

THE HUMANITIES FUND IN ISRAEL

Summary of Activities

2009-2012

Yad Hanadiv ياد هَنَدِيْف



Spurred by concern over an evident decline in the breadth and reach of teaching and research in the Humanities in Israel, VATAT and Yad Hanadiv partnered in 2008 to create the Humanities Fund. The Fund provides researchers with opportunities to advance innovative projects and promote collaboration across disciplines and institutions, with an eye towards long-term improvements in the status of the Humanities in Israel.

The examples set out in the following pages demonstrate the fruits of this initiative. Over four years, more than one-hundred proposals were submitted to the Fund. Under the guidance of the Academic Committee of the Humanities Fund – ably chaired by Professor Caroline Bynum of the Institute for Advanced Study and Professor Yaakov Blidstein of Ben-Gurion University – eighteen programmes have been funded.

These programmes are a welcome reminder of the exciting range of work being carried out through the creativity, dedication and energy of the dozens of participating faculty members from all universities. Particularly noteworthy are the seven inter-university programmes supported by the Fund, offering a system-wide model that we hope will be expanded to additional fields and areas.

The Humanities allow us to reflect on beauty, creativity, and the deep, sustaining truths of history, philosophy, and literature. Furthermore, the faculties of Humanities are charged with the vital task of the preservation and development of Jewish culture in Israel. We will continue to seek ways to support the Humanities, and to enable them to flourish and enrich our cultural lives for many years to come.



Ariel Weiss
Chief Executive
Yad Hanadiv



Professor Manuel Trajtenberg
Chair, Planning and Budget Committee
Council for Higher Education

HUMANITIES FUND ACADEMIC COMMITTEE

2009-2011

Caroline Bynum, Co-Chair

Western Medieval History, Institute for Advanced Study, Princeton

Yaakov (Gerald) Blidstein, Co-Chair

Jewish Thought, Ben-Gurion University of the Negev

Shulamit Volkov

German History, Tel Aviv University

Emmanuel Sivan

Islamic Studies, The Hebrew University of Jerusalem

Harriet Zuckerman

Sociology, Columbia University &

Senior Vice President of the Andrew W. Mellon Foundation

2012

Shlomo Biderman, Chair

Indian Philosophy, Tel Aviv University

Martin Goodman

Jewish Studies, University of Oxford

Martha Sandweiss

History, Princeton University

Shulamit Volkov

German History, Tel Aviv University

Harriet Zuckerman

Sociology, Columbia University &

Senior Vice President of the Andrew W. Mellon Foundation

ABOUT THE HUMANITIES FUND

Introduction

In December 2008, the Planning and Budget Committee of the Council for Higher Education (VATAT) and Yad Hanadiv signed an agreement establishing a special fund for the Humanities in Israel. The letter to Institutions announcing the establishment of the Fund (in December 2008) provided this description of Fund objectives:

‘The Fund is designed to support activities with the potential to generate long-term improvements in the quality of programmes, level of research and teaching, and coverage of fields on a national level, and to enhance the role of the Humanities within universities. These objectives can best be achieved through cooperation and coordination between institutions and a strategic national approach to the future of the Humanities in Israel’.

The Fund was provided with 30M NIS in initial funding – sufficient for four grant cycles. The fourth of these cycles will be concluded in June 2012. In the following pages we provide an overview of Humanities Fund activities in 2009-2011 along with updates on the progress of programmes supported by the Fund.

Background

The establishment of the Humanities Fund followed recommendations made in three separate reports issued between 2006-2007. In May 2006 Harvard Professor Bernard Bailyn submitted to Yad Hanadiv management a summary of his impressions of the needs of the Humanities in Israel – following conversations with dozens of senior Humanities scholars and university leaders in Israel. Professor Bailyn has won the Pulitzer Prize for History twice and in 2010 was recipient of the National Humanities Medal. In his report, he noted an overwhelming view of the Humanities that was ‘not merely pessimistic but despairing of the future of the Humanities ... now and into the next generation’. He also cited ‘general if reluctant agreement that consolidation of special fields among universities was probably necessary’, and that ‘strenuous efforts should be made to introduce Humanities subjects into the first year of the BA programme’. The report ultimately suggested creating block grants to universities that could be accessed by successful application to Yad Hanadiv. The Foundation could give priority in such grants to projects that create inter-university collaboration, or that create new Humanities courses for BA programmes. It further noted that ‘one might consider also creating a general, nationwide Fund for the Advancement of the Humanities ... to support innovative programmes’.

A report entitled ‘The Future of the Humanities in Israel’s Research Universities’ was issued by the Israel Academy of Sciences and Humanities in November of 2006 (written by a committee chaired by Professor Benjamin Kedar). It recommended increasing the coordination and collaboration of teaching programmes across universities, and increasing the role of Humanities faculties in providing a broad base of knowledge for university students: ‘Humanities faculties – charged with the teaching of Philosophy, Literature, History, Linguistics, Archaeology, and Jewish Studies – are uniquely qualified to provide university students who did not choose to major in these subjects, with a broad general education’.

One year later, in July 2007, the ‘Report of the Committee on the Higher Education System in Israel’ (chaired by former Knesset Member Avraham Shochat) was issued. It recommended the establishment of a Humanities Fund with an annual budget of 15M NIS, to invest in infrastructure and inter-university cooperation.

These reports provided the basis for an agreement between Yad Hanadiv and the Planning and Budget Committee of the Council for Higher Education (VATAT) to establish the Humanities Fund in Israel.

Operation of the Fund

The Humanities Fund is overseen by a five-member Academic Committee responsible for supervising the application process, soliciting external reviews, and selecting the programmes which receive funding. Committee members are appointed by VATAT, Yad Hanadiv and the Israel Academy of Sciences and Humanities. The 2012 Academic Committee is chaired by Professor Shlomo Biderman (Professor of Philosophy and former Dean of the Faculty of the Humanities at Tel Aviv University).

The Fund has operated under three grant categories¹:

1. Inter-University Collaboration
2. Innovation in Humanities teaching
3. Senior Faculty Fellowships (for scholars 5-12 years after their PhDs)

To date, four calls for Proposals have been issued. The following table summarizes the number of applications received in each of the first four years:

	INTER-UNIVERSITY COLLABORATION	INNOVATION IN TEACHING	SENIOR FACULTY FELLOWSHIPS	TOTAL APPLICATIONS	TOTAL FUNDED
2009	11	29	4	44	6
2010	7	17	6	30	7
2011	4	6	5	15	5
2012	2	6	5	13	TBD
Total	24	58	20	109	TBD

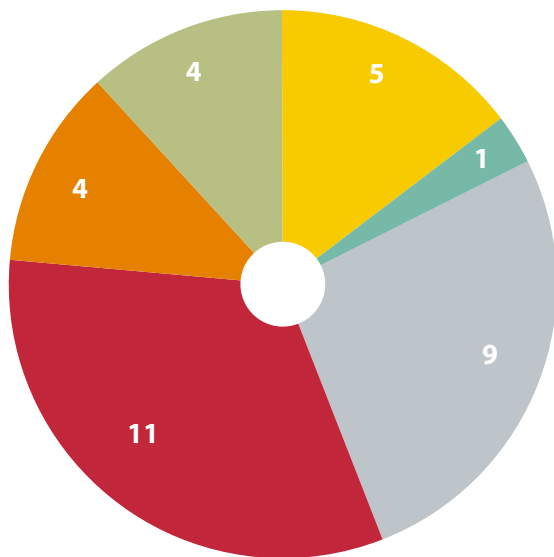
In its first three rounds the Fund approved grants totalling 21M NIS (\$5.5M) towards 18 programmes. It is expected to award a total of 30M NIS (\$8M) in its first four years. The programmes supported by the Humanities Fund benefit the work of some 120 faculty members and over 1,000 students annually. Below is a list of the programmes that have been funded to-date.

¹ A fourth category, entitled 'International Distinction', was offered in the first year of applications – seven applications were received, but no grants were made in this category and it was discontinued after the first year.

Humanities Fund Grants Awarded 2009-2011

NAME	UNIVERSITIES	APPROVED	CATEGORY	NATURE OF PROGRAMME
Ancient Near Eastern Languages	TAU, HU, Haifa, BGU, BIU	2009 (3 years)	Inter-University Collaboration	Collaboration in language instruction
African Studies	TAU, BGU, HU, Open University	2009 (3 years)	Inter-University Collaboration	BA programme
Latin Palaeography	HU	2009 (3 years)	Innovations in Teaching	Summer workshop
Jewish Culture in the Ancient World	TAU, Haifa, BIU	2009 (3 years)	Inter-University Collaboration	Graduate seminar
World Music	TAU	2009 (3 years)	Innovations in Teaching	BA courses and performance in the School of Music
Indian Sanskrit Theatre	HU	2009 (3 years)	Innovations in Teaching	Summer workshop in India and year-long inter-university course
Fellowship for Dr. Uri S. Cohen	TAU	2010 (3 years)	Senior Faculty Fellowship	Tenure track appointment in Dept. of Hebrew Literature
Fellowship for Dr. Yigal Bronner	HU	2010 (3 years)	Senior Faculty Fellowship	Tenure track appointment in Asian Studies
Theatre Lab	TAU	2010 (3 years)	Innovations in Teaching	MA programme for researchers and theatre professionals
Centre for Language, Logic and Cognition	HU	2010 (3 years)	Innovations in Teaching	Interdisciplinary BA/MA programme in collaboration with MIT
Workshops for Historians	TAU	2010 (3 years)	Innovations in Teaching	Tutoring for BA students
Islamic Art and Archaeology	HU	2010 (3 years)	Innovations in Teaching	Summer workshop and excavations
Kant and his Philosophy	TAU, BGU	2010 (3 years)	Inter-University Collaboration	BA programme
Eastern European & Russian Studies	HU, TAU, BGU, Haifa, BIU	2011 (5 years)	Inter-University Collaboration	BA and MA programme
Yiddish Literature	TAU, BGU, HU	2011 (5 years)	Inter-University Collaboration	MA programme
Landscapes of Knowledge	Haifa	2011 (3 years)	Innovations in Teaching	BA enrichment in the Humanities
Humanities and Law Programme	TAU	2011 (3 years)	Innovations in Teaching	Inter-faculty BA programme
Fellowship for Dr. Adina Moshavi	BIU	2011 (3 years)	Senior Faculty Fellowship	Tenure track appt. in Dept. of Hebrew & Semitic Languages

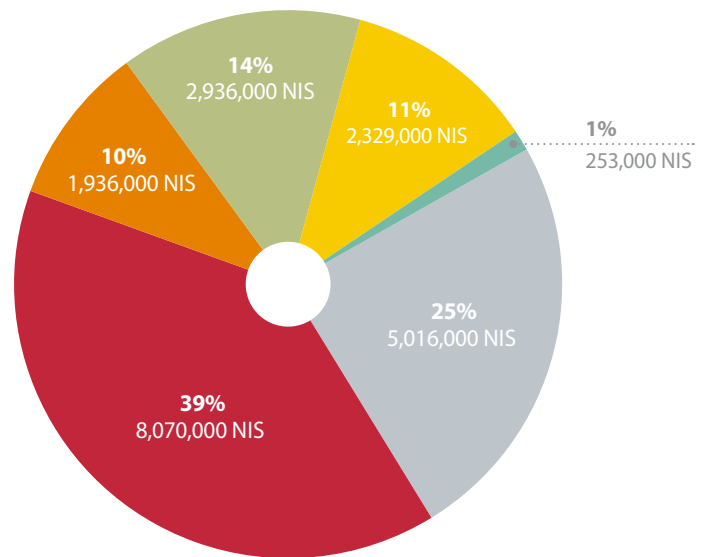
NUMBER OF GRANTS BY UNIVERSITY*



● The Hebrew University ● University of Haifa
● Tel Aviv University ● Ben-Gurion University
● Bar-Ilan University ● The Open University

* Total of 18 grants approved – some to multiple institutions

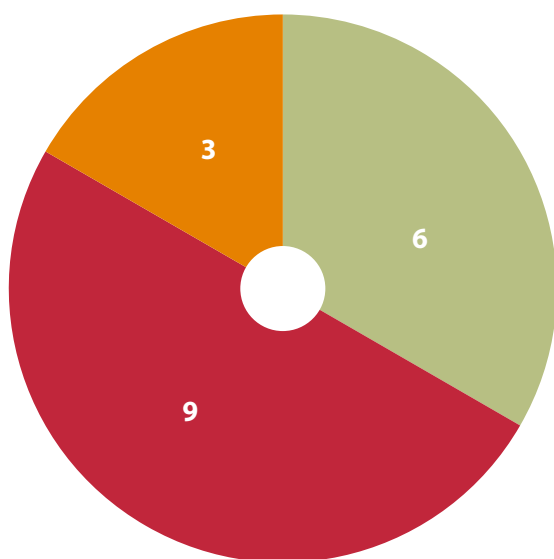
TOTAL AMOUNT ALLOCATED BY UNIVERSITY



● The Hebrew University ● University of Haifa
● Tel Aviv University ● Ben-Gurion University
● Bar-Ilan University ● The Open University

Total: 20,540,000 NIS

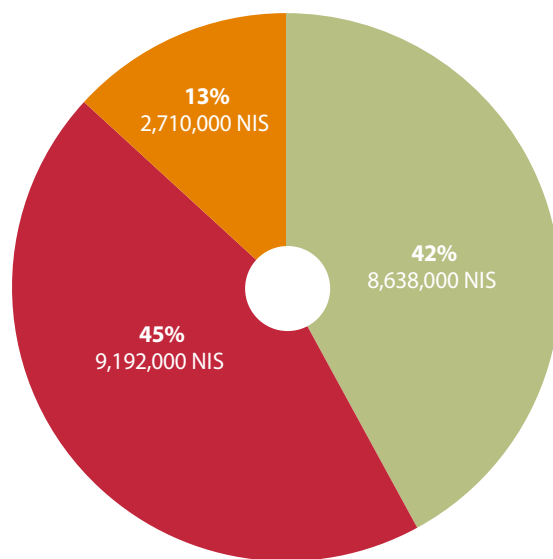
NUMBER OF GRANTS BY CATEGORY



● Inter-University Collaboration
● Innovations in Teaching
● Faculty Fellowships

Total: 18 grants

TOTAL AMOUNT ALLOCATED BY CATEGORY



● Inter-University Collaboration
● Innovations in Teaching
● Faculty Fellowships

Total: 20,540,000 NIS

ACKNOWLEDGEMENTS

We would like to thank the **National Library of Israel** for sharing some of its treasures with us in the preparation of this booklet. The National Library plays a crucial role as a partner and facilitator in the revival and future health of the Humanities in Israel.

p. 10 – Magic bowl with Aramaic incantations for protection against demons; clay, 5th-7th centuries, probably from Babylon with obvious expressions from Palestinian sources. The bowl was donated to the Jewish National and University Library by Professor Gershom Scholem.

NLI, 4° 6079

p. 13 – ‘A new map of Africa: designed by Mounsir. Sanson geographr. To the French King. And rendered into English and illustrated with figures by Richard Blome/F. Lamb sculp’. From Blome’s *A Geographical Description of the Four Parts of the World*, London, 1699.

NLI, Af. 29

p. 17 – Announcement of Tsar Nikolai II’s abdication published by *Izvestiia Petrogradskogo soveta rabochikh i soldatskikh deputatov* (News of the Petrograd Soviet of Workers and Soldiers Deputies) of 9 March 1917.

NLI, R 2008 L 39

p. 18 – Cover of Leib Kwitko’s *In Vald*, which was published in Berlin by the Schwellen publishing house in 1922. The book was illustrated by Issachar Ber Ryback.

NLI, R 2° 74 A 2626

p. 23 – Original score of Max Bruch’s *Kol Nidre*. The composition was first published in Berlin in 1881. It was dedicated to and premiered by Robert Hausmann. Bruch, a Protestant, first became acquainted with the Kol Nidre melody when his teacher Ferdinand Hiller introduced him to the Cantor-in-Chief of Berlin.

NLI, Avraham Schwadron autograph collection

p. 27 – *Horae canonicae* (The Canonical Hours), circa 14th century.

NLI, Yah. Ms. Var. 9

p. 33 – *The Chronology of Ancient Kingdoms Amended (draft) part 1*. Written by Sir Isaac Newton in the 1720s. It was acquired by A.S. Yahuda for his collection on 14 August 1936.

NLI, Yah. Ms. Var. 1/Newton Papers 26.2, f.1r

INTER-UNIVERSITY COLLABORATION





Magic bowl with Aramaic incantations; NLI, 4° 6079

ANCIENT NEAR EASTERN LANGUAGES AND CIVILIZATIONS

PARTICIPATING INSTITUTIONS

TEL AVIV UNIVERSITY,
THE HEBREW UNIVERSITY,
BAR-ILAN UNIVERSITY,
UNIVERSITY OF HAIFA,
BEN-GURION UNIVERSITY

PROJECT LEADERS

DR. YORAM COHEN
(TEL AVIV UNIVERSITY),
DR. DEBORAH SWEENEY
(TEL AVIV UNIVERSITY),
PROF. NATHAN WASSERMAN
(THE HEBREW UNIVERSITY)

YEAR APPROVED

2009 OVER 3 YEARS

Proposal

A collaborative programme among five universities to support threatened areas of traditional scholarship in the study of Ancient Near Eastern Languages and Civilizations: Cuneiform Studies and Egyptology, for a period of three years. It is now in its third year.

Achievements to Date

The key activities have been the addition of 16 new courses to the curriculum, and the granting of 64 fellowships to participating students. The new courses have enabled the study of additional languages such as Hittite and Sumerian, and the creation of advanced language seminars such as Akkadian Literature, Egyptian Society and Mesopotamian Magic. The distribution of courses across institutions was also coordinated, eliminating duplications, and increasing the number of students in each class, while allowing faculty to offer new courses in their areas of specialization. Textual materials were presented in the original languages and in a unique workshop on 'Reading Cuneiform' given in 2011, where students read and copied original cuneiform tablets. Funding enabled senior staff to dedicate time to these advanced seminars.

The fellowships have helped students to attend courses outside their home institution by covering their registration and travel costs. These courses have enhanced their knowledge in crucial study areas and proved fruitful for individual research; many students have expressed their appreciation. Other achievements have been an annual increase in the number of participating students to 25 in the current third year (from 19 in the first year and 20 in the second year), and the addition of five more teaching hours to the curriculum at a time of severe cuts in the Humanities.

Thanks to the programme, the future of Hittite studies in Israel has been secured, and in three universities new appointments have strengthened the teaching staff of Ancient Languages.

Challenges and Future Plans

The programme's demonstrable success in revitalizing the endangered field of Ancient Near Eastern Studies has led to discussion of improvements that would pave the way for continued long-term collaboration. Shorter language courses will be introduced for a single term instead of two terms, which will lighten the travel burden, and teaching will be consolidated around major subject clusters, as follows:

- The Hebrew University:
Culture – Literature, Science and Religion (Assyriology and Egyptology)
- Tel Aviv University:
History – International Relations, Ancient Egyptian Society and Gender (Assyriology and Egyptology)
- Bar-Ilan University:
Society – Mesopotamian Society and Economics (Assyriology)

These teaching clusters may form the basis of an inter-university graduate programme offering a structured exposure to major fields of study. It remains to be discussed how this would operate – either by inter-university travel by students, or by a visiting lecturer rotation. The involvement of Deans' offices and pedagogical committees of individual institutions is needed if this fruitful collaboration is to prosper after the present funding ends.

AFRICAN STUDIES

PARTICIPATING

INSTITUTIONS

BEN-GURION UNIVERSITY,
TEL AVIV UNIVERSITY,
THE OPEN UNIVERSITY

PROJECT LEADERS

DR. RUTH GINIO &
DR. LYNN SCHLER
(BEN-GURION UNIVERSITY),
DR. GALIA SABAR
(TEL AVIV UNIVERSITY),
PROF. BENYAMIN NEUBERGER
(THE OPEN UNIVERSITY)

YEAR APPROVED

2009 OVER 3 YEARS

Proposal

To launch an inter-university BA programme that would revive a field of study on the brink of extinction in the Israeli Academy. To make this possible, the resources of three universities were combined.

Achievements to Date

The programme is in its second year of operation, and a broad curriculum in African Studies has been established with courses in history, anthropology, literature, political science, sociology, linguistics, and art history. More than 60 students are formally registered this year, and beyond this, the establishment of a viable African Studies programme has opened up a wide range of courses on each campus, allowing over 1,000 students to attend classes on Africa during their undergraduate studies. In addition to formal studies, several symposia and cultural events have been organised, and a major international conference is planned.

Challenges and Future Plans

As the first inter-university programme in Israel, the African Studies programme faced multiple administrative challenges. Numerous complications arose at every level – registration, budgets and expenses, tuition issues, student travel, technical difficulties across different computer systems, centralizing information and decision making. These were overcome only by the dedication of the faculty of this programme, and their willingness to work through the constant flow of issues.

The current Humanities Fund grant supports a small portion of the expenses associated with maintaining a full BA programme across three campuses. The programme is thus largely based on the additional resources received from TAU and BGU for many more credit hours taught by adjunct teachers. It is hoped that the success of the programme in recruiting students will provide an impetus for creating a sustainable long-term collaboration among the participating institutions.

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'A new map of Africa'; NLI, Af. 29



JEWISH CULTURE IN THE ANCIENT WORLD

PARTICIPATING INSTITUTIONS

TEL AVIV UNIVERSITY,
BAR-ILAN UNIVERSITY,
UNIVERSITY OF HAIFA

PROJECT LEADERS

DR. JONATHAN BEN-DOV,
DR. HILLEL NEWMAN &
DR. ARIEH KOFSKY
(UNIVERSITY OF HAIFA),
PROF. ALBERT BAUMGARTEN &
PROF. ADIEL SCHREMER
(BAR-ILAN UNIVERSITY),
PROF. GIDEON BOHAK &
DR. SYLVIE HONIGMAN
(TEL AVIV UNIVERSITY)

YEAR APPROVED
2009 OVER 3 YEARS

The Proposal

The programme was a combined effort to introduce an innovative framework for research and teaching about the formative roots of ancient Jewish culture. Seven experts in various branches of Antiquity formed a study group for the discussion and exposition of texts, material finds, and historical landmarks in Jewish and general Ancient History. This collaborative framework was unprecedented as a PhD programme shared among the participant universities, and in contrast to the fragmentation of existing PhD programmes.

Achievements to Date

In the 2011-2012 academic year the parent group consisted of seven academic staff members, one MS student, one PhD student and three postdoctoral students. Professor Maren Niehoff from The Hebrew University also joined the group. In the first six day-long meetings (two per semester), topics discussed included: current scholarship on religious and national identities in Late Antiquity; priestly power and leadership from Neo-Babylonian to Jewish literature; and the limits of Hellenization. Guest speakers from Israel and abroad joined group members and the group's own graduate students.

The group runs a graduate seminar on Comparative Ancient Religion, attended by select students from all Israeli universities. The subjects have been 'New Methods in Comparative Religion' in 2010-2011 and 'Early Christianity' in 2011-2012. This approach has proved extremely successful, with 20-25 participants on average. Students receive a small stipend while hosting leading Israeli scholars, who discuss prominent texts.

The programme's concluding two-day conference in 2011, on 'Expressions of Provincial and Minority Identities in Ancient Imperial Contexts', was attended by about 40 people and very well received. The 2012 conference topic is 'The Formation and Character of *Beit ha-Midrash*'.

The group has proved to be an excellent platform for the training of graduate students. An open environment, demanding but friendly, has been successfully created, fostering a high-level scholarly discussion benefiting staff as much as junior scholars and students. Unfortunately, few high-level graduate students have been drawn in. Postdoctoral students were much easier to recruit – a result of the weak job market in Jewish Studies – and their achievements are a matter of pride. The student corpus has had a multinational character, with participants from Italy and the US.

Challenges and Future Plans

The participants have gained much from the programme and this should increase in its final year. The group reports that an 'optimal greenhouse' for the study of ancient Judaism has been created. It plans to sponsor one or two sessions on 'Jewish Culture in the Ancient World' at the August 2013 World Congress of Jewish Studies, and to attempt during this year to harness the reputation and international status of group members to raise the group's profile, and possibly to interact more with leading figures in the study of Antiquity.

THE PHILOSOPHY OF KANT

PARTICIPATING INSTITUTIONS

TEL AVIV UNIVERSITY,
BEN-GURION UNIVERSITY

PROJECT LEADERS

DR. OFRA RECHTER,
PROF. ELI FRIEDLANDER &
DR. YARON SENDEROWICZ
(TEL AVIV UNIVERSITY),
DR. IDO GEIGER &
DR. YAKIR LEVIN
(BEN-GURION UNIVERSITY)

YEAR APPROVED

2010 OVER 3 YEARS

Proposal

A three-year graduate programme is planned on the seminal influence of Immanuel Kant on his own times and on the history of philosophy. It is not intended to be a permanent programme, but rather to create an innovative model of a teaching environment inspired by the common research interests of faculty from different departments and universities. The course is designed for graduate students enrolled at any university in Israel. During the academic years 2012-2014 the two participant universities will hold a joint study and research programme dedicated to the philosophy of Kant and its legacy. The theoretical, practical and aesthetic aspects of his work will be considered.

Achievements to Date

The programme was launched in October 2011, and the first semester was devoted to Kant and Kantianism. The advanced students who enrolled were joined by a number of auditors from several universities. The semester was divided into two seven-week terms, with the first half on the problem of judgement in Kant's three *Critiques* and the second half on Kant's philosophy of mathematics. As well as this core seminar, two one-week workshops were held with Kant scholars from abroad. Interested students met with the visitors over lunch to discuss their projects. The guests were Professor Paul Franks from Yale University and Professor Gary Banham, founder and editor of Kant Studies Online and the editor of Palgrave MacMillan's 'Renewing Philosophy' series. The spring term is being held at Ben-Gurion University, and its focus is the concept of transcendental idealism and the relation between practical and theoretical reason. The guests at the two one-week workshops this term are Professor David MacArthur from the University of Sydney and Professor Daniel Sutherland from the University of Illinois at Chicago. A reading group on Kant's *Critique of Pure Reason* has also been established.

Both students and faculty feel that the programme has been very successful. Despite their variety of backgrounds and the amount of preparation needed, the students have been highly involved and enthusiastic participants in the seminar meetings and events. A common language is being formed among the group, and all participants expect to benefit further from this exciting learning and research opportunity.



Portrait of Immanuel Kant,
Public Domain

EAST EUROPEAN AND RUSSIAN STUDIES

PARTICIPATING INSTITUTIONS

BAR-ILAN UNIVERSITY,
BEN-GURION UNIVERSITY,
THE HEBREW UNIVERSITY,
TEL AVIV UNIVERSITY,
UNIVERSITY OF HAIFA

PROJECT LEADERS

PROF. GERSHON BACON
(BAR-ILAN UNIVERSITY),
DR. JONATHAN DEKEL-CHEN
(THE HEBREW UNIVERSITY),
DR. IRIS RACHAMIMOV
(TEL AVIV UNIVERSITY),
DR. MARCOS SILBER
(UNIVERSITY OF HAIFA),
PROF. MOTTI ZALKIN
(BEN-GURION UNIVERSITY)

YEAR APPROVED
2011 OVER 5 YEARS

Proposal

The objective is to revitalize East European Studies and to create, for the first time, an integrated world-class learning programme about the culture and history of a region that is of exceptional cultural significance for Israel. Its focus will be on Russian, Polish, Lithuanian, Baltic and Habsburg general and Jewish history, culture, literature, languages, folklore and anthropology. This will be a collaborative venture among Israel's five major research universities, providing cross-disciplinary teaching, research and publication, and will reverse the drastic downsizing of resources in this field. It will take advantage of the new, post-1989 wave of international scholarship on Russia and Eastern Europe, and will ensure that the next generation of scholars in Israel will be as central to this academic discourse as was the seminal research of previous generations. A cooperative approach is essential to revitalize the currently scattered field of East European Studies in Israel, and to capitalize on the largely untapped potential of new immigrants who have the language skills and interest in the subject.

The programme will also fund study abroad for languages not taught in Israel, offset inter-university travel costs, and make possible 'virtual' participation in some courses. Its main components are the following:

- **Pooling and enhancing of teaching resources.** Each of the partner universities offers a narrow range of resources, and it is therefore crucial to coordinate teaching activities. The teaching of various East European languages, for example, is spread across all participant universities.
- **Creation of a Hebrew-language web-based forum for Russian and East European Studies, similar to H-Net.** It will provide information as well as offer host-moderated debates, and is intended to create a new web-based community for exchange and networking.
- **Postdoctoral and doctoral fellowships for young scholars, jointly funded by the Humanities Fund and the universities.** Each recipient will teach one course per year at the host university. This programme will be important in attracting strong candidates from abroad.
- **A team-taught research seminar for MA and PhD students, based on video-conferencing. This will be an interdisciplinary forum, in contrast to the specialized seminars at individual institutions.** Stipends, scholarships and bursaries for students. These will encourage students to attend seminars at other institutions, take language courses, or fund archival research.
- **An annual three-day conference and workshop for PhD students, rotated among the universities.**
- **Programme Management.** An inter-university coordinating committee will be led by the appointed academic director. A salaried project manager will be responsible for day-to-day operations.

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Announcement of Tsar Nikolai II's abdication; NLI, R 2008 L 39

Экстренное приложение

къ № 4.

8 марта 1917 г.

ИЗВѢСТІЯ ПЕТРОГРАДСКАГО СОВѢТА Рабочихъ и Солдатскихъ Депутатовъ.

ОТРЕЧЕНІЕ ОТЪ ПРЕСТОЛА.

Депутатъ Карауловъ явился въ Думу и сообщилъ, что государь Николай II отрекся отъ Престола въ пользу Михаила Александровича. Михаилъ Александровичъ въ свою очередь отрекся отъ Престола въ пользу народа.

Въ Думѣ происходятъ грандіознѣйшіе митинги и оваціи. Восторгъ не поддается описанію.



Cover of Leib Kwitko's *In Vald*, illustrated by Issachar Ber Ryback; NLI, R 2° 74 A 2626

MASTER'S PROGRAMME IN YIDDISH LITERATURE

PARTICIPATING INSTITUTIONS

TEL AVIV UNIVERSITY,
THE HEBREW UNIVERSITY,
BEN-GURION UNIVERSITY

PROJECT LEADERS

PROF. HANA WIRTH-NESHER
(TEL AVIV UNIVERSITY),
PROF. AVRAHAM NOVERSHTERN
(THE HEBREW UNIVERSITY),
PROF. DAVID G. ROSKIES
(BEN-GURION UNIVERSITY
& JEWISH THEOLOGICAL
SEMINARY OF AMERICA)

YEAR APPROVED

2011 OVER 5 YEARS

Proposal

The aim is to provide a coordinated curriculum of Yiddish literary studies towards a Master's Degree in Literature with a specialization in Yiddish Literature. A two-year Israeli MA Programme in Yiddish Literature in the form of a track would be added to existing Literature courses, and students would receive their degrees in a Department of Literature at one of the three participating universities. The programme will integrate existing courses in several departments and reflect current trends in literary studies. A range of core and individual courses will be developed to meet diverse needs.

The objective is to cultivate a critical mass of students whose immersion in Yiddish will affect their various fields of endeavour. For example, the programme will benefit High School teachers of Hebrew literature, Hebrew translators of books and plays, and provide a useful research tool for students planning an academic career in Jewish literature, history, folklore, culture studies and related areas. There is an urgent world-wide need for such a programme, and the longer term goal is to develop a cadre of young scholars in Yiddish who will form a community and ensure that this unique fusion language will be preserved in the academy for at least another generation.

The field of Yiddish Studies is at a critical juncture. Scholars who were native speakers will soon need to be replaced by younger scholars, many of whom have learned Yiddish in academia, and changes in method are also necessary. If Yiddish is to survive as a vibrant field of academic inquiry, its study needs to take place within current discourses of literary and cultural studies. There is as yet no Master's programme that reflects the new questions being asked about bilingual and multilingual writing, minority literature, and translation theory.

There is currently a gifted generation of graduate students interested in Yiddish whose literary sophistication and knowledge of other languages (Russian, French, Spanish, German, Polish, English) and other fields (literary theory, folklore, historiography, translation studies, etc.) make them ideal for perpetuating the study of Yiddish both as a historical legacy, and also as a site for contributing to current issues in the Humanities, such as hybridity, transnationalism, cultural theory, and minority writing. Israel is the ideal academic community to serve as the hub for renewed interest in Yiddish throughout the world.

The success of the programme in Israel during its first stage depends on providing students with scholarships that would enable them to take full advantage of the research opportunities. It is expected that approximately ten students would enrol each year, so that at any given time about 20 students from Israel and perhaps also from abroad would be associated with the programme.

INNOVATION IN HUMANITIES TEACHING



CLASSICS OF WORLD MUSIC

**PARTICIPATING
INSTITUTIONS**
TEL AVIV UNIVERSITY,
BUCHMANN-META
SCHOOL OF MUSIC,
YOLANDA KATZ FACULTY
OF THE ARTS

PROJECT LEADERS
DR. MICHAL
GROVER-FRIEDLANDER,
PROF. DORIT TANAY &
PROF. ZOHAR EITAN
(TEL AVIV UNIVERSITY)

YEAR APPROVED
2009 OVER 3 YEARS

Proposal

The aim was to present in Israel an entirely new 'Great Works' programme of musicology that recreated a teaching of classics as part of the BA in Musicology. The project implements a new concept combining canonical works from the classical Western repertoire with major compositions from other cultures – world music from Asia and the Near East – and popular music and jazz. A three-year undergraduate programme has centred around 20-30 musical works, including Western masterpieces, contemporary non-Western works like Um Kulthum's *Inta Omri*, and masterpieces of jazz, pop and rock music such as the Beatles. Half of the lecturers are from Israel, and the other half are foreign guest lecturers in diverse fields. Each year a one- or two-day international workshop is held, dedicated to one of the works investigated during the year or to a relevant general topic.

Achievements to Date

Over the past years four full courses, seminars and guest lectures were offered. Sixty students participated and an additional 15 audited the courses. Some 100 students attended lectures and seminars. Professor Yehudith Frigis, a specialist in Bartok and East European Folk Music, lectured on Bartok's opera 'Bluebeard's Castle' and on its musical and cultural roots. Dr. Arnon Palti, an expert in jazz theory and notable performer, spoke about the music of the rock songwriter Frank Zappa. Dr. Amatzia Bar Yosef devoted a course to the classics of the gamelan music of Bali and its cultural and social context, and Dr. Yifat Shochat discussed classics of late eighteenth- and early nineteenth-century Europe – Haydn, Mozart, Beethoven and their contemporaries – in relation to the theoretical writing of the time. New areas such as the interface between music and philosophy, and a comparative examination of Western classics and non-European or popular music, were also part of the programme.

Several short seminars were held, covering: a new field in musicology focused on qualitative and qualitative research into performance, illustrated in Bach's works; the relationship between hearing and vision; and new perspectives on Wagner's operas.

Challenges and Future Plans

A highly positive picture emerges from student feedback. The programme has undoubtedly enriched the curriculum for students and widened their musical and intellectual horizons in ways previously impossible. Most noticeable is the growing appetite for additional courses in new and innovative areas discussed in the context of varied musical cultures and genres. The only complaint was that there were too few courses of this kind and no coverage of topics such as contemporary electronic music or Jewish and Israeli music. It is hoped that the vision for the coming year – continued leveraging of Musicology studies in new directions, combining musical worlds and diverse areas of knowledge, closely linked to state-of-the-art international research in music – will find the resources to be realized.

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Original score of Max Bruch's Kol Nidre; NLI, Avraham Schwadron autograph collection

Kol Nidrei.

Adagio. ♩ = 48.

Max Bruch op. 47.

Violoncello

Pianoforte.

Viol. *Tutti*

mp

A. Solo. espress. ~~Larghetto~~



A MULTIDISCIPLINARY APPROACH TO SANSKRIT THEATRE

PARTICIPATING INSTITUTIONS

THE HEBREW UNIVERSITY,
BAR-ILAN UNIVERSITY,
TEL AVIV UNIVERSITY

PROJECT LEADERS

PROF. DAVID SHULMAN
(THE HEBREW UNIVERSITY)

YEAR APPROVED

2009 OVER 3 YEARS

The Proposal

The aim of the project was to document, study and interpret, in an analytical and interdisciplinary mode, the last surviving tradition of Sanskrit drama in performance in India – the Sanskrit theatre of Kerala known as Kudiattam and its allied performative genres in the region, the south-west coast of India. The applicants compared the existence of the art form to a situation in which ‘a surviving form of ancient Greek tragedy had been discovered on some isolated island’.

The project included three major components – all contingent on bringing small groups of students and colleagues from the three participant universities to Kerala and on creating an academic infrastructure with interdisciplinary implications. It included interdisciplinary research seminars in Kerala with participation of local scholars and artists as well as of South Asianists and other specialist from Israel and abroad. A comprehensive workshop to sum up results was to be held at the conclusion.

Achievements to Date

In both 2010 and 2011 study and research teams went to south India to observe, document, and analyze full-scale performances of Kudiattam by the Mulikkulam Nephathya troupe.

The teams report having acquired much greater knowledge of the medium. They can read the language of hand- and eye gestures (*abhinaya*), and have a far better sense of the kind of analytical questions that need to be stated and addressed. Indeed, the true complexity and expressive depth of the Kudiattam theatrical and ritual tradition is only now becoming clear, and they go beyond even what was imagined at the beginning. The Kerala missions have generated an MA thesis, a PhD proposal by an outstanding doctoral student, and a series of BA seminar papers. The participants also ran an inter-university seminar on Kudiattam over two years, rotating sessions among the three Israeli universities. Malayalam classes at The Hebrew University have produced a new group of highly motivated advanced students; the summer course in intensive Malayalam, with Dr. Nisha Komattam, had some 25 participants – undoubtedly the largest Malayalam class in the world. Kerala studies are thriving at The Hebrew University, which is fast becoming the world centre for this field.

In 2010 the research team in Kerala consisted of two faculty members from The Hebrew University and four Hebrew University students, along with one faculty member from Tel Aviv University and four students. In 2011 there were two Hebrew University faculty and six students, one MA student from Tel Aviv University and one BA student from Bar-Ilan University.

Challenges and Future Plans

The Kudiattam project generated a long-term photographic exhibit in the Faculty of Humanities at The Hebrew University and endowed South Asian studies there with a powerful focus and sense of purpose. The 2012 expedition is expected to produce a book on Kudiattam – the first with an analytical thrust to it – already being mapped out. The group has collected a huge archive of documentary material waiting to be analyzed and interpreted.

< Photo by V. Johan

LATIN PALAEOGRAPHY

PARTICIPATING

INSTITUTIONS

THE HEBREW UNIVERSITY,
BEN-GURION UNIVERSITY

PROJECT LEADERS

PROF. ESTHER COHEN &
PROF. CYRIL ASLANOV
(THE HEBREW UNIVERSITY),
PROF. YITZHAK HEN
(BEN-GURION UNIVERSITY)

YEAR APPROVED

2009 OVER 3 YEARS

Proposal

The objective was to offer all students specializing in Medieval Studies at Israeli universities an intensive summer course in Medieval Latin and Latin Paleography. These two subjects would be taught concurrently. Students in command of Latin are normally limited to Classical Studies, and those focused on Medieval Studies usually lack the necessary skills. The intention was to bridge this gap by providing medievalists with the new, two-pronged summer course. The basic requirement was an elementary knowledge of Classical Latin.

The month-long course would be structured according to the model of the intensive Greek and Latin summer courses taught at The Hebrew University. The essential difference would be that this course was gratis, with bursaries for those students who would otherwise work in the summer. It would be taught three times a week, four hours a day – two for Latin, two for Palaeography – in alternate summers on the Mount Scopus campus, with an estimated 15-20 students each year.

Achievements to Date

The first summer course took place in August 2010. Twenty-one students from all Israeli universities registered for it. Students met for four hours a day over a four-week period. They were taught by Dr. Marie Greeson (Medieval Latin) and Dr. Ilya Denis (Paleography). Classes took place at the National Library. The Library's enthusiastic collaboration proved crucial to the success of the course. This was emphasized repeatedly by the organisers, noting that the NLI placed at the disposal of the students not only lecture rooms, but also its impressive collection of Latin manuscripts. Students were thus able to study actual codexes.

Challenges & Future Plans

A second summer course is planned for August 2012.

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Horae canonicae, circa 14th century; NLI, Yah. Ms. Var. 9

ad laud.

Eus i ad
uitoruuz
meum i
tende do.

mine ad adiuuandum
me festina.

Gloria p^{ri}a
ait assumpta est. p^{ri}is.

Dominus regna
uit decorem indu
tus est indutus est dris
fortitudinem q p^{ri}ncipit
se. **E**tenim firmavit or
bem terre q non como
uebitur.

Parata sedes
tua ex tunc a seculo tue
Eleua uerunt flumina

A PRACTICAL/THEORETICAL THEATRE LABORATORY

**PARTICIPATING
INSTITUTIONS**
TEL AVIV UNIVERSITY

PROJECT LEADERS
DR. DAPHNA BEN SHAUL,
PROF. NURIT YAARI,
PROF. RUTH KANNER &
PROF. FREDDIE ROKEM

YEAR APPROVED
2010 OVER 3 YEARS

Proposal

This programme is intended to add a new dimension to the existing curricula at Tel Aviv University's Department of Theatre Studies. Its primary goal is to establish an integrative curriculum where teaching and research into theatre and performance are closely combined with practical work. The programme will therefore present the history and theories of the field while at the same time exploring the performative aspects of these traditions. An integrative approach of this kind is a reminder that the words 'theory' and 'theatre' stem from a common Greek root that means 'looking at', 'speculating', and 'contemplating'. The programme seeks to revitalize this ancient connection by creating an innovative framework for the teaching of theatre and performance that fosters a constant interaction between artistic creativity and theoretical reflection.

Achievements to Date

The Practical/Theoretical Research Laboratory in Theatre and Performance Studies began its activities during the 2011-2012 academic year, offering a two-year programme for MA and MFA studies. A group of 15 students (among many more applicants), who had a BA in Theatre Studies and had achieved excellent results both academically and in their previous performance and practical activities, was selected.

Teaching required for this course has come from within the Department of Theatre Studies. The laboratory work of the first-year students centred on exploring the chorus in ancient Greek tragedy, in particular Aeschylus' tragedy Agamemnon, from a historical-theatrical perspective as well as performatively. The laboratory has been led by Professor Yaari, an academically trained scholar of ancient Greek theatre and an experienced dramaturge, and by Professor Kanner, a well-known Israeli director and leader of her own theatre company. Alongside this intensive work, including workshops focusing on a broad range of performance skills, students also studied the interactions between philosophy and performance – 'thinking' and 'doing' – with Professor Rokem through the reading of canonical texts in the field. In addition, the students participated in bi-weekly colloquia meetings, led by Dr. Ben Shaul, discussing a broad range of research issues.

The integrative conception of the programme, as well as the gradually growing cohesion of the group, has met the expectation of bringing a new dimension to the study and practice of the theatre. A group of young students, examining the collective of the chorus in the most communal of all arts, the theatre, have gradually expanded their intellectual and academic horizons, and not just learned a profession. As this group continues to the second year, with a laboratory focusing on the theory and practice of Bertolt Brecht, the programme will take in a new group of first-year students, who will also focus on classical Greek tragedy. This integrative pedagogical model is expected to influence the research and practice of theatre in Israel.

Photos by Nathan Schori >



EXPERIENCING ISLAMIC ART AND ARCHAEOLOGY

**PARTICIPATING
INSTITUTIONS**
THE HEBREW UNIVERSITY

PROJECT LEADERS
PROF. RACHEL MILSTEIN,
DR. KATIA CYTRYN-
SILVERMAN

YEAR APPROVED
2010 OVER 3 YEARS

The Proposal

The aim was to expose a larger number of students to Islamic Art and Archaeology, a growing field of research. As a result, some students may decide to specialize in the subject, while others will continue with their original majors but with the benefit of having studied Islamic material and its contribution to pre-modern history.

Achievements to Date

The first round of the three-year programme was based in Ashkelon, in three areas of excavations from the Fatimid-Crusader, Islamic and Crusader periods. The field work was carried out in collaboration with an American team from Wheaton College and the Harvard Semitic Museum. Part of it was accompanied by Professor D. Pringle of Cardiff University, a world specialist in Crusader Archaeology. The programme was enriched by lectures and workshops in the afternoons and evening. Lectures included The Formation of Islamic Art, Mamluk Architecture, and The Mosque, and the workshop topics ranged from Pottery, Numismatics, and Epigraphy to Rugs, Carpets and Textiles. Students also visited Islamic sites in central and southern Israel, in particular Jerusalem, Shivta, Ramla, Migdal and Yavne. They were given specialist tours of the Israel Museum's renewed Islamic Collections and of the Israel Antiquities Authority storerooms at Beit Shemesh, as well as a workshop in Islamic glass and metalwork.

Thirteen students participated in the programme. They came from departments of Archaeology (3), Islamic and Middle Eastern Studies (8), Arabic Language and Literature (1), and Law (1). Seven were male and six female. Following student feedback, the course was extended from two weeks to three and its second round was relocated to Tiberias, to give students a fuller experience of Islamic Archaeology.

A planned collaboration with the US-based Society for Humanitarian Archaeological Research and Exploration (SHARE), which draws students from different backgrounds into a collective understanding of the past through Archaeology, had to be postponed to 2012 to ensure the participation of students from the Palestinian Authority. It will now take place in Ashkelon, and some of last year's 'hands-on' participants have been contacted about this.

Challenges and Future Plans

The second round of the three-week programme will start in July 2012 at Tiberias and will build on the experience of the first round. It has been opened up to foreign students; two from Oxford, one from the University of Chicago, and one from Hamburg, will join students from Tel Aviv University and The Hebrew University. It is hoped that participation of foreign students will enrich the programme, while providing opportunities to sustain this initiative beyond the period funded through the Humanities Fund grant.

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Photos
by Katia Cytryn-Silverman



THE CENTRE FOR LANGUAGE LOGIC AND COGNITION (LLCC)

**PARTICIPATING
INSTITUTIONS**
THE HEBREW UNIVERSITY

PROJECT LEADERS
PROF. DANNY FOX,
PROF. MALKA RAPPAPORT
HOVAV,
PROF. EDIT DORON,
PROF. CARL POSY &
PROF. ORON SHAGRIR

YEAR APPROVED
2010 OVER 3 YEARS

Proposal

The Centre aims to investigate language and its relationship to the other cognitive systems that play a role in language use. The Centre will sponsor a PhD programme, the first of its kind in Israel. Graduate students trained in linguistics, philosophy or cognitive science, but intensively exposed to the other disciplines, are expected to participate in cutting-edge research that benefits from their interdisciplinary insights.

Achievements to Date

Since its inception in 2010, the Centre has funded graduate and undergraduate courses intended to train students to a higher level of proficiency, so that when the graduate programme starts, a cadre will have been created comparable to similar cohorts around the world. This year, intensive informal activities began with promising undergraduates, with the aim of forming a lively intellectual community where learning is mostly conducted outside the classroom. The hope is that by the end of the year students with whom a pilot programme can be developed will be identified.

Three kinds of new courses have been offered:

- **Advanced undergraduate courses.** These include Psycholinguistic Investigations, Machine Learning and Cognitive Aspects of Language, Trouble Makers for Truth Makers, and Experimental Approaches to Questions in Semantics and Pragmatics.
- **Mini-courses given by visitors from abroad.** Construction of Logical Form in Real Time, The Semantics of Pronouns, and Linguistic Models and Psycholinguistic Data.
- **An interdisciplinary reading group.** Senior researchers and graduate students from linguistics, philosophy, neuroscience, computer science and math have together explored issues of common interest such as learning theory and the evolution of language. As a result, the Centre for Brain Studies (ELSC) has shown willingness to collaborate in the study of brain and language.

Informal activities are an essential part of the Centre's learning environment, and a space for them is under construction. A bi-weekly reading group on the interface between syntax and semantics, a bi-weekly lab meeting on experimental methods in semantics and pragmatics, and a study group for advanced students have all begun.

The LLCC organised an extremely successful international conference entitled 'Different Approaches to Lexical Meaning and the Organisation of the Lexicon of Human Languages'. Another conference, on 'Modes for Variable Binding in Natural Language', is planned for the end of this academic year.

TUTORIALS AND WORKSHOPS FOR HISTORIANS

**PARTICIPATING
INSTITUTIONS**
TEL AVIV UNIVERSITY

PROJECT LEADERS
PROF. GADI ALGAZI

YEAR APPROVED
2010 OVER 3 YEARS

The Proposal

This programme was designed to strengthen the quality of undergraduate history education, as well as to enrich the training of graduates at Master's level. It combines one-on-one tutorials with intensive small-group workshops that assist undergraduates to acquire new, practical research skills, such as combining Internet 'deep searches' with library work, analyzing original historical sources and writing research papers – skills difficult to teach in large classroom settings. The programme also reaches out to outstanding high school students wishing to expand their horizons, who are offered personal tutorials with graduate students.

Achievements to Date

The programme was launched in the 2010-2011 academic year. In its first year, 112 students participated in the workshops, and in the second year, 124 students. Graduate students who moved to history from other fields have also been keen to join, and the flexibility needed in the tutorials to meet the needs of both groups has been helped by the impressive dedication of most instructors. Student feedback has been invariably positive. Close analysis of sources in a small group of 6 to 10 people, with intensive involvement by instructors, has proved an essential exercise.

In the second key component of the programme, training students in diverse research skills, it was found that very few of them had experience of 'deep searches' on the Internet, or in coming to terms with the opportunities and serious limitations of modern databases and search engines. As some began applying what they learned, they have increased their knowledge of historical texts and offered constructive comments.

In the third component, imparting writing skills, students have shown some improvement but there is still much ground to be covered.

A fourth and extremely important goal of the programme was to provide training and possibilities for intellectual growth of the instructors, who are the best graduate students. The intensive exchanges between instructors and a group of faculty resulted in the production of a series of texts, from detailed syllabi to textual analysis to more abstract pieces about writing papers or developing research questions, which have helped to articulate more clearly the underlying principles that need to be imparted to students. Few such texts are being written in the Humanities in Israel. Several lectures were given in local high schools and meetings held with high school history teachers, but the number of schools reached has been less than originally planned.

The programme has aroused much interest from colleagues in the Faculty, but because of financial constraints the methods cannot be widely adopted. An offer to run similar workshops in other departments has been made, but the programme has not yet fulfilled its hopes of making a lasting contribution to the teaching of the Humanities.

Challenges and Future Plans

With next year as the final year, the programme leaders and instructors consider it essential to keep these workshops as a crucial element of the Department of History's programme.

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Sir Isaac Newton's The Chronology of Ancient Kingdoms; NLI, Yah. Ms. Var. 1/Newton Papers 26.2, f.1r

The Introduction

Cap. I.

Of the Chronology of the first ages of the Greeks the Latines.

All nations before the ~~the~~ just length of the Solar year was known, reckoned Months by the course of the Moon & years by the² returns of Winter & Summer Spring & Autumn. And in making Calendars for their festivals they reckoned 30 days to a Lunar month & twelve Lunar months to a year, taking the nearest round numbers. Whence came the division of the Ecliptick into 360 degrees. So in the time of Noah's flood when the Moon could not be seen, Noah reckoned 30 days to a month. But if the Moon appeared a day or two before the end of the month, they began the next month with the first day of ~~her~~ appearance. And this was done generally till the Egyptians of Thebais found the length of the solar year. ² So Diodorus tells us that the Egyptians of Thebais use no intercalary months nor subduct any days [from the month] as is done by most of the Greeks. And Cicero: Est consuetudo Siculorum ceterorumque Græcorum quod suos dies mensumque congruere volunt cum Solis Lunæque rationibus; ut nomenquam siquid discrepet, eximant aliquam diem, aut summum, biduum ex mense ^{civilis} quæcumque triginta; quos illi ἐξαιροῦντες dies nominant. And Proclus, upon Hesiod's Τετρακτὰς mentions the same thing. And Gemina: Propositum fuit Veteribus, menses quidem agere secundum Lunam, annos vero secundum solem. Quod enim a legibus et Oraculis præcipiebatur ut sacrificarent secundum tria, videlicet patria, mens dies annos; hoc ita distincte faciebant universi Græci ut annos agerent congruenter cum sole, dies vero et menses cum Luna. Porro secundum solem annos agere est circa easdem anni tempestates anni eadem sacrificia Dijs perfici, & verum sacrificium, ^{sempiternum} Verum perfici, æstivum autem in æstate: similiter et in reliquis anni temporibus eadem sacrificia cadere. Hoc enim putabant acceptum et gratum esse Dijs. Hoc autem aliter fieri non posset nisi conversiones solstitiales & æquinoctia in eisdem Zodiaci locis fierent. Secundum Lunam vero dies agere est tale ut congruant cum Lunæ illuminationibus illuminationes dierum. Nam a Lunæ illuminationibus appella-

2 Gen. 1. 14. &
8. 22. Censorinus
c. 19 & 20. Cicero
in Verrem. 9.
minus c. 6. p. 3

6 Cicero in
Verrem.

2 Diodor. l. 1

2 Cicero in Verrem.

c. Gen. c. 6

HUMANITIES AND LAW

**PARTICIPATING
INSTITUTIONS**
TEL AVIV UNIVERSITY

PROJECT LEADERS
PROF. JOSE BRUNNER
(TEL AVIV UNIVERSITY)

YEAR APPROVED
2011 OVER 3 YEARS

Proposal

The primary aim of the Humanities and Law Programme (HLP) is to bring a small group of excellent and practice-oriented law students to the Humanities, while turning a Humanities degree and the knowledge and skills associated with it into a distinct professional advantage. The second aim is to instil in law students a deep knowledge of the Humanities and to impart the values and character traits associated with this.

The HLP will offer an interdisciplinary study track leading to a double degree. A BA degree in a major field of the Humanities – philosophy, history, Jewish culture and thought, or Hebrew literature – will be combined with a law degree, thereby adding a crucial practical and career dimension to the Humanities while enriching the professional know-how of judges, lawyers, and legal advisers. Three core courses, open only to HLP participants, will be taught by the two faculties: Introduction to Law and Humanities, a Great Books workshop, and an Advanced Law and Humanities seminar.

The trend for lawyers to become ‘scientific law reformers’ rather than the ‘lawyer statesmen’ of a former era has entered Israel as a result of the profound Americanization of Israeli law. Israeli law students tend to add accounting, management and economics to their degrees, and the HLP seeks to counter this trend. In sum, its goals are:

- To have a decisive impact on the status of the Humanities as a field of study that seems to have only a limited appeal for excellent students applying to Tel Aviv University.
- To bring a new group of excellent students to the Faculty of the Humanities, where they will be part of the regular student body rather than guests seeking part-time enrichment.
- To improve the standing of the Humanities in Israeli society by turning it into part of the training of a profession with high earning potential.
- To set in motion a transformation of legal education in Israel, which in turn will feed back into the image and role of the Humanities in Israeli society at large, not only as a university faculty, but more generally, as a source for creative and moral thinking with practical consequences.

Graduates of the HLP will not only be better lawyers, but also, and more importantly, will have the potential to become intellectual and moral leaders in their various communities as well as in the country at large.

Achievements to Date

The HLP will commence in the 2012-2013 academic year at Tel Aviv University. Each year 15 new students will receive stipends. The duration of each of the four tracks will be four full years, instead of the three years of the regular undergraduate Humanities programme or the three-and-a-half years of a law degree.

LANDSCAPES OF KNOWLEDGE

**PARTICIPATING
INSTITUTIONS**
UNIVERSITY OF HAIFA

PROJECT LEADERS
DR. ZUR SHALEV

YEAR APPROVED
2011 OVER 3 YEARS

Proposal

The objective of this pilot programme is to expose undergraduates from across the university to the Humanities as a field of enquiry and mode of thought. The intention is to reclaim the traditional educational role of the Humanities, and to enhance teaching and develop collaborative learning by using IT resources and web-based platforms. The concept is part of a new policy launched by University of Haifa requiring all students from every faculty to attend theme-based courses offered by the Humanities Faculty. The pilot will supplement this existing Humanities programme by developing new classes in which students can experience the richness of this intellectual field. It will help undergraduates to develop critical thought and analytical tools, and to improve their ability to express themselves both orally and in writing. The courses will be equivalent to four academic credits.

Achievements to Date

The programme will be launched in the 2012-2013 academic year. The Faculty selected some existing courses and created a group of classes under the name *Derech ha-Ruach*. These will be based on wide-ranging, theme-based lectures by three or four staff members representing various disciplines and approaches. Each class will break up into ten small workshops of 15 students, dedicated to open discussion, critical analysis of texts and physical objects, and reasoned articulation of opinions and arguments. Instructors will be recruited from talented advanced students in the Humanities, who will gain valuable teaching experience and identify potential research opportunities.

Classes to be offered in the first year are:

- *Journeys*, led by Dr. Zur Shalev, from the Departments of General History and Land of Israel Studies
- *Myth*, led by Dr. Vered Lev-Kenaan, Department of Hebrew and Comparative Literature

The programme team is currently developing these classes, as well as building the website and recruiting workshop instructors for training during the summer. The classes are being designed with a view to using new media both in and outside the classroom, in order to refresh the teaching methodology of the Humanities Faculty. To achieve this, there is close cooperation with the Faculty of Education.

Challenges and Future Plans

In its first academic year the programme will offer two lecture-workshop modules involving eight Faculty members, 20 workshop instructors and, hopefully, 300 students. The main challenge is to make sure that good students who will profit most from what is offered will enroll in the programme. The classes are planned to expand to six by the third and final year, and during its three years of operation it is hoped that 1,650 undergraduate students will benefit from and have their horizons broadened by Landscapes of Knowledge.

SENIOR FACULTY FELLOWSHIPS



DR. URI S. COHEN

Department of Literature, Tel Aviv University

Dr. Cohen took up an appointment as Visiting Senior Lecturer in this Department in October 2011, having resigned as Professor of Hebrew Literature and Israeli Culture at Columbia University. He is in the process of being appointed to the full-time Faculty as Senior Lecturer.

In this transition period, Dr. Cohen has developed and taught a lecture course on the Great Books of the West, attended by 140 students. Together with the Department, he is seeking to develop the programme to better suit Israeli students. He has also taught two courses, on Italian Fascism and on the Israeli Postmodern. He is active on the board of the literary journal *Ot*, for which he is editing an issue on 'The 1973 War After 40 Years'. He is shortly publishing a substantial article on Primo Levi in the *Journal of Jewish Social Studies*, and is working intensively on his next book, *Hebrew Figures of War*.

Dr. Cohen is extremely pleased with his move to Tel Aviv University, where he has found a very supportive environment committed to the teaching of Hebrew literature and to the future of Hebrew culture. He believes that 'much that is good depends on the future of Hebrew Humanities', and has a strong sense of mission to try to address the deterioration of the Humanities in Israeli high schools and the lack of knowledge by high school graduates of the world outside Israel.

DR. YIGAL BRONNER

Department of Asian Studies, The Hebrew University

Dr. Bronner is an outstanding young Sanskritist and Indologist with a doctorate from the University of Chicago. He returned to The Hebrew University – where he completed his BA in Indian Studies and Psychology – to begin teaching in the 2011-2012 academic year, in the newly expanded Department of Asian Studies. In addition to Sanskrit, Dr. Bronner speaks fluent Tamil and has studied Tibetan and Hindi-Urdu. His teaching includes Indian poetics, logic and epistemology and South Asian history. He is currently undergoing a tenure review.

Dr. Bronner's energy and commitment have already had a pronounced effect on South Asian Studies throughout Israel, and the beginnings of a new wave of South Asianists trained by him can be clearly seen. Among his major publications is a pioneering book on the widespread practice of 'bi-textual' poetry in Sanskrit and other Indian languages. These are large-scale poems that simultaneously narrate two, three, or more plots, according to alternative word- and syllable segmentations. Some of the works tell one story if the text is read forward from beginning to end, and another, competing or superimposed story if read from the end to the beginning.

Western Sanskritists have often scorned such works, failing to recognize the immense expressive power, ingenuity, and cultural resonance they display. Dr. Bronner is the first scholar to engage deeply with such texts and to illuminate their aesthetic basis. His book, *Extreme Poetry: The South Asian Movement of Simultaneous Narration* (Columbia University Press, 2010), is part of a new, prestigious series of pathbreaking monographs, 'South Asia Across Disciplines'.

DR. ADINA MOSHAVI

Department of Hebrew and Semitic Languages, Bar-Ilan University

Dr. Adina Moshavi received a full-time appointment as Senior Lecturer in the Department of Hebrew and Semitic Languages at Bar-Ilan University in 2011. She received her PhD from Yeshiva University with highest distinction. She is a leading researcher in Hebrew linguistics and more specifically in the pragmatics of Biblical Hebrew – a field of study that is revolutionizing our understanding of the language and more importantly of the text of the Bible. One reviewer referred to Dr. Moshavi as ‘a brilliant scholar, easily one of the best of her generation’.

During the 2011-2012 academic year Dr. Moshavi taught undergraduate courses on Hebrew Syntax and Biblical Texts; an undergraduate seminar in Biblical Hebrew; and graduate seminars in Biblical Hebrew Semantics and Biblical Hebrew Syntax.

In November 2011, Dr. Moshavi traveled to San Francisco for the Society of Biblical Literature Annual Meeting, where she delivered a well-received paper entitled ‘A Pragmatic Analysis of Rhetorical “How” and “Why” Questions in Biblical Hebrew Prose Dialogue’ at a session of the Linguistics and Biblical Hebrew programme unit. She was subsequently invited to join the unit’s steering committee.

