i>Iyyun</i> 57 April, pp. 169-192.

	Golomb, Jacob
1	Golomb, Jacob , 2004, <i>Nietzsche and Zion</i> , Ithaca and London: Cornell University Press. (Brazilian edition in Portuguese: <i>Nietzsche e Zion</i> , São Paulo: Madras Editora, 2005. An Italian edition appeared in 2006 in Editrice La Giuntina, Firenze, 404 pp.).
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4	Golomb, Jacob , 2005, "Hillel Zeitlin: from Nietzsche to the book of <i>Zohar</i> " (Heb.), <i>Daat: A Journal of Jewish Philosophy & Kabbalah</i> , No. 56, pp. 135-151.
5	Golomb, Jacob , 2005, "Jewish Self-hatred between Universality and Particularity: Nietzsche, Freud and the Case of Theodor Lessing", <i>Leo Baeck Year Book</i> , vol. 50, pp.233-245.
6	David Bankier and Jacob Golomb (eds.) 2006, Karl Jaspers, <i>Die Schuldfrage</i> , ed. . With Golomb's notes and bio-bibliography and short introduction to Hanna Arendt –Karl Jaspers relations), Jerusalem: Yad Vashem and Magnes University Press.
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12	Golomb, Jacob , 2007, "Buber--Polskie, Austriackie I Hebrajskie Korzenie Humanisty" in <i>Kwartalnik Filozoficzny</i> , vol. XXXV, issue 1 (Kraków), pp. 119-135.
13	Golomb, Jacob 2007, "Erasmus: Zweig's Alter Ego" in <i>Stefan Zweig Reconsidered: New Perspectives on his Literary and Biographical Writings</i> . Ed. Mark H. Gelber, Tübingen: Max Niemeyer, pp. 7- 20.
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15	Golomb, Jacob , 2007. Book review of Joakim Garff, <i>SØRen Kierkegaard: A Biography</i> <i>Iyyun</i> 56, pp. 469-476.
16	Golomb, Jacob , 2007/2008 "Nietzsche and Zionist Thought", <i>New Nietzsche Studies</i> , Vol. 7, Numbers 3 & 4, pp. 55-74.
17	Golomb, Jacob , 2008 "Dor Noshey Ha-Hotam", <i>Kivunim Hadashim</i> , Januar, 17, pp. 187-198.
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2	Ben-Menahem, Yemima (2005) "Putnam on Scepticism" in <i>Hilary Putnam</i> , Y. Ben-Menahem (ed) 125-154
3	Ben-Menahem, Yemima (2005) "Black, White and Gray" <i>Synthese</i> 146 245-282
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2006	Ben-Menahem, Yemima, 2006 <i>Conventionalism</i> Cambridge UP
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2004	Golomb, Jacob (ed.), 2004, <i>Nietzsche and the Austrian Mind</i> , Wien Universitätsverlag, Wien.
2005	Ben-Menahem, Yemima (ed) 2005 <i>Hilary Putnam</i> . Cambridge UP
	Halbertal, M. , D. Kurzweil and A. Sagi (eds.) 2005 <i>On Faith: Studies in the Concept of Faith and its History in Jewish Tradition</i> . Jerusalem, Keter Pres. (in Hebrew)
2006	David Bankier and Jacob Golomb (eds.) 2006, Karl Jaspers, <i>Die Schuldfrage</i> , ed. With Golomb's notes and bio-bibliography and short introduction to Hanna Arendt –Karl Jaspers relations), Jerusalem: Yad Vashem and Magnes University Press. (in Hebrew)
	W. Demopoulos, I. Pitowsky (eds.) (2006). <i>Physical Theory and Its Interpretation: Essays in Honor of Jeffrey Bub</i> , The Western Ontario Series in Philosophy of Science, Dordrecht, Springer.
2007	Attas, Daniel and Heyd, David (eds.), (2007) <i>John Rawls: a Critical Review</i> (in Hebrew) with Introduction, Magnes Press.
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2004	Kvart, Igal 2004. "A Tracing Account of Knowledge", in W. Löffler, Paul Weingartner (eds.), <i>Knowledge and Belief</i> . Proceedings of the 26 International Wittgenstein Symposiums, Kirchberg, Austria 2003; Vienna.
2007	I. Pitowsky (2007) From Logic to Physics: How the Meaning of Computation Changed Over Time, in S. B. Cooper, B. Löwe, and A. Sorbi (editors), <i>Computation and Logic in the Real World, Proceedings of the Third Conference on Computability in Europe, CiE 2007, Siena, Italy, June 18-23, 2007. Lecture Notes in Computer Science 4497</i> , 621-631.
2008	Shagrir, Oron , (2008) "Davidson on Supervenience", in Alexander Hieke (University of Salzburg), Hannes Leitgeb (eds.), <i>Reduction and Elimination in Philosophy and the Sciences</i> (Papers of the 31 st International Wittgenstein Symposium), Austrian Ludwig Wittgenstein Society.

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2005	M.-J. Dubois, A. Wohlman , and Y. Schwartz, trans., 2005. With commentary and introduction, Ioannes Caramuel y Lobkowitz, <i>On Rabbinic Atheism</i> . Jerusalem: Magnes Press, (Hebrew).
2006	Steiner, Mark . 2006. <i>Faith and heresy; a translation from the Yiddish of Emune un Apikorskes by Reuven Agushewitz, with notes and an Introduction by Mark Steiner</i> . Yeshiva University Press.

Year	Other
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2005	Pitowsky, I. , (2005) Addendum to the Second Hebrew Edition of T. S. Kuhn's <i>The Structure of Scientific Revolutions</i> (Translated and edited by Y. Melzer, Tel-Aviv, Books in the Attic, 308-338).
2006	Golomb, Jacob 2006, "Nietzsche and Fascism" Entry in <i>World Fascism: A Historical Encyclopedia</i> , ed. Cyprian P. Blamires, Santa Barbara ABC –CLIO, Vo. 2, pp. 468-471. Heyd, David , 2006 "Supererogation", <i>The Stanford Encyclopedia of Philosophy</i> (Principal Editor Edward N. Zalta); World Wide Web URL: http://plato.stanford.edu/ (first published, 2002; substantially revised, 2006)
2007	Scolnicov, Samuel , 2007, Wyller's henological interpretation of the <i>Parmenides</i> . Afterword to the 2 nd ed. of Egil A. Wyller, <i>Platons Parmenides in seinem Zusammenhang Symposium und Politeia: Intrepretationen zur Platonischen Henologie</i> . Königshausen & Neumann, Hamburg. 221-225. (Die Norwegische Akademie der Wissenschaften, Oslo, 1960.)

A list of staff members who serve on editorial boards of journals

Name	Journal
Itamar Pitowsky	1. Studies in History and Philosophy of Modern Physics, 1995-99 and, again 2001-present.
	2. Philosophy of Science, 1999-present.
David Heyd	European Journal of Philosophy
	Philosophia
Mark Steiner	Philosophia Mathematica
David Enoch	Theoretical Inquiries in Law
Carl Posy	Editorial Board of Magnes Press (the university press of the Hebrew University.)
Meir Buzaglo	The Journal for the Study of Sepharadic & Mizrahi Jewry.

Publications in the last five years by Adjunct staff members

	Benziman, Yotam
1	Benziman, Yotam and Hagit Benziman, 2003 "Impartiality and Personal Relations", in <i>Ethical Issues in Counseling and Mental Health Professions</i> , eds. Gaby Shefler, Judith Achmon and Gaby Weil. Jerusalem: Magnes Press, pp. 110-133.
2	Benziman, Yotam , 2005, <i>Until You Are in his Place – Ethics, Impartiality, and Personal Relations</i> , Magnes Press. (in Hebrew)
3	Benziman, Yotam , 2005, "Being 'Other-Directed' – a Reply to Atkins," <i>Philosophia</i> 32, pp. 327-330.
4	Benziman, Yotam , 2005, "Difference Between Comparisons and Difference Between People," <i>Iyyun</i> 54, pp. 233-243.
5	Benziman, Yotam , 2006, "Shame and Human Dignity," in Joseph E. David (ed.) <i>Questioning Dignity</i> , The Israel Democracy Institute and Magnes Press, pp.263-283.
6	Benziman, Yotam, (ed.) , 2008, <i>Memory Games – Conceptions of Time and Memory in Jewish Culture</i> , the Van Leer Jerusalem Institute and Hakibutz Hameuchad.

	Chasid, Alon
1	Chasid, Alon , 2004, "Why the Pictorial Relation is Not Reference", <i>British Journal of Aesthetics</i> : 226-247
2	Chasid, Alon , 2005, "On Deciphering Pictures and Understanding Poetry", <i>DIMUI</i> 24: 25-32
3	Chasid, Alon , 2007, "Content-Free Pictorial Realism", <i>Philosophical Studies</i> 135: 375-405
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1	Hansel, Joelle , 2003 Levinas and Christianity (in Hebrew), <i>Mahanayim: A Review for Jewish Thought and Culture</i> , special issue on "Between Jews and Christians: Contemporary Issues", Jerusalem.
2	Hansel, Joelle , 2004, La cabale, doctrine ou expérience? <i>Revue des Etudes Juives</i> , 163 (1-2), p. 301-308.
3	Hansel, Joelle , 2004, La promesse et le droit: la notion de terre promise dans l'œuvre d'Emmanuel Levinas, <i>Perspectives</i> , Université Hébraïque de Jérusalem, 11, p. 23-41.
4	Hansel, Joelle , 2004. <i>Kabbale et philosophie. Moïse Hayyim Luzzatto (1707-1746)</i> , Paris, Editions du Cerf.
5	Hansel, Joelle 2005, "Levinas, Neher, Askenazi: The Revival of Jewish Thought in France after the Holocaust " (In Hebrew) in <i>André Neher</i> , Y. Amir, Eds., Van Leer Institute and Kibbutz Hameuhad.
6	Hansel, Joelle , 2005 "Levinas and Descartes on Desire and Infinity" (Hebrew), Prof. Joseph Ben Shlomo's Jubilee Volume, <i>Daat</i> , 54.
7	Hansel, Joelle , 2005, Phenomenology, Ethics and Hermeneutics: Levinas on the Halakha and the Jewish Ritual (Hebrew), edited by Avinoam Rosenak, to appear in the Proceedings of the International Conference on « The Philosophy of Halakha », The Hebrew University, Magnes Press.
8	Hansel, Joelle , 2005, Humility and Highness: Moses in Levinas' Work (Hebrew), edited by Hanoah Ben Pazi, Moshe Hallamish and Hannah Kasher, to appear in the Proceedings of the International Conference on Moses, Bar Ilan University.
9	Peter Atterton, Matthew Calarco and Joëlle Hansel (translators), 2005, The Meaning of Religious Practice by Emmanuel Levinas, with the translators' introduction, <i>Modern Judaism</i> 25, 3, pp. 285-289.
10	Hansel, Joelle , (ed.) 2006 <i>Levinas: De l'Etre à l'Autre</i> , Paris, Presses Universitaires de France. Translated into Arabic, Beyruth, 2008.
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14	Hansel, Joelle , (ed.) 2007 <i>Levinas in Jerusalem: Philosophical Interpretations and Religious Perspectives</i> (in Hebrew), Jerusalem, Magnes.
15	Hansel, Joelle , (ed.) 2007, <i>Difficult Freedom</i> , Emmanuel Levinas, translated into Hebrew by Ido Bassok and Shmuel Wygoda, (with the editor's introduction), Tel Aviv, Resling.
16	Hansel, Joelle , (ed.) 2007 <i>Levinas à Jérusalem</i> , Paris, Klincksieck.
17	Hansel, Joelle , 2007, Maimonides in 18th Century Italian Kabbalah : Luzzatto's Relationship to Maimonides, <i>Studies in Hebrew Language and Jewish Culture</i> , Baasten, M.F.J., Munk, R. (éd.), Vol. 12, Springer.
18	Hansel, Joelle , 2007, Time and Ethics in E. Levinas's Early Works (in Hebrew), in <i>Shalom Rosenberg Jubilee Volume</i> , Benjamin Ish Shalom Ed., Jerusalem, Beth Morasha Publishing House.

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20	Hansel, Joelle , 2007, "Philosophizing in the Presentiment of Hitlerism", published in English, French and Polish in <i>A Century with Levinas: Philosophy, Politics and Theology</i> (Warsaw University Press).
21	Hansel, Joelle , 2007, Levinas et Jankélévitch: proximité et distance, in <i>Vladimir Jankélévitch, le passeur</i> , Proceedings of the Decade de Cerisy-la-Salle (France) dedicated to Vladimir Jankélévitch, edited by Françoise Schwab, Paris, éditions Le Manuscrit.
22	Irene Kajon, Emilio Baccarini, Francesca Brezzi, and Joëlle Hansel (eds.) 2008, <i>Emmanuel Levinas. Prophetic Inspiration and Philosophy</i> , Atti del Convegno Internazionale per il Centenario della nascita (Roma, 24-27 maggio 2006), a cura di Roma, Giuntina Publisher, 2008.
23	Hansel, Joelle , (ed.) 2008. <i>Emmanuel Levinas. Phenomenology, Ethics, Politics and Aesthetics</i> , Dordrecht, Springer.
24	Hansel, Joelle , 2008, "Levinas and Bergson on Justice and Infinity", <i>Emmanuel Levinas. Phenomenology, Ethics, Politics, Aesthetics</i> , Edited by Joelle Hansel, Dordrecht: Springer.
25	Hansel, Joelle , 2008, "Etre juif selon Levinas et Blanchot", in <i>Levinas, Blanchot : penser la différence</i> , edited by E. Hoppenot and A. Milon, Paris, Presses de l'Université de ParisX-Nanterre.

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1	Ifergan, P. , (ed.) 2005. GWF Hegel, <i>Der Geist des Christentum und sein Schicksal</i> , tr. into Hebrew Gadi Goldberg. Resling Press, Tel Aviv.
2	Ifergan, P. , (ed.) 2005. Hans Blumenberg, <i>Schiffbruch mit Zuschauer. Paradigma einer Daseinsmetapher</i> , tr. into Hebrew Gadi Goldberg. The Shalem Press, Jerusalem.
3	Ifergan, P. , 2005, "On the Torn Life: On Hegel's Basic Philosophical Motive", in GWF Hegel, <i>Der Geist des Christentum und sein Schicksal</i> , tr. into Hebrew Gadi Goldberg, ed. Pini Ifergan. Resling Press, Tel Aviv, pp. 147-182. (Heb.)
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5	Ifergan, P. , 2005, "Giambattista Vico's <i>New Science</i> and the Basic Conflict of the Enlightenment", <i>Keshet Hadasha, Quarterly for Literature and Criticism</i> 14:162-173. (Heb.)
6	Ifergan, P. , 2006, "Modernity as a Philosophical Problem?" <i>Iyyun, The Jerusalem Philosophical Quarterly</i> 55:123-137. (Heb.)
7	Ifergan, P. , 2006, "Die Hölderlin-Rezeption in Israel". Proceedings of the Deutschen Hölderlin-Gesellschaft (Bad Homburg).
8	Ifergan, P. , (ed.), 2006. Allan Wood, <i>Immanuel Kant</i> , tr. into Hebrew Debbi Eilon. Resling, Tel-Aviv.
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10	Ifergan, P. , 2007, "Kant and the Contest of Faculties: Reason and Its Manifestation", in I. Kant, <i>Der Streit der Fakultäten</i> , tr. into Hebrew Yiftah Hellerman-Carmel, ed. Pini Ifergan . Resling Press, Tel-Aviv, pp. 123-147. (Heb.)
11	Ifergan, Pini (ed.). 2007. I. Kant, <i>Der Streit der Fakultäten</i> , tr. into Hebrew Yiftah Hellerman-Carmel, Resling Press, Tel-Aviv.

	Malkiel, Eliezer
1	Malkiel, Eliezer , 2007, <i>In Pursuit of Mystery: R. Nahman's Journey to the Land of Israel</i> , <i>Yedi'ot Acharonot, Yahadut Kan Veachshav Series</i> , Tel Aviv.
2	Malkiel, Eliezer , 2005, <i>Wisdom and Simplicity: an interpretation to some homilies and Tales of Rabbi Nachman from Breslov</i> , <i>Yedi'ot Acharonot, Yahadut Kan Veachshav Series</i> , Tel Aviv.
3	Malkiel, Eliezer , 2005, "Contemplation and Poetry", <i>Dimuy</i> 24
4	Malkiel, Eliezer , 2004: "Individualism: On Ideality and Personal Uniqueness", <i>Akdamot</i> 14
5	Malkiel, Eliezer , 2004: A review of Avi Sagi's <i>A Challenge: Returning to Tradition</i> (The Shalom Hartman Institute & The Faculty of Law, Bar-Ilan University, Hakibbutz Hameuchad Publishing House), <i>Iyyun</i> 53, pp. 463-470
6	Malkiel, Eliezer , 2003: "On Criticism, Identity and Bad Faith", <i>Alpayim</i> 24
7	Malkiel, Eliezer , 2003: "Rationality, Involvement and Detachment", <i>Iyyun</i> 52, pp. 209-230

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). The review process relies on external committees consisting of internationally renowned experts in the reviewed field from leading universities 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 both 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 Vice-Rector, Professor Miri Gur-Arye, is responsible for academic evaluations at the Hebrew University. Assisting the Vice-Rector since June 2005 are two Heads of Academic Review, Prof. Kobi Metzger as Head of Academic Review in the Humanities, Social Sciences and Law; and Prof. Eli Friedman as Head of Academic Review in the Sciences. Both have served as Deans of large faculties (Social Sciences and Natural Sciences and Mathematics respectively).

The "team" of the academic review at the Hebrew University coordinates 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 for approximately a week, 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, the Vice-Rector and the two Heads of the Academic Review). 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 first step that was taken by the Department's chairperson, Prof. Avital Wohlman, was to appoint Dr. Michael Roubach as the staff member responsible for writing the report. Both Dr. Roubach and the department administrative coordinator, Ms. Mirit Mevorach, attended a workshop organized by the Council for Higher Education during February 2008. Afterwards the work of collecting data was done by Ms. Mirit Mevorach. During May 2008 a special department meeting was dedicated to the report. In this meeting the process was presented and the staff members discussed the aspects that should be emphasized in the report. The staff members discussed the strengths and weaknesses of the Department's teaching program. At that stage, Ms. Avital Ben Shalom joined the preparation team as assistant. Her main responsibilities were processing data into tables and translating the report into English. When the report was written, it was read and commented on by Prof. Avital Wohlman, Prof. David Heyd and Prof. David Enoch. Subsequently the report was sent to the senior staff members for final approval and to the Dean of the Faculty of Humanities. In light of all the comments received, the final version of the report was written.

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).

Described in 5.3

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?

Some of the issues mentioned in the report as needing attention are already being taken care of (for example the M.A. final exam undergoes significant changes; intensive examination of the M.A. study program is currently under way). Resolving other problems is not in the hands of the department. Some depend on the budget of the Faculty of Humanities (for example, equipping and renovating the teachers' rooms), while others on the university's and faculty's policy (for example, the department's future in light of the high retirement rate of staff members).

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.