

TENURED OR TENUOUS:

**Defining the
Role of Faculty
in Supporting
Israel on Campus**

**PREPARED BY
MITCHELL G. BARD, PH.D.**



**PUBLISHED BY THE ISRAEL ON CAMPUS COALITION AND
THE AMERICAN-ISRAELI COOPERATIVE ENTERPRISE**



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May 2004

Dear Colleagues,

On behalf of the nearly thirty member organizations of the Israel on Campus Coalition (ICC), we are pleased to present this resource guide, *Tenured or Tenuous*, for use by your organization and constituencies. The guide is intended to provide background, context and factual materials for student activists, faculty, campus professionals and the community. Further, the resource guide offers a snapshot of current community and faculty driven initiatives that may be valuable for different audiences.

In 2003 the ICC created a taskforce to investigate the faculty issue, co-chaired by Dr. Mitchell Bard of the American-Israeli Cooperative Enterprise and the late Jeffrey Ross of the Anti-Defamation League. The ICC identified the faculty issue as one of three priority areas (along with Israel study and travel and new student engagement) to advance and raise on the community agenda, while at the same time recognizing our own limitations as representatives of student campus organizations in actually resolving the problem. The taskforce, under Dr. Bard's leadership, has consulted with academic experts and professionals from the American Jewish Committee, the Jewish Council for Public Affairs, the Anti-Defamation League and other organizations and has demonstrated the need for serious discussion about the issues raised within this resource guide.

This publication raises disturbing issues relating to the state of Israel studies, the prevalence of anti-Israel faculty, the relative dearth of pro-Israel scholars on campus, and the resulting impact on education about Israel and the campus environment. We believe the concerns raised here require careful consideration by the Jewish community, working cooperatively and strategically, in a way that is proactive and can reclaim Israel scholarship. In this regard, the resource guide provides tangible suggestions for how faculty can support pro-Israel students and proposals for proactive initiatives aimed at promoting pro-Israel scholarship on campus. *Tenured or Tenuous* also seeks to inform discussion among the disparate stakeholders for this issue, which have yet to find a common approach or vehicle to address many of the concerns raised herein.

The resource guide is divided into nine sections which include historical and definitional information, case studies, current faculty and community initiatives, and various proposals for proactively meeting this challenge. While the ICC is not endorsing any one specific organizational approach, we do find merit in offering readers a concise summary of the activities and approaches of some of our members and the community at large, so that we can encourage nationwide matchmaking between resources and needs.

We recognize that meeting this challenge will require ongoing communication and coordination. We are hopeful that this guide will be a useful starting point, subject to future updates and alerts, facilitated by regular ICC communications and web site resources.

We look forward to hearing your feedback on this ICC publication and how we can best work together on this and other issues.

Sincerely,

Lisa B. Eisen
Steering Committee Chair

Wayne L. Firestone
Director

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ISRAEL ON CAMPUS COALITION

www.israeloncampuscoalition.org



The Israel on Campus Coalition (ICC) is a partnership of the Charles and Lynn Schusterman Family Foundation and Hillel: The Foundation for Jewish Campus Life, in cooperation with a network of organizations committed to promoting Israel education and advocacy on campus. The nearly thirty organizations currently participating in the ICC are dedicated to working collaboratively to assist students in fostering support for Israel on the college campus.

For more information, contact the ICC:

Phone: (202) 449-6587

E-mail: info@israeloncampuscoalition.org

AMERICAN-ISRAELI COOPERATIVE ENTERPRISE



www.JewishVirtualLibrary.org

The American-Israeli Cooperative Enterprise (AICE) is a leading content provider for students and organizations interested in Jewish history, culture, and politics and offers training on how to use this information. AICE publishes:

- a) The Jewish Virtual Library, a one-stop shop for answers to any question you might have about any subject from anti-Semitism to Zionism;
- b) *Myths and Facts: A Guide to the Arab-Israeli Conflict*;
- c) One page fact sheets on major issues such as the Palestinian "right of return," the Bush Plan, and the status of Jerusalem to arm students with background on current events;
- d) *On One Foot: a Middle East Guide for the Perplexed or How to Respond on Your Way to Class, When Your Best Friend Joins an Anti-Israel Protest*, a pocket-size, 75-page book providing three short responses to the 52 toughest issues students face along with a brief paragraph on the history of each issue.

For more information, contact AICE:

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ISRAEL ON CAMPUS COALITION MEMBERS

www.israeloncampuscoalition.org/aboutus/members

Aish HaTorah/Hasbara Fellowships

Alpha Epsilon Pi Fraternity and Foundation (AEPi)

American Israel Public Affairs Committee (AIPAC)

American Jewish Committee (AJC)

American Jewish Congress (AJCongress)

American-Israeli Cooperative Enterprise (AICE)

Americans for Peace Now (APN)

Anti-Defamation League (ADL)

Charles and Lynn Schusterman Family Foundation

Committee for Accuracy in Middle East Reporting in America (CAMERA)

Conference of Presidents of Major American Jewish Organizations

The David Project*

Hamagshimim: The University Zionist Movement Sponsored by Hadassah

Hillel: The Foundation for Jewish Campus Life

Israel Program Center

Israel University Consortium

Jewish Council for Public Affairs (JCPA)

Jewish Heritage Programs (JHP)

Jewish National Fund (JNF)

KESHER/Union of American Hebrew Congregations (UAHC)

KOACH/United Synagogue of Conservative Judaism (USCJ)

Media Watch International

Stand With Us

Union of Orthodox Jewish Congregations of America (OU)

United Jewish Communities (UJC)

USD/Hagshama of the World Zionist Organization (WZO)

Zionist Organization of America (ZOA)

*Affiliate member

I. INTRODUCTION: THE PROBLEM OF FACULTY

By Dr. Mitchell G. Bard, Executive Director, AICE / Chair, ICC Faculty Task Force

The liberty of the scholar within the university to set forth his conclusions, be they what they may, is conditioned by their being conclusions gained by a scholar's method and held in a scholar's spirit; that is to say, they must be the fruits of competent and patient and sincere inquiry, and they should be set forth with dignity, courtesy, and temperateness of language. The university teacher, in giving instructions upon controversial matters, while he is under no obligation to hide his own opinion...should, if he is fit in dealing with such subjects, set forth justly...the divergent opinions of other investigators...and he should, above all, remember that his business is not to provide his students with ready-made conclusions, but to train them to think for themselves, and to provide them access to those materials which they need if they are to think intelligently.

1915 Declaration of Principles
American Association of University Professors

The plight of pro-Israel students on college campuses has appropriately received increasing attention in the last two years. Highly publicized incidents, such as the mob that surrounded pro-Israel students at San Francisco State, the shouting down of Benjamin Netanyahu at Concordia, and checkpoints and guerrilla theater at schools such as Georgetown and Berkeley have created the false impression that such behavior is the rule rather than the exception on college campuses.

For educators and the professionals who work on campus, the greatest challenge is not training students to respond to Israel's critics, but educating them about the history and politics of the Middle East so they can become independent thinkers who love and understand Israel, warts and all. This

challenge is not being met because of the absence of scholars who can imbue this knowledge and because most of the faculty teaching about the Middle East today are hostile toward Israel.

According to an American University study, there are 125 Middle East studies programs in American institutions, and the Department of Education funds 14 Middle East centers and nearly 100 student fellowships (at a cost of \$4 million/year). Tens of millions more have been invested in Middle East studies over the years, with virtually none of the funding spent on curricula development on Israel.

The detractors of Israel understand the importance of the campus, and they have heavily invested in endowed chairs and Middle East studies centers that indoctrinate

students, influence debate on and off campus, shape faculty departments (and, in turn, control hiring to freeze out pro-Israel scholars), define (often shoddy) scholarship in the field, and establish reputations and/or use academic affiliations as springboards to influence the wider political debate as talking heads on TV, as authors of op-eds, and as sources for journalists.

Here are a few examples of the problem:

- 1,500 academics signed a petition warning of a possible impending crime of humanity: that Israel would expel large numbers of Palestinians during the fog of the Iraq war.

- More than 1,000 academics signed a petition written by the Faculty for Israeli-Palestinian Peace, which criticizes Israel's security fence and presence in the territories and calls for protecting accessibility to educational institutions in the West Bank and Gaza Strip. The group also sponsors a conference, "An End to Occupation, A Just Peace in Israel-Palestine" aimed at "mobilizing the Academia worldwide to promote an end of the Israeli occupation."

- Berkeley offered a course entitled, "The Politics and Poetics of Palestinian Resistance," which the instructor said would explore how Israel "systematically displaced, killed, and maimed millions of Palestinian people."

- Swiss academic Tariq Ramadan, a grandson of Muslim Brotherhood founder Hassan al-Banna, who was accused by French Jews of fomenting anti-Semitism, has been hired to teach peace studies at Notre Dame.

- A professor in Columbia's Department of Middle East and Asian Languages and

Cultures gave a lecture in which he argued that Zionism is a European colonial system based on racist principles with the goal of eradicating Palestine and that Zionists are the new Nazis.

- Columbia established the Edward Said chair of Arab Studies, funded in part by the United Arab Emirates, and immediately hired a vocal critic of Israel.

- At American University, an anthropology professor used a comic book as a text that is in the vein of *Der Stürmer*. Another professor crossed out the word "Israel" on a student's exam and wrote in the margin, "Zionist entity." A third instructor handed out maps of the Mideast without Israel on them.

- At one southern university, a philosophy professor teaches a Humanities course entitled, "Living under Occupation."

- At the University of Chicago, a doctoral student in the Middle East Studies program was discouraged by faculty from studying militant Islamic ideologies and told that this topic was created by a "sensationalist media" and forwards "Zionist" interests.

The prevalence of outspoken anti-Israel professors and the paucity of pro-Israel scholars is the most insidious danger to Israel's standing on the campus as some faculty remain for years on campus and shape the campus environment and the minds of many students.

Scholars for Peace in the Middle East (SPME) succinctly summarized the reported activities of some faculty that concern us:

- Fraudulently presenting misinformation as fact.

■ Intentionally misleading students and abusing the position of authority that the dissemination of such false statements represents.

■ Legitimizing the precedence of political goals and personal interests over standards of truth, accuracy, and scholarship.

■ Diminishing the credibility of scholarship and of academia to both students and the general public.

■ Blurring any meaningful distinction between opposition to specific Israeli policies and anti-Semitism and, thus, contributing to anti-Semitism on campus.

■ Stifling scholarly debate and the expression of differing opinions.

Anti-Israel teachings in the classroom create a hostile learning environment for students and place pro-Israel students, in particular, under great pressure. Professors may try to impose their views on students and can coerce them by punishing those who do not agree with them with lower grades or withholding recommendations. Even if professors do not go to such extremes, students may still be intimidated by the fear of retaliation.

The malignant teachings of anti-Israel “scholars” spreads like a cancerous growth throughout the academy by way of publications and conferences. Thus, for example, the 2004 meeting of the Association of American Geographers offers a panel on ethnic geography that will feature the presentation of a paper on “The Non-Semitic Origins of Contemporary Jews.” The abstract explains:

Zionism (the settler colonial movement designed to make Palestine the site of a nation-state for world Jewry by dispossessing and expelling the Palestinian people), the State of Israel, and their supporters teach three central claims:

(1) the Jews invented Zionism, (2) the Jews are a Semitic people, and (3) the State of Israel should and will remain an exclusively Jewish state....

The paper concludes that contemporary Jews essentially represent a hodgepodge collection of non-“Semitic” peoples (mostly of Slavo-Turkic origins) who (under the agency of Zionism) claim a “Semitic” ancestry and history as a historical explanation and a moral justification for the brutal conquest of a “Semitic” land and the horrible dispossession, expulsion, and impersonation of a “Semitic” people, the Palestinian Arabs (both Muslim and Christian).

The problem extends beyond the classroom and academic forums. Faculty critical of Israel also tend to be extremely vocal and active, while pro-Israel faculty usually are reluctant to participate in campus debate. This is certainly not true on all campuses, but it is the case on the majority. For a variety of reasons, including intimidation, lack of knowledge, political correctness, and concern for their image on the campus and in their fields, pro-Israel faculty are hesitant to engage in public or even private support for students or to take on their colleagues. While some anti-Israel faculty in subjects completely unrelated to the Middle East will use their classrooms as forums for propaganda, such behavior by pro-Israel faculty is unheard of.

Though Jews comprise a significant share of academic positions, very few are involved in teaching about the Middle East, and some of those who do are unsympathetic to Israel. It is possible to point to positive experiences in institutions that have, for example, strong visiting scholar programs in which Israelis can often have an exponential impact in a short period of time on a particular campus. A handful of influential (Jewish and non-Jewish) U.S. scholars have also been active and have often had an impact beyond their campuses. Overall, however, a severe shortage exists of scholars who are qualified to teach about Israel and who have any sympathy for their subject.

The Israel on Campus Coalition, as well as a separate task force of individuals with experience in academia and working with students, are studying the problems with faculty and proposing possible treatments for what ails the academy. This is a long-term project and one that is not meant to be a panacea. Certain aspects of the academic structure and culture, such as the ingrained anti-Israel bias in Middle East studies departments, and the perception that academic freedom is a license to teach almost anything about Israel, will be difficult, if not impossible, to reverse.

Rather than try to fight these endemic structures, the best strategy is to provide alternatives for educating students about Israel. This requires a series of creative measures that may include creating endowed chairs in Israel studies, creating a fund to support graduate training in Israel studies and related fields, training scholars

whose specialities may be in other fields but who could be taught enough about Middle Eastern affairs to allow them to offer courses through their departments, establishing programs for visiting Israeli diplomats and other Israeli and American scholars to teach in local colleges, and creating a mentoring program whereby scholars establish longer-term relationships with multiple campuses and provide guidance and advocacy training in addition to teaching the fundamentals about Israel.

Jews understand the importance of the academy, but they have focused on creating chairs and centers of Jewish and Holocaust studies while neglecting Israel. Today, approximately 130 departments of Jewish studies and another 60 in Holocaust studies have been established. By comparison, only four centers of Israeli studies currently exist. (A fifth was turned into a hostile Middle East center by anti-Israel faculty.) At least 60 chairs in Jewish-related fields have been endowed, while only five chairs (one for a visiting Israeli) have been specifically established for Israel studies in the United States. (And one remains unfilled.) See appendices for more details.

If the pro-Israel community wants to change the atmosphere on campus, educate students about Israel, and increase the probability that the American public and its future leaders are knowledgeable and sympathetic toward Israel, it is vital that the issues described here be addressed. Israel's detractors have had a big head start, so there is no time to waste.

II. THE DYNAMICS OF CAMPUS CULTURE

By Professor Jonathan Adelman, University of Denver

Understanding the dynamics of campus culture requires understanding first of all the dynamics of modern universities. Modern American universities are:

- Vast, highly complex institutions, including more than 3,000 major universities and colleges that enroll more than 14 million American students and 500,000 foreign students.
- Big businesses spending \$300 billion on students and managing \$80 billion of endowments for the top ten universities. Fund raising is the top priority for university presidents, typically consuming 50% of their total time.
- Governed by complex codes of conduct for more than 500,000 professors and more than a million administrators and staff.
- Run by administrators, who spend only a tiny portion of their day on issues such as the Middle East, and prefer to allow everyone their say, no matter how distasteful and harmful (“free speech”).

People often ask why politics on many campuses seems often to be quite anti-Israel. While conditions vary dramatically from campus to campus, a number of factors are in play:

- American universities have a long history of liberalism and leftism (currently anti-Israel) going back to the 1930s.
- The majority of faculty members today grew up in the 1960s and 1970s, a period of social activism against the war in

Vietnam and other social and political causes.

- Many faculty and students today are sharply critical of the United States and its close allies such as Israel.
- Faculty live in an environment (guaranteed tenured jobs, enclosed campuses, autonomy and self-governance) quite removed from the harsh realities of the Middle East.
- Faculty and students have strong sympathy for the perceived underdog and victims (Palestinians) rather than a military power (Israel), which is often seen as representing brutality.
- Faculty and students have greater sympathy for Third World “oppressed” countries that live in dire poverty (Palestinians) than for successful First World countries (Israel).

In addition, there are several structural factors:

- Students in college are often going through a phase of rebellion against parental and societal authority, which can be represented by countries like Israel and the United States.
- Middle East study centers and courses on the region are dominated by Middle Easterners and others typically sympathetic to the Palestinian cause.
- The level of knowledge about international affairs and the Middle East among students and faculty is abysmally low, making it easier to ignore such factors as the

2000 Camp David peace offer and the oppression of women and minorities common in the Middle East.

- Middle Eastern funding for speakers, centers and activities often is quite significant in the anti-Israel movement.

There is some good news. The Israel on Campus Coalition and its constituent parts (such as AIPAC, Aish HaTorah, Hillel, etc.) are making progress in reaching and educating

large numbers of students increasingly involved in pro-Israel activity. Furthermore, there is increasing evidence that the many student leaders from a variety of groups (e.g. student government, campus newspapers) are actually pro-Israel. There may indeed even be a majority of students on campus that support Israel. But, it is important for us to understand the complexities of campus life and act in an effective manner to make sure that both sides are heard in this vital issue.

III. BACKGROUND ON MIDDLE EASTERN STUDIES DEPARTMENTS

By Marla Braverman, "The Arabist Predicament," *Azure* 15 (Summer 2003), pp. 176-184.

The real story behind the field of Middle Eastern studies is its consistent failure over the past three decades to account for the most significant events in the region. Instead, scholars painted a romantic picture of a region perennially on the verge of reform and prosperity. As a result, they have failed to explain the many catastrophic developments which have plagued the Middle East, such as the Egyptian-Syrian invasion of Israel in 1973; the Lebanese civil war that broke out in 1975; the Iranian revolution in 1978; the Iran-Iraq war of the 1980s; Iraq's invasion of Kuwait in 1990; the explosion of Palestinian violence since 2000; and the rise of Osama Bin Laden and the tragic events of 2001....

[In his book, *Ivory Towers on Sand: The Failure of Middle Eastern Studies in America*, Martin] Kramer traces the roots of the problem to the intrusion of politics into scholarly research in the wake of the 1967 Six Day War. Until then, most scholars had promoted an optimistic theory of development for the Middle East, which saw political, social, and economic reform just around the corner. As Roger Owen, head of Middle Eastern studies at Harvard, explained in 1990: "It was difficult not to become excited by the Nasser project, to see Egypt... through his eyes, to write about it using the same highly charged vocabulary of planning and education and social justice for all." Middle East scholars were thus baffled by the Arab refusal, in the months following Israel's dramatic victory, to admit defeat, sign a peace treaty, and begin the process of self appraisal essential for progress. Instead of grappling with the issues raised by the Arabs' behavior, many scholars simply found it

easier to place blame for the impasse on Israel.

Kramer points to George Hourani's 1968 MESA [Middle Eastern Studies Association] presidential address as the sounding bell for this new, anti-Israel era in Middle Eastern studies: In his address, entitled "Palestine as a Problem of Ethics," Hourani asserted that "the Arabs' claim to a state [in Palestine] is... based on indisputable facts," while "the claims of the Jews to live in and have a state in a part of Palestine... present a serious ethical problem." Hourani dismissed Jewish historical and religious claims to the land of Israel, and pronounced the early Zionist settlement wholly immoral. Not even the flight of Jews from Nazi tyranny made the Zionist immigration legitimate, since "it cannot be assumed that if Palestine had not been available all other gates out of central Europe would have been closed to these individuals." The Jews would have done better, Hourani concludes, had they realized the suffering that the Zionist enterprise would inevitably bring in its wake, and relinquished their desire for statehood.

Like everyone else, Middle East scholars had their own political preferences. After 1967, however, they felt free to use the academic rostrum to advance them. Hourani's speech, Kramer contends, thus opened the door to a kind of political partisanship that has remained endemic to Middle Eastern studies to this day.

It did not take long for the Arab-Israeli conflict to become the hottest subject in Middle Eastern studies, as well as the favorite topic of most academic publications concerned with that part of the world.

Kramer cites a survey of major articles and books on the history of the Middle East published between 1962 and 1985, showing that more than a third dealt with some aspect of the Arab-Israeli conflict — a disproportionate amount of attention paid to a single issue in a region riddled with wars, religious upheaval, and political and social instability. This attention, Kramer concludes, “came at the expense of other countries and subjects, many of which suffered from relative neglect. But in the atmosphere of the 1970s, it became acceptable to teach one’s political commitments, and courses on the Arab-Israeli conflict could always be justified by comparatively large enrollments.” As Israel began to play a growing role in the rhetoric of Arab politics, so too did academic preoccupation with the Jewish state increase.

Anti-Israel sentiment became the springboard for a dramatic expansion of scholars’ political activism in 1978, when Edward Said, a professor of English literature at Columbia University, published *Orientalism*, a sweeping critique of the ways in which Western civilization related to the Arab world....With *Orientalism*, then, Said situated the Palestinians in a much wider context: They were now just the latest victims of a systematic prejudice against Arabs and Islam in general, employed by the West to justify its domination of the East. As Said explained, “Every European, in what he could say about the Orient, was a racist, an imperialist, and almost totally ethnocentric.”

Orientalism signaled a major shift in the political orientation of Middle Eastern scholarship. Now the enemy was not just Israel, but much of Western civilization, in particular its political, scholarly, and literary elites. Frustrated by the region’s failure to

conform to Western models of political, social, and economic development, many Middle East scholars were all too happy to accept Said’s new paradigm. “Middle Eastern studies,” Kramer writes, “came under a take-no-prisoners assault, which rejected the idea of objective standards, disguised the vice of politicization as a virtue of commitment, and replaced proficiency with ideology.” *Orientalism* made it acceptable for scholars “to spell out their own political commitments as a preface to anything they wrote or did,” and enshrined “an acceptable hierarchy of political commitments, with Palestine at the top, followed by the Arab nation and the Islamic world.” But above all, Kramer believes that Said effectively delegitimized Western scholarship on the East, arguing that all of its practitioners were, consciously or not, tainted by prejudice and the desire to keep the Arab peoples in a state of submission.

The rise of the Islamic fundamentalist regime in Iran and the outbreak of religious civil war in Lebanon turned scholars’ attention increasingly toward Islam itself in the late 1970s. Yet instead of addressing what appeared to many Westerners to be a gathering storm, scholars attempted to reinterpret the region in terms more palatable to Western tastes.

As for Arab violence, American academics were quick to point out that focusing on it would only reinforce stereotypes. Like any modern, democratic country, the Arab states had, according to [Georgetown professor John] Esposito, already reached the conclusion that violence was counterproductive, and would no doubt recede in the years ahead. Thus in the 1990s, most scholars of the Middle East refused to admit the existence of — let alone devote

their attention to — those Islamic fundamentalist groups that posed the greatest threat to the United States....

Most telling, however, is the reluctance of most MESA scholars to change their tune, regardless of developments in the region. Thus after the first World Trade Center bombing in 1993, Columbia University history professor Richard Bulliet organized a conference under the auspices of the Columbia University Middle East Institute — not to explain the appearance of terrorism in New York, but instead to confront a “new anti-Semitism” against Muslims, fueled by

“the propensities of the non-elite news media to over-publicize, hype, and sell hostility to Islam.” When this is juxtaposed with Joel Beinin’s response to the 2001 World Trade Center attacks, in which he denounced the “self-appointed guardians of patriotic rectitude” who perpetrate “hate crimes against Muslims and Arabs,” one is struck by the field’s propensity to repeat its own errors....

Excerpted from a review of Martin Kramer’s book, Ivory Towers on Sand: The Failure of Middle Eastern Studies in America, Azure (Summer 2003).

IV. BACKGROUND ON FIRST AMENDMENT ISSUES

One of the most difficult and frustrating aspects of confronting the problem of anti-Israel behavior by faculty is the umbrella most universities give to their staff under the rubric of academic freedom. While most universities would not tolerate faculty teaching utter nonsense in other fields – for example, a physics professor telling students that the earth is flat; they are unwilling to take action against professors who teach equally absurd concepts relating to Israel. Universities also seem to have adopted a zero tolerance approach to faculty attacks on every minority group except Jews.

The Anti-Defamation League has summarized these free speech issues in *Fighting Back — A Handbook for Responding to Anti-Israel Rallies on College and University Campuses*:

Faculty speech is almost always protected from discipline by principles of academic freedom. The ideal of academic freedom demands that faculty members on university campuses be free to develop and espouse original and controversial ideas. Universities that have attempted to silence or remove faculty members for unpopular speech have faced significant pressure from the academic community not to do so. For these reasons, most universities are reluctant to regulate the speech of their professors both in and out of the classroom.

The principle of academic freedom and the rules set forth in a student code of conduct apply with equal force to student or faculty speech at political protest rallies. Speech outside the legitimate scope of the rally that is profane, threatening, an incitement to violence, or directed specifically against an individual student based on his race, color, nationality, or religion can be disciplined by the university.

However, speech within the scope of the rally and directed to a general audience is not punishable.

If the university decides not to take action to enforce its code against a student or faculty member for hateful speech, some legal precedent does exist for suing the university for a breach of contract when it refuses. More generally, colleges and universities are required to provide a learning environment that is safe and free from hostility for all students. A school violates its duty to prevent a hostile environment when

- a hostile environment exists;
- the school has notice of the problem; and
- it fails to respond adequately to remedy the situation.

Federal law prohibits federally-funded schools from allowing hostile environments to persist on campus that harass students based on their race, color, or national origin. Religion (as well as sexual orientation) is not included in the groups protected under the federal law, although some states extend this protection to religion.

Victims of such an environment can sue for injunctive relief – that is, to force the university to take action – or for monetary damages.

While the law does provide for some recourse in certain instances where abuse is clear, the reality is that the cloak of academic freedom is today used to frustrate most efforts to hold faculty accountable for adhering to any principles of fairness or scholarly integrity. Supporters of Israel should not seek to censor Israel's detractors

or restrict debate, but they should expect faculty to be held to the same standards of scholarship when teaching about the Middle East that are applied in all other fields.

Fighting Back — A Handbook for Responding to Anti-Israel Rallies on College and University Campuses can be downloaded at www.adl.org/education/fighting-back-final.pdf.

V. CASE STUDIES OF PROBLEMS AND RESPONSES

Despite the obstacles created by issues of free speech and academic freedom, it is sometimes possible to bring about changes in the classroom. Often the best approach is a quiet one, but occasions may require an escalation of pressure to obtain results. While there are no guarantees of success, students can take the following steps in response to problems with faculty:

- Document everything. Take notes on what a professor says and, if possible, tape lectures.
- Bring your concerns to the professor. It is possible that making a professor aware of inaccuracies or insensitivities may be enough to bring about change.
- If the professor does not respond, it may be desirable to discuss concerns with the department chair and/or school dean.
- Contact the Israel on Campus Coalition Faculty Task Force for guidance (info@israeloncampuscoalition.org).
- Inform the director of Hillel and/or other Jewish agency professionals and let them pursue the matter through the appropriate university channels.
- Publicize the problem. No university wants bad publicity and embarrassment in the press, and articles criticizing the behavior of a university can sometimes either encourage the university to take action on its own or provoke members of the community and alumni to pressure the administration to address the issue.

BERKELEY

In 2002, a Berkeley graduate student in the English department offered a course entitled, “The Politics and Poetics of Palestinian Resistance,” which generated a firestorm of controversy. UC Berkeley Chancellor Robert Berdahl declared a “failure of oversight” by the English Department in reviewing course descriptions and said the class would be monitored to ensure that it does not exclude or discourage qualified students from participating. “It is imperative that our classrooms be free of indoctrination – indoctrination is not education. Classrooms must be places in which an open environment prevails and where students are free to express their views,” he said.

The Berkeley Academic Senate, acting

first through its Committee on Courses and subsequently through its Divisional Council, reviewed the course section description for “The Politics and Poetics of Palestinian Resistance” and determined that it met the faculty’s pedagogical standards.

The English Department assumed responsibility for regular observation and mentoring of the graduate student instructor leading the course. The department chair agreed to attend the first class and advise students enrolled in the section of their right to free expression and to have their work evaluated free of discrimination or harassment. A faculty observer was also assigned to attend all sessions of the course to ensure open discussion, and students were to be asked to evaluate the course and instructor before the semester midpoint, leaving sufficient time

for any necessary adjustments to be made.

Changes were also made to the original course section description. In particular, the statement “Conservative thinkers are encouraged to seek other sections” was deleted. Nevertheless, the course was still allowed to be taught by an instructor who described the course as examining “The brutal Israeli military occupation of Palestine, an occupation that has been ongoing since 1948, has systematically displaced, killed, and maimed millions of Palestinian people.”

UNIVERSITY OF WISCONSIN

A Palestinian graduate student in philosophy at the University of Wisconsin, Madison was teaching an introductory Philosophy class entitled, “Contemporary Moral Issues.” The course description said six weeks would be spent on the treatment of the Palestinians. Questions to be examined included: Was it ethical for Israel to go to war? Is the occupation morally justified? Is the creation of Israel morally just? The syllabus did not include any readings that might represent a different point of view from that of the instructor.

To further his cause, the graduate student invited two Jewish graduate students, who were active in a left-wing Israel group, to teach two days of the class. These graduate students were not trained in Philosophy, but in Art and History. Both accepted the invitation but were deeply upset with the experience after the instructor told them he would not stand for them teach his students any Zionist apologetics. The Jewish students asked to

speak with faculty in the department and to have the class reviewed and the teacher monitored.

After several interventions by Hillel staff with a variety of faculty, a senior philosophy professor was assigned to monitor the class by sitting in on lectures and reviewing the syllabus and reading materials.

UNIVERSITY OF IOWA

At the University of Iowa, there is neither a Middle East Studies nor a Jewish Studies department. Yet there are courses on Middle East issues in numerous departments, including political science, history, geography, and global studies. One of these courses, “Understanding the Middle East,” has been coordinated for the past three or four years by a geography professor, cross-listed among several departments, and taught mostly by a succession of guest lecturers. The professor has a longstanding interest in the region, has spent time in Jordan and (to a much smaller extent) Israel, and is well known in the local community as an activist in favor of reconciliation. People in the pro-Israel community have accused him of being pro-Palestinian and anti-Israeli, although he does not see himself that way.

The University of Iowa Hillel Director — a former faculty member in the political science department — was invited by the instructor of “Understanding the Middle East” to speak to the class when the course was first offered. In the past three years, they have developed a routine whereby the Hillel Director speaks twice — early in the semester, where he focuses on basic tenets of Judaism, a topic the students invariably

know nothing of, and then later in the semester, when he discusses the politics of the conflict.

The effect of this arrangement is twofold: first, because the course does not begin addressing the conflict until the Hillel Director (and other specialists) have spoken on background topics, the students are better prepared to understand the context against which the conflict has developed; second, the students and instructors see that supporters

of Israel are not necessarily knee-jerk political activists but are often well-informed and thoughtful. To the extent that the students enter the course expecting to learn why Israel is the regional bully and oppressor, these accomplishments are very significant. And the goodwill generated by this level of cooperation gives Hillel credibility on campus, even when Jewish students take unpopular or controversial political positions.

VI. WORKING WITH YOUR UNIVERSITY'S ADMINISTRATION

Excerpted from *"The Handbook for Pro-Israel Activists,"* compiled by the Jewish Community Relations Council of San Francisco.

BACKGROUND

Cultivating relationships with your school's administration is strongly encouraged and should not be overlooked. Establishing relationships with deans, faculty and even the president of the university in quiet times is extremely valuable in times of tension on campus.

RELATIONSHIPS WITH WHOM?

University administrators are extremely busy people. Yet, you are fully a part of the constituency they serve and oversee. Consequently, administrators are willing to meet and work with students. At the same time, any meetings should be coordinated with Hillel and should include representative leadership – rather than individuals coming one by one.

SOME OF THE ADMINISTRATORS YOU SHOULD TRY TO GET TO KNOW ARE:

- President of the university
- Provost
- Vice-Provosts for Student Affairs and Campus Relations
- Dean of students
- Department chairs (particularly of Middle East studies, Jewish studies and/or Religious studies, History, Political Science, Law, Philosophy)
- Various directors and advisors of student institutions such as student

government, director of the student center, director of room scheduling, and the editor of the student newspaper

- Campus police chief

DON'T WAIT FOR A CRISIS TO ESTABLISH THESE RELATIONSHIPS!

Establishing a relationship with an administrator during a crisis is not nearly as beneficial as already having such a relationship developed in times of quiet. The establishment of trust is essential to a good relationship with the administration; you need to be seen as someone who is reliable, trustworthy and rational.

IN TIMES OF CRISIS:

The administration at all levels can and should play a role in harboring and maintaining a positive atmosphere on campus. But, sometimes various campus groups prefer to "shake things up" as a means of bringing attention to their cause. A crisis can be created if an extremist speaker is invited to campus, or if a series of anti-Israel or anti-Jewish events are planned.

AN EXAMPLE:

Several years ago at San Francisco State University, the Student Union Governing Board allocated funds for the creation of a permanent Malcolm X mural, to be placed on the outside edifice at a location known as the

Malcolm X Mall on the side of the student center. The mural contained a large painting of Malcolm X. The borders of the mural, contained a number of Jewish stars with either skulls and crossbones or dollar signs superimposed in the stars or placed in close proximity to the stars. Furthermore, along one side there were several Jewish stars with the statement “African Blood” underneath. The mural was deemed by most in the campus and wider community as being anti-Semitic. The president of the school took the courageous step of ordering the mural removed, despite vehement protest from the mural’s supporters. The campus Jewish community had a previously existing strong relationship with SFSU’s president, which helped in the resolution of this particular crisis.

REINVENTING THE WHEEL: DON’T DO IT!

Establishing these relationships may not be as daunting as it seems. Relationships probably already exist between the campus Jewish community and any one of these

administrators. For example, the Hillel director on campus most likely has a relationship with the president of the school. If such is the case, ask the Hillel director to introduce you. If there is no Hillel on your campus, see if the local off-campus Jewish community may have a relationship with the president of the school.

BUT, SOMETIMES ‘COLD CALLS’ ARE THE ONLY WAY

You will also need to take the initiative yourself on a number of occasions. Hillel may not have a relationship with everyone you want to cultivate. Here are some basic “cold call” techniques you may want to use:

- Call or visit the administrator you want to meet. Explain who you are, why you want to meet and what you hope to achieve as the result of the meeting.

- Describe why this meeting would be beneficial to the administrator’s ability to get their job accomplished. Impress upon them that you wish to help them.

VII. COMMUNITY PROGRAMS AND STRATEGIES

Problems with faculty are not new, but they have been largely neglected, as reflected by the paucity of programs we could identify. A handful of communities and organizations have made efforts to address problems at local campuses in a systematic way. Here are a few examples:

ISRAEL SCHOLAR DEVELOPMENT FUND (ISDF) – AMERICAN-ISRAELI COOPERATIVE ENTERPRISE (AICE)

To address the critical need to develop new scholars and place established Israel scholars on campus, AICE has created the Israel Scholar Development Fund. This fund will:

- Identify U.S. and Israeli scholars who could be placed in visiting professorships.
- Offer universities matching funds to hire a visiting scholar.
- Brief scholars on issues, provide them media training, and encourage them to educate the public through public lectures and media appearances.
- Identify students who want to become Israel/Middle East scholars and offer them scholarships for graduate study.
- Develop a strategic plan for promoting Israel studies that would involve identifying institutions that could and should have pro-Israel scholars.
- Advise philanthropists on where positions should be created to have the greatest impact, and how to do it so their intentions are not frustrated (e.g., an anti-Israel scholar is chosen instead of a pro-Israel one).

For more information, please contact Dr. Mitchell Bard, AICE Executive Director (mgbard@aol.com).

BINA INITIATIVE THE UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL

The Bina Initiative: Exploring Israel is an opportunity for Jewish faculty and students at the University of North Carolina at Chapel Hill to think deeply about Israel and issues relating to Israel on campus. The goal of this program is to create a close-knit group of students and faculty with a sophisticated understanding of how they feel about Israel and how Israel factors into their Jewish identities.

- The Bina Initiative fosters an ongoing, open dialogue in a safe and pluralistic environment.
- Participants are immersed in an intensive 11-session education and discussion forum about the many facets of Israel. Discussion topics include: politics, culture, history, current events and religion.
- The sessions included: guest speakers, films, articles, short stories, music, poetry and self-reflection.
- Participants challenge their assumptions, defining and refining their relationship with Israel.
- All participants are equal, learning from and teaching one another.
- The Bina Initiative was also developed to create close interactions between students and faculty, giving both groups a chance to

talk with one another and develop relationships.

For more information, please contact Or Mars, North Carolina Hillel Executive Director (or@nchillel.org).

COLLEGE PRESIDENTS' PETITION THE AMERICAN JEWISH COMMITTEE

Hundreds of college and university presidents across the country are signing onto a statement decrying intimidation on campuses. The statement was initiated by several current and former college presidents in the wake of a series of incidents on campuses in which Jewish students were targeted.

The original letter distributed to presidents came from James O. Freedman, former president of Dartmouth College; H. Patrick Swygert, president of Howard University; Stephen Joel Trachtenberg, president of George Washington University; Frank H.T. Rhodes, president emeritus of Cornell University; Theodore M. Hesburgh, president emeritus of the University of Notre Dame; and Jehuda Reinharz, president of Brandeis University.

The American Jewish Committee is facilitating distribution of the letter, which says:

In the current period of worldwide political turmoil that threatens to damage one of our country's greatest treasures – colleges and universities – we commit ourselves to academic integrity in two ways. We will maintain academic standards in the classroom and we will sustain an intimidation-free campus. These two concepts are at the core of our profession.

Our classrooms will be open to all students, and classroom discussions must be based on sound ideas. Our campus debates will be conducted without threats, taunts, or intimidation. We will take appropriate steps to insure these standards. In doing so, we uphold the best of American democratic principles.

We are concerned that recent examples of classroom and on-campus debate have crossed the line into intimidation and hatred, neither of which have any place on university campuses.

In the past few months, students who are Jewish or supporters of Israel's right to exist – Zionists – have received death threats and threats of violence. Property connected to Jewish organizations has been defaced or destroyed. Posters and websites displaying libelous information or images have been widely circulated, creating an atmosphere of intimidation.

These practices and others, directed against any person, group or cause, will not be tolerated on campuses. All instances will be investigated and acted upon so that the campus will remain devoted to ideas based on rational consideration.

We call on the American public and all members of the academic community to join us.

For more information, please contact Kenneth Bandler (PR@ajc.org).

THE INITIATIVE FOR ISRAEL ON ILLINOIS CAMPUSES (IIIC)

This initiative to work with university administrators and faculty in Illinois is a partnership of the Jewish Community Relations Council of the Jewish United Fund of Metropolitan Chicago and the Hillels of Illinois. The IIIC has done the following with university faculty:

- Building on existing relationships, key individual faculty members already demonstrating a willingness to be active were urged to become more involved in providing support and resources for the activities of the IIIC. They were also urged to help discover and motivate other like-minded faculty.

- In summer 2003, the IIIC convened a meeting of leading faculty activists from area campuses to discuss and strategize together. They expressed the desire to be “networked” together—to be able to draw upon faculty strengths available on other campuses. They also discussed resources that the community could provide to faculty members.

- The IIIC organized a day-long conference to advance the aforementioned goals.

- The IIIC is currently exploring a faculty mission to Israel. They are hoping that lead faculty members on campus will identify junior members to whom they will offer themselves as a “mentor” in an attempt to move that individual into their own realm of activism.

For more information, please contact Sarah Friedman, Initiative for Israel on Illinois Campuses Coordinator (SarahFriedman@juf.org).

REFORMING TITLE VI OF THE HIGHER EDUCATION ACT

Title VI of the Higher Education Act (<http://www.ed.gov/policy/highered/leg/hea98/sec601.html>), originally passed in 1958, provides support for programs at colleges and universities which work to advance knowledge of world regions, encourage the study of foreign language, and train Americans to have the international expertise and understanding to fulfill pressing national security needs. As such, Title VI has helped fund Middle Eastern studies programs on many college campuses across the country.

In recent years, Title VI has come under scrutiny for supporting extreme and one-sided criticisms of American foreign policy. Many community organizations, including American Jewish Congress and the American Jewish Committee, are supporting amendments to Title VI, through the International Studies in Higher Education Act (HR 3077 - <http://thomas.loc.gov/cgi-bin/bdquery/z?d108:h.r.03077>), to:

- Reflect the current international climate, especially noting the effects of September 11, 2001 on the importance of international education; and

- Clarify support for linking these programs with overseas institutions of higher education that promote research and training abroad for Americans.

The primary goal of the bill’s supporters is not to dictate a particular point of view but to guarantee that tax dollars do not fund an exclusively anti-American and anti-Israel viewpoint.

In addition, the bill would:

- Create a new International Education Advisory Board for all Title VI programs to increase accountability by providing advice and recommendations to the Secretary of Education and the Congress on international education issues for higher education.

- Allow centers and programs to serve as a national resource for courses and materials for elementary and secondary schools, encouraging and enhancing international knowledge at all stages of education.

- Allow up to 10 percent of a project's funds to be used for sending undergraduate students on educational programs abroad for the purpose of enhancing their foreign language proficiency and deepening their cultural knowledge – allowing more of the

overall Title VI funds to be used for undergraduate education.

- Evaluate the degree to which activities of programs, centers, and fellowships at institutions of higher education advance American interests, generate and disseminate information, and foster debate on American foreign policy from diverse perspectives when awarding grants. This will help to ensure funds are best used to advance the purposes set forth in the Act.

HR 3077 has passed the House of Representatives and is now before the United States Senate.

For more information, contact David Twersky (dtwersky@ajcongress.org), Debra Feuer (feuerd@ajc.org), or Reva Price (rprice@thejcpa.org).

VII. FACULTY DRIVEN INITIATIVES

THE ISRAEL STUDIES PROJECT AT THE GRADUATE CENTER OF CUNY/AMERICAN ACADEMIC ASSOCIATION FOR ISRAEL

The Israel Studies Project at the Graduate Center of The City University of New York and the American Academic Association for Israel, a 501(c)(3) set up to help support the Israel Studies Project's activities, were established to promote a more positive understanding of Israel among America's professors.

The Israel Studies Project is based on the assumption that if professors are given academically sound material on Israel's history and current situation, most will develop a much more supportive appreciation of Israel than they now seem to have. The best way to reach professors is through their academic colleagues, and the only way to influence them is by using materials that meet scholarly standards.

The Israel Studies Project has begun its work on several tracks. It is developing a network of "key contacts" on major campuses through whom a wider group of professors can be reached and involved in various kinds of activities. Which activities are undertaken on each campus must depend on the particular character of that campus and on the resources available there. Colleagues at more than 80 universities have agreed to serve as "key contacts" for the Project, and the number grows regularly.

The Project is conducting a series of regional one-day conferences. Academics in a particular area are invited to come together to hear papers analyzing various aspects of a topic of current importance and to discuss general issues. The conferences already conducted include: (1) "The Jewish State and the Democratic Tradition" at CUNY's

Graduate Center in New York, (2) "Israel Confronts Diversity" at San Francisco State University, and (3) "The Holy Land: Its History and Its Peoples" at Princeton University in co-sponsorship with Princeton's Woodrow Wilson School of Public and International Affairs.

A fourth conference, on Zionism, is being planned in co-sponsorship with the Queens College Center for Jewish Studies, for November 2004. Each conference will result in the publication of a 60-70 page "conference report," including the papers and an introductory summary of the material. These booklets, designed to be academically solid but short enough to get read, will be disseminated by our "key contacts" and others to those professors who should see them. They can become the focus of faculty discussion groups and seminars and thus bring a more accurate picture of Israel into the academic community. They can also be distributed by other organizations to students, community leaders, and others who should have the best information available on topics that are becoming important in public discourse about Israel.

The Project is also developing a modular curricular guide for teaching Israel. The teaching guide can be used by professors who might introduce a unit about Israel in their courses or put together a series of lectures or mini-courses, for credit or not, to help students understand Israel better. It can also be used in adult education and may come to serve as a basis for teacher training programs in state departments of education. Other projects to reach and involve professors are undertaken as funding becomes available.

For more information, please contact the Israel Studies Project (MVerbit@gc.cuny.edu).

SCHOLARS FOR PEACE IN THE MIDDLE EAST (WWW.SPME.NET)

Scholars for Peace in the Middle East is a 501(c)(3), charitable, educational, not-for-profit, “big-tent,” grassroots, independent, faculty-driven organization of more than 550 members, with Chapters forming on many of the more than 200 campuses worldwide advocating for Israel’s right to live in peace with its neighbors with safe and secure borders and addressing issues of anti-Semitism and anti-Israel teachings, expressions, behaviors and events in college classrooms and on campus.

SPME was formed to address the increasing number of anti-Israel and anti-Semitic incidents on campus. SPME Network members come from diverse academic disciplines, faith groups, political ideologies, ethnic backgrounds, gender orientations and national origins. Yet all SPME members are for peace, prosperity and security for Israel and its neighbors who wish to live in peace.

SPME has formed task forces to examine issues of:

- 1) anti-Semitic or anti-Israel biases in the mandatory multicultural religious and ethnic teachings on campus and in the community;
- 2) working to maintain “intimidation free” campuses;
- 3) dealing with academic integrity with respect to fabricating and falsifying data when discussing the Middle East;
- 4) Responding to anti-Israel and anti-Semitic incidents on campus as they arise, especially in classrooms and university-sponsored events.

SPME has created 16 chapters, a faculty forum, and a speakers bureau. The group provides free consulting services to students and faculty and works on a peer-to-peer basis, often quietly behind the scenes, in an effort to resolve problems.

For more information, please contact SPME (ScholarsforPeace@aol.com).

INTERNATIONAL ACADEMIC FRIENDS OF ISRAEL (WWW.IAFI-ISRAEL.ORG)

International Academic Friends of Israel (IAFI) is a not-for-profit organization devoted to promoting and supporting the free and open exchange of ideas and information in the international academic community. IAFI’s mission is to foster productive interactions between academics regardless of race, religion, nationality, or political preference.

IAFI seeks to ensure that Israeli academics and scientists are included and accepted in global academic and scientific circles and that their accomplishments in their respective fields are internationally heralded. IAFI also supports the exchange of ideas within the international community to help overcome divisions and prejudices and to lead toward peace in the Middle East.

IAFI operates under the direction of an international board comprising leading academics and scientists and other supporters of its mission.

To achieve its goals, IAFI:

- Hosts and supports international scientific meetings in Israel;
- Brings Israeli and global academic and scientific leaders together in other forums

- Promotes worldwide understanding and appreciation of Israeli scientific and academic achievements; and

- Creates research fellowships in the U.S. for Israeli and Palestinian students.

Through its network of international academics, IAFI has communicated with thousands of supporters of academic freedom and has obtained immediate proactive support for petitions opposing divestiture in Israeli companies as well as those opposing severance of academic communication with Israeli scientists. IAFI also has cosponsored international scientific meetings in Israel, including the first convened since the start of the second uprising.

For more information, please contact IAFI (info@iafi-israel.org).

CAMPUS WATCH
(WWW.CAMPUS-WATCH.ORG)

Campus Watch, a project of the Middle East Forum, reviews and critiques Middle East studies in North America, with an aim to improving them. The project mainly addresses five problems: analytical failures, the mixing of politics with scholarship, intolerance of alternative views, apologetics, and the abuse of power over students. Campus Watch fully respects the freedom of speech of those it debates while insisting on its own freedom to comment on their words and deeds. Campus Watch:

- Gathers information on Middle East studies from public and private sources and makes this information available on its website, www.Campus-Watch.org.

- Produces analyses of institutions, individual scholars, topics, events, and trends.

- Makes its views known through the media — newspaper op-eds, radio interviews, and television interviews.

- Invites student complaints of abuse, investigates their claims, and (when warranted) makes these known.

Campus Watch seeks to have an influence over the future course of Middle East studies through two main avenues:

- Engage in an informed, serious, and constructive critique that will spur professors to make improvements.

- Alert university stakeholders (administrators, alumni, trustees, regents, parents of students, state/provincial and federal legislators) to the problems in Middle East studies and encourage them to address existing problems.

For more information, please contact Campus Watch (staff@campus-watch.org).

HILLEL-FACULTY E-MAIL COMMUNITY

HF: Hillel-Faculty is an e-letter (HF@niu.edu) for Jewish professors, college staff members, and doctoral students whose Jewish self-identity and academic interests range across the spectrum. HF collects and shares reactions from its 1,600 members on issues facing them as Jews on campus.

**CENTER FOR EXCELLENCE
IN MIDDLE EASTERN STUDIES**

Founded in 2004, the Center for Excellence in Middle Eastern Studies develops programs to counterbalance the anti-American, biased atmosphere that pervades many college campuses today. The Center for Excellence is building a network of dedicated university alumni to focus on this issue at their alma maters. These alumni will establish and build relationships with student leaders, faculty and university administrators to maintain standards of academic excellence, truthfulness and objectivity.

The center's focus on issues in the Middle East includes current events, the region's history, views of the United States, opportunities for peace, democracy, and minority and women's rights. The programs the Center for Excellence will sponsor include a speaker's series that will be deployed in collaboration with its partners on select campuses nationwide. The programs will seek to reduce the perceived legitimacy of extremists, provide a safe haven for student and scholarly debate, and create new role models for students.

For more information, please contact Rich Sorkin at (650) 570-6107 (CEMES@Sorkin.net).

**BRANDEIS UNIVERSITY
SUMMER INSTITUTE FOR ISRAEL STUDIES
(WWW.BRANDEIS.EDU/DEPARTMENTS/NEJS/
NEWS/SUMMERINSTITUTE.HTML)**

Brandeis University is establishing a Summer Institute for Israel Studies with the support of the American Jewish Committee. The seminar is designed to assist faculty in colleges and universities in North America in the design of new courses in Israel Studies they are interested in introducing into the curriculum of their home campuses.

Under the guidance of distinguished scholars, each seminar in this newly emerging field will explore a significant issue with a view to developing a sense for current research on central issues and familiarity with classic scholarship. The seminar includes an overview of Zionist thought but primarily focuses on the social, political and economic history of the State of Israel including settlement, immigration, nation-building, cultural studies including literature available in English translation, ethnic and religious/secular divides, Arab-Jewish relations within Israel and between Israel and states in the region, and international relations. At the conclusion of the seminar each participant will present a syllabus suitable for introduction on the home campus.

For more information, please contact Professor Ilan Troen (troen@brandeis.edu).

IX. THE ROLE OF FACULTY IN ISRAEL ADVOCACY

GENERAL FACULTY

Regardless of religious affiliation, ethnic background, or academic discipline, faculty members have, or should have, a commitment to truth and honesty. Faculty can demonstrate this commitment:

1. On their own campuses, by:

a. Making sure that issues such as the harassment of Jews on campus, or the use of funds by school departments or student groups to pursue anti-Israel or anti-Semitic agendas, are raised and processed through the proper channels.

b. Speaking out if campus anti-Israel activism crosses the line into anti-Semitism.

c. Speaking out and working to help prevent and/or defeat divestment petitions and related activities on campus.

d. Serving as mentors to pro-Israel students.

e. Showing support for student programs by attending events and participating in discussions.

f. Providing a social environment where Jewish students may share coffee or a Shabbat meal and discuss their concerns and other topics of interest.

g. Privately and publicly advising students on how to deal with instructors whose class lectures and syllabi on the Arab-Israeli conflict may lack balance and be unfairly slanted against Israel.

h. Providing insight on how best to advocate directly with the instructor to add appropriate material and, if discussion fails,

proceed to launch a complaint about the class to appropriate academic officers and offices.

i. Serving as a role model to students, other faculty and administrators, inspiring the entire campus community to publicly support Israel, and demonstrating to all students and members of the academic community the importance of standing up against the conventional wisdom, even among academics.

j. Encouraging students and colleagues to fight the casual bigotry that occurs in too many classrooms, wherein professors and students cast aspersions on Israel or Zionism even when not at all related to the class subject matter.

k. Insuring that freedom of speech with academic integrity and without fabrication and falsification for all is maintained as a value of central importance in the university.

l. Working with administrators on developing contingency plans in the event that protests do get out of control, making sure that every campus security force and administration has an emergency plan both for protecting students if threatened with violence and for responding to such threats aggressively and effectively.

2. In the academic community, including organizations of academics, by:

a. Organizing nationally and internationally to address issues of anti-Semitism and anti-Israel attitudes and behaviors on campus and to advocate for Israel's right to exist within safe and secure borders at peace with her neighbors.

b. Speaking out against boycotts of

Israeli applicants for academic appointments or student admissions and of manuscript submissions from Israeli academic institutions.

c. Participating in the preparation of statements supporting academic freedom and opposing the exclusion of Israelis.

d. Providing information on anti-Israel or anti-Semitic behavior observed in faculty and department settings.

SPECIALISTS

Faculty with specific expertise on Israel, the Middle East, Judaism, anti-Semitism, or related topics also contribute:

1. On their own campuses, by:

a. Helping students who engage in pro-Israel advocacy campaigns to consider multiple tactics to spread their message accurately, persuasively and without stridency.

b. Supervising (and helping to develop supervisory criteria for) graduate assistants who teach course sections or lead class discussions to make sure that their teaching is balanced, to the point, and accurate.

c. Encouraging colleagues toward fealty to established historical fact (bearing in mind that the historical narrative is itself often subject to dispute).

d. Ensuring that appropriately qualified individuals from other institutions are

invited to participate in academic conferences or events on campus. These include academic and apolitical events as well as discussions focusing on the politics of the Middle East.

e. Opposing, when necessary, invitations to speakers who lack appropriate qualifications, especially those implicated in or advocating terrorism.

f. Responding, when necessary, to false and hostile presentations.

g. Organizing events and conferences within the academic framework.

h. Developing relationships and regular communication with Jewish community bodies on (i.e., Hillel) and off (e.g., ICC, ADL, AIPAC, JCRC) campus.

2. In the academic community, including organizations of academics, by:

a. Providing information about false and hostile speakers.

b. Reviewing textbooks used in courses related to the Middle East to assess their academic merits.

c. Encouraging and/or organizing training sessions to prepare teachers (e.g., high school) for teaching courses on the Middle East.

d. Reviewing existing training programs for balance and accuracy.

e. Serving on committees that review grant proposals or oversee other aspects of academic life that may impinge on Israel.

X. PROPOSALS FOR RECLAIMING MIDDLE EAST SCHOLARSHIP

By Dr. Mitchell G. Bard

MAINTAINING CONTROL

One of the most important issues in introducing new scholars to the academy is maintaining control over their selection. Without control, there is little to prevent anti-Israel faculty from vetoing pro-Israel scholars and hiring hostile professors. At Berkeley, for example, an endowment for a visiting Israeli professor was usurped by anti-Israel faculty to frustrate the intention of the donor. Critics of Israel may also suggest, for example, that Israel is part of the Middle East and therefore Israel Studies should be under Middle Eastern Studies. This is exactly what happened at Denver University where the Israel Studies Center was co-opted to become an anti-Israel Middle East Center headed by a far-left Israeli.

Any effort to create an endowed or visiting faculty position should involve careful and creative negotiations to maximize control over the appointment. This might be accomplished, for example, by specifying who is on a selection committee. Generally, however, the best chance for achieving a satisfactory result is to work with people and institutions with whom you have a relationship and level of trust.

STRATEGIC PLACEMENT

Though students on every campus could benefit from pro-Israel scholars on the faculty, scarce resources require a more strategic approach to creating a nationwide

academic presence. Donors may necessarily favor their own local institutions and alma maters, but we can still encourage them to focus on building programs at colleges that are most important because of the number of students they educate, the prestige of their programs, and/or their geographic location. Given the cost of some of the programs suggested here (e.g., \$750,000-\$3 million for endowed chairs), it is not possible to make a difference everywhere at once.

Broadly, the most important regions would include: New England, New York, Washington, D.C., California, Florida, Illinois and Texas. Resources will be strategically focused on the nation's premier institutions.

NATIONAL / REGIONAL APPROACHES

This is the model for the American-Israeli Cooperative Enterprise's new Israel Scholar Development Fund (ISDF). One benefit of the ISDF is to centralize fundraising and make decisions more strategic. For example, the fund will develop a database of major donors and key alumni from around the country, assisting schools to solicit those with whom they have associations and encouraging donors to invest in colleges with specific needs (e.g., Ivy League schools will have many potential funders, but some of the money might be more effectively directed elsewhere). The ISDF will also have prominent faculty advisors and negotiators familiar with the processes involved in university hiring who will work to protect donors' interests.

In parallel with efforts on a national level, regional and local agencies should raise

awareness of the needs of local campuses, solicit funds, and channel them in the most efficacious direction. This may be done through regional Israel on Campus Coalitions and/or Federations. In Washington, D.C., for example, the ICC of Greater Washington is working with local campuses to ascertain their needs, educate local philanthropists, and encourage donors to invest in Israel-related programs.

Turf may become an issue. For example, a philanthropist who lives in city X might be an alumnus of a school in city Y who could be solicited to donate money to their alma mater, but the local authorities may be upset that “their” donor is not supporting the local campuses. The ISDF can work to minimize this friction and offer professional advice to local communities interested in funding scholarships and faculty positions.

PROPOSALS

ENDOWED CHAIRS

The creation of chairs and Israel studies centers have the greatest potential for long-term influence on the course of scholarship, the development of new talent, and support for pro-Israel students. On the other hand, one potential danger is that the endowed professor may change their views over time or simply become unproductive, and the university is then stuck with that person. Worse, if the endowment is not negotiated carefully, it could support the hiring of an anti-Israel professor. In addition, if the chairs are outside typical areas for the study of Middle East affairs, such as political science and Middle Eastern studies, the courses may not attract the broad range of students who

need to be educated about Israel.

Typically, the approach used for creating chairs has been to focus on the institution and the field of study, but one alternative is to build the chairs around scholars and to limit the endowment to their tenure or some fixed period. The idea is to exert greater control over the appointment process to prevent the chair from being abused. Few, if any universities, however, will allow donors to choose scholars for them. Universities strongly resist strings attached to donations and have established bureaucratic processes for academic appointments that are difficult, if not impossible, to circumvent. In addition to university procedures, affirmative action guidelines may also create obstacles to appointments of specific individuals to permanent chairs.

Another possibility is to hire faculty for Israel-related courses through Jewish studies departments to give a presumably more sympathetic academic committee control over the selection and avoid problems that may arise by going through more controversial departments. This could also partially prevent the study of Israel from being “ghettoized” and separated from related topics. On the other hand, if it were placed in Jewish studies, the Israel-related courses may be seen as “Jewish” and lessen their appeal to the broader student population.

Unfortunately, a tradeoff will usually be necessary between placing Israel studies in a natural academic niche such as history, political science or Middle Eastern studies, and isolating the field to increase the degree of control over appointments for teaching positions.

SCHOLAR DEVELOPMENT

Today, there is both a shocking lack of jobs for pro-Israel scholars and a depressingly shallow pool of talent to fill those few positions. There is also little incentive for new scholars to enter a field that is hostile to their work and offers few opportunities for employment or advancement. This perpetuates the shortage of scholars. The situation has persisted so long that, in the short run, it may not be possible to find qualified candidates for all the endowed chairs that should be established.

To address this problem, it is vital to identify exceptional students interested in pursuing advanced degrees in Israel-related studies and provide funding for them to receive graduate training in approved programs (or perhaps in specific regional centers such as NYU, Brandeis, Emory, and UCLA) with the proviso that they enter a related professional or academic field at the conclusion of their studies. Postdoctoral fellowships are also needed for those completing their degrees. By directing these students to departments with endowed chairs, it will also be possible to create Israel studies hubs where prominent scholars can serve as mentors to multiple graduate students.

AICE's Israel Scholar Development Fund is planning to provide partial scholarships for graduate students. Given the cost of graduate education, particularly at major private universities, additional resources will be needed for scholarships and postdoctoral fellowships.

In addition, enrichment programs for graduate students could be created that might be held during the summer (e.g., in a place such as the Aspen Institute or Wye

Plantation, or in Israel itself) to train them to teach about Israel.

TEACHER TRAINING

Besides preparing new scholars, there is an immediate need to train current scholars whose specialities may be in other fields, but who could be taught enough about Middle Eastern affairs to allow them to offer courses through their departments. The National Endowment for the Humanities (NEH) offers summer seminars that train scholars in other fields – and similar seminars could be created to train multi-disciplinary college faculty to teach courses about Israel and related Middle East topics (e.g., Islamic studies, Palestinian history, the Arab-Israeli conflict). The program will also support outreach programs for high school teachers – to begin to create a large cadre of educators at all levels. It may also be advantageous to provide training for people in unrelated fields.

Some efforts are already underway to begin this process. Brandeis is planning to offer a teacher training program this summer, and American University has proposed a similar project.

VISITING SCHOLARS

Israel has a great pool of talent that could also be tapped for the benefit of American students. In particular, many Israelis have long, distinguished careers in public service who would make terrific teachers for short-term assignments, and would no doubt be welcomed by many institutions that would see the benefit of having people with real-world experience on their faculties. Many

former Israeli ambassadors and other diplomats involved, for example, in various peace negotiations, could become part of a visiting diplomacy program. (The Israel Office of Academic Affairs is interested in helping to facilitate in this exchange.) This effort would be in addition to the promotion of conventional programs, and possibly chairs, established for visiting scholars from Israeli universities and possibly prominent journalists.

Visiting scholar programs do not have to be limited to Israelis. Some U.S. scholars may be willing to spend stints as visitors and these positions may provide opportunities for young scholars. This may also be a way to encourage prominent former U.S. government officials to participate in campus education.

One of the advantages of the visiting programs is that they can often be set up more quickly, at less expense, and with minimal bureaucratic interference. As in the case of hiring permanent faculty, a key issue is control, and all the previously mentioned caveats apply. Short-term appointments, however, do not usually require the same level of academic oversight, so it is likely that donors can have greater influence over a visiting slot than a permanent chair.

AICE's Israel Scholar Development Fund is going to provide matching funds to select universities that establish visiting Israel scholar programs. The ISDF advisory board will screen Israeli applicants to insure they are able representatives of Israel. This does not mean censoring opinions or making decisions on the basis of politics, but the process will be designed to identify scholars who do not represent extreme views of the left or right.

The ISDF will also prepare Israelis in various visiting programs for what to expect in the United States. Scholars with limited exposure to the United States will be brought together for briefings by Jewish organizations regarding the political climate in the United States. Visiting scholars will also be encouraged to educate the public through public lectures and media appearances.

The ISDF can only fund a limited number of positions, so the hope is that regional/local groups will work in concert with ISDF to maximize the number and effectiveness of the positions established.

Visiting programs of two to three years may be optimal and avoid certain problems of permanent endowed chairs. These programs also increase the donor's level of influence as they can refuse to renew their funding if they unhappy with the program's direction. On the other hand, a temporary appointment doesn't allow you to lock in a good scholar for the long-term, has less prestige than a permanent chair, and may be more difficult to fill because it requires greater flexibility on the part of the scholar and guarantees no job security.

SCHOLARS AS MENTORS

Today a number of scholar/advocates speak on college campuses, but they do so in a haphazard and inefficient way. Usually their visits are sponsored by one of the major Jewish organizations and they essentially parachute in for a day and leave. It would be far more effective to adopt a more strategic approach whereby scholar/advocates were assigned to regions and then would visit multiple campuses at least twice a year to

offer advocacy training for student leaders, meet with faculty, and lecture to the entire campus. The scholars assigned to a particular region would then be those campuses' advisor/mentor and students could contact them at any time during the year for help and advice. The scholar/advocates would work in close cooperation with Hillel and other campus organizations. Assignment to a particular region would not preclude a scholar from speaking elsewhere or other scholars from coming to their assigned campuses.

The main benefits would be to provide continuity to students and build long-term relationships between scholars and students and particular campuses. It would make it possible to spread our resources to cover more ground, especially underserved campuses. Though more limited than having a faculty position on a campus, this approach would be much less expensive and at least offer a consistent presence of a pro-Israel scholar at campuses that lack them.

APPENDICES

The following is a list of Jewish and Israel-related faculty appointments, programs and associations gathered as of April 2004.

JEWISH FACULTY ASSOCIATIONS

AJS Women's Caucus
American Academy for Jewish Research
Association for the Social Scientific Study of Jewry
Association for Israel Studies
Association of Jewish Studies
Association of Holocaust Organizations
European Association for Jewish Studies
Midwest Jewish Studies Association
National Association of Professors of Hebrew
Western Jewish Studies Association
World Union of Jewish Studies

ISRAEL STUDIES CENTERS

American University — Center for Israel Studies [Currently does not teach political courses]
Emory — Institute for the Study of Modern Israel
New York University – Taub Center for Israel Studies
Brandeis — Center for Middle East Studies
University of Denver — Institute for the Study of Israel in the Middle East* (Shaul Gabbay)
[*Was Israel Studies Center before hijacked by anti-Israel forces]

ENDOWED CHAIRS IN ISRAEL STUDIES

Berkeley
The Diller Visiting Israeli Scholars Program (Oren Yiftachel) [Ed. This is an example of a chair gone awry as the selection committee chose a post-Zionist scholar]
Brandeis
Karl, Harry, and Helen Stoll Chair in Israel Studies (Ilan Troen)

Emory
Schatten Professor of Contemporary Middle Eastern History and Israeli Studies (Ken Stein)

Georgetown
Aaron & Cecile Goldman Visiting Israeli Professorship

Indiana University
Pat M. Glazer Chair in Modern Israel Studies (unfilled)

NYU
Henry and Marilyn Taub Chair of Israel Studies (filled, but not yet announced)

University of Calgary
Kahanoff Chair in Israel Studies (Alan Dowty)

University of Toronto
Andrea & Charles Bronfman Chair in Israel Studies (Emanuel Adler)

ENDOWED CHAIRS IN JEWISH RELATED FIELDS

Brandeis
Joseph H. and Belle Braun Professor of American Jewish history (Jonathan Sarna)

Colby
The Pulver Family Chair in Jewish Studies (Howard N. Lupovitch)

Dickinson College
Sophia Ava Asbell Chair in Judaic Studies (Andrea Liever)

Emory University
Dorot Professor of Modern Jewish and Holocaust Studies (Deborah E. Lipstadt)

George Washington
Charles E. Smith Professor of Judaic Studies (Marc Saperstein)
Yitzhak Rabin Memorial Professor of International Affairs (Walter Reich)

Hebrew Union College
American Jewish History
Bible
Bible and Archaeology
Biblical Literature
Cantorial Arts and Composition
Communal Service
East European literature
Economic or socio-economic subjects
Ethics
Human Relations
Jewish History
Jewish Intellectual History
Jewish Women's Studies
Jewish Religious Thought
Jewish Religious Education
Judaean-Christian Studies
Practical Rabbinic
Religion, Ethics and Human Relations
Talmud and Philosophy
The Rabbi Michael Matuson
Professorship for Emerging Scholars
Visiting Distinguished Alumni
World Peace and Human Relations

Indiana University
Pat M. Glazer Chair in Jewish Studies (Mark Roseman)
Irving M. Glazer Chair in Jewish Studies (Steven Weitzman)
Cohn Chair in Yiddish Studies (Dov-Ber Kerler)
Holocaust Studies
Jewish Cultural Studies (unfilled)

Jewish Theological Seminary
Albert B. and Bernice Cohen Chair in Medieval Jewish Literature (Menahem Schmelzer)
Gerson D. Cohen Chair in Rabbinic Culture (Seth Schwartz)
Dina and Eli Field Family Chair in Jewish History (Benjamin Gampel)
Louis Finkelstein Chair in Talmud and Jewish Law (Joel Roth)
Helen Fried Kirshblum Goldstein
Adjunct Lecturer in Professional and Pastoral Skills (Rabbi Mychal Springer)
Dr. Bernard Heller Chair in Jewish Education (Carol Ingall)

Sol and Evelyn Henkind Chair in Yiddish Literature (David Roskies)
E. Billi Ivry Chair in Talmud and Rabbinics (Judith Hauptman)
Chana Kekst Chair in Hebrew Literature (Alan Mintz)
Irma Cameron Milstein Chair in Bible (Stephen Geller)
Elaine Ravich Chair in Jewish Studies (Shaul Magid)
Benjamin and Minna Reeves Chair in Talmud and Rabbinics (Shamma Friedman)
Women's League Chair in Gender Studies (Not Assigned)

Johns Hopkins

Felix Posen Chair in Modern Jewish History (Kenneth Moss)
Tandetnik Yiddish Studies

Northwestern University

Crown Family Professor of Jewish History
The Perlman Foundation Guest Professorial Fellowship
Philip M. & Ethel Klutznick Chair in Jewish Civilization (Jacob Lassoer)

Penn State

Mitrani Professor of Jewish Studies and European History (Paul Rose)
Chaiken Family Chair in Jewish Studies (Baruch Halpern)

Notre Dame

Abrams Professor of Jewish Thought and Culture (Rabbi Michael Alan Signer)
Jordan Kapson Chair in Jewish Studies (Hindy Najman)

UC Davis

Emmanuel Ringelblum Chair in Jewish History (David Biale)

UCSD

Katzin Chair in Jewish Civilization

University of Chicago

John Henry Barrows Professor in the Divinity School (Joel Kraemer)
[Islamic and Jewish intellectual history]

University of Maryland

Louis L. Kaplan Chair in Jewish History (Bernard Cooperman)
Harvey M. Meyerhoff Chair in Jewish History (Marsha Rozenblit)
Robert H. Smith Professor of Hebrew Bible (Adele Berlin)

University of Miami

Dr. M. Lee Pearce Chair in Middle East Peace Studies (Haim Shaked)

University of Michigan

Preston R. Tisch Professor of Judaic Studies (Zvi Gitelman)
William Haber Professor of Modern Jewish History (Todd M. Endelman)
Padnos Visiting Professor in Judaic Studies (Eli Massif)
Jean and Samuel Frankel Professor of Rabbinic Literature (Yaron Elias)
Samuel Shetzer Endowed Chair in American Jewish Studies (Julian A. Levinson)

University of Nebraska, Lincoln

Schlesinger Professor for Social Justice (Jeff Spinner-Halev)
Hymen Rosenberg Professor of Judaic Studies (Alan Steinweis)

University of Texas, Dallas

Leah and Paul Lewis Chair of Holocaust Studies (Zsuzsanna Ozsváth)

Vanderbilt

Mary Jane Werthan Professor of Jewish Studies and Hebrew Bible (Jack Sasson)

DEPARTMENTS OF JEWISH STUDIES

American University - Jewish Studies Program
Arizona State University - Jewish Studies Program
Baltimore Hebrew University
Bard College - Jewish Studies Program
Binghamton University - Judaic Studies Department
Boston University - Elie Wiesel

Center for Judaic Studies
Brandeis University - Department of Near Eastern and Judaic Studies
Brandeis University Hornstein Program in Jewish Communal Service
Brooklyn College - Department of Judaic Studies
Brown University - Program in Jewish Studies
California State University, Chico - Modern Jewish and Israel Studies
California State University Long Beach - Jewish Studies Program
California State University Los Angeles - Jewish Studies Program
Case Western Reserve University - Samuel Rosenthal Center for Judaic Studies
CET's Jewish Studies Program in Prague
Clark University - Concentration in Jewish Studies
Columbia University - Center for Israel and Jewish Studies
Columbia University - Yiddish Studies Program
Cornell University - Program of Jewish Studies
Dartmouth College - Hebrew Language and Literature
Dartmouth College - Jewish Studies Program
DePauw University - Jewish Studies
Dickinson College - Judaic Studies Program
Drew University - Jewish Studies
Earlham College - Jewish Studies
Emory University - The Rabbi Donald A. Tam Institute for Jewish Studies
Florida International University - Institute for Judaic and Near Eastern Studies
George Washington University - Program in Judaic Studies
Georgetown - Center for Jewish Civilization
Graduate Theological Union Richard S. Dinner Center for Jewish Studies
Gratz College
Harvard University - Center for Middle Eastern Studies
Hebrew Union College

Indiana University - Robert A. and Sandra S. Borns Jewish Studies Program

Jewish Theological Seminary

Kean University - Jewish Studies and World Affairs

Kent State University - Jewish Studies Program

Laura & Alvin Siegal College of Jewish Studies (formerly the Cleveland College of Jewish Studies)

Lehigh University - Philip and Muriel Berman Center for Jewish Studies

McGill University - Department of Jewish Studies

Miami University - Jewish Studies

Michigan State University - Jewish Studies Program

Mount Holyoke College - Jewish Studies Program

Muhlenberg College - Religion Department

New York University - Skirball Department of Hebrew and Judaic Studies

Northwestern University - Jewish Studies Program

Oberlin College - Jewish Studies

Ohio State University - Yiddish and Ashkenazic Studies Program

Ohio State University - Melton Center for Jewish Studies

Penn State

Portland State University - Schnitzer Family Program in Judaic Studies

Princeton University - Jewish Studies Program

Purdue University - Jewish Studies Program

Queens College - Jewish Studies Program

Reconstructionist Rabbinical College

Rollins College - Jewish Studies Program

Rutgers University - Center for the Study of Jewish Life

San Jose State University - Jewish Studies Program

Seton Hall University - Department of Jewish/Christian Studies

Smith College - Program in Jewish Studies

Sol Drachler Program in Jewish Communal Leadership

Spertus Institute of Jewish Studies

Stanford University - Program in Jewish Studies

SUNY, Buffalo - Judaic Studies Program

SUNY, Albany - Department of Judaic Studies

Susquehanna University - Jewish Studies Program

Touro College

Tulane University - Jewish Studies

University at Albany - Judaic Studies Department

University of Arizona - Center for Middle Eastern Studies

University of California, Davis - Jewish Studies Minor

University of California, Los Angeles - Center for Jewish Studies

University of California, San Diego - Judaic Studies Program

University of California, Santa Barbara - Jewish Studies Program

University of California, Santa Cruz - Jewish Studies

University of Central Florida - Judaic Studies Program

University of Chicago - Graduate Programs in Jewish Studies

University of Chicago - Center for Middle Eastern Studies

University of Cincinnati - Department of Judaic Studies

University of Connecticut - Center for Judaic Studies and Contemporary Jewish Life

University of Delaware - Frank and Yetta Chaiken Center for Jewish Studies

University of Denver - Center for Judaic Studies

University of Florida - Center for Jewish Studies

University of Hartford - Maurice Greenberg Center for Judaic Studies

University of Illinois - Program in Jewish Culture and Society

University of Judaism

University of Kentucky - Judaic Studies Program

University of Maryland, College Park - Joseph and Rebecca Meyerhoff Center for Jewish Studies

University of Maryland, Baltimore County - Judaic Studies

University of Massachusetts, Amherst - Department of Judaic and Near Eastern Studies

University of Massachusetts, Dartmouth - Judaic Studies

University of Miami - Judaic Studies Program

University of Michigan - Dept. of Near Eastern Studies

University of Michigan - Center for Middle Eastern and North African Studies

University of Michigan, Ann Arbor - Jean and Samuel Frankel Center for Judaic Studies

University of Minnesota - Center for Jewish Studies

University of Missouri, Kansas City - Judaic Studies

University of North Texas - Jewish Studies Program

University of North Carolina, Asheville - Center for Jewish Studies

University of North Carolina, Chapel Hill - Carolina Center for Jewish Studies

University of Oregon - Harold Schnitzer Family Program in Judaic Studies

University of Ottawa

University of Pennsylvania - Jewish Studies Program

University of Pittsburgh - Jewish Studies Program

University of Rochester - Department of Religion and Classics

University of Rochester - Judaic Studies

University of Tennessee, Knoxville - Fern and Manfred Steinfeld Program in Judaic Studies

University of Texas - Center for Middle Eastern Studies

University of Texas at Austin - Center for Middle Eastern Studies

University of Texas at Austin -

Department of Hebrew Studies
 University of Texas - Jewish Studies
 Program
 University of Toronto - Dept of Near
 and Middle Eastern Civilizations
 University of Toronto
 University of Utah - Middle East
 Center
 University of Virginia - Jewish
 Studies
 University of Washington - Middle
 East Studies Center
 University of Waterloo, Ontario
 University of Western Ontario
 University of Wisconsin, Madison -
 Hebrew and Semitic Studies
 University of Wisconsin, Madison -
 Mosse/Weinstein Center for
 Jewish Studies
 University of Wisconsin, Madison -
 Department of Hebrew and
 Semitic Studies
 University of Wisconsin, Milwaukee, -
 Department of Hebrew Studies
 University of Wisconsin, Milwaukee, -
 Center for Jewish Studies
 Vanderbilt University - Jewish
 Studies Program
 Vassar College Department of
 Religion
 Virginia Tech - Program in Judaic
 Studies
 Virginia Commonwealth University
 - Judaic Studies Program
 Washington University - Jewish,
 Islamic, and Near
 Eastern Studies Program
 Washington University - Jewish and
 Near Eastern Studies
 Wesleyan University - Hebrew /
 Judaic Studies
 Williams College - Jewish Studies
 Program
 Wright State University - Judaic
 Studies
 Yale University - Judaic Studies
 Program
 Yeshiva University

DEPARTMENTS OF HOLOCAUST STUDIES (BY STATE)

California
 California State University at Chico
 California State University at
 Fullerton
 Chapman University - Rodgers
 Center for Holocaust Education
 Claremont McKenna College -
 Center for the Study of Holocaust,
 Genocide and Human Rights
 Mills College
 San Diego State University
 Sonoma State University -
 Holocaust Studies Center

Colorado
 University of Denver - Holocaust
 Awareness Institute

Connecticut
 Yale University - Fortunoff Video
 Archive

Florida
 Florida Atlantic University -
 Holocaust Outreach Center
 Florida International University

Georgia
 Emory University - Fred R. Crawford
 Witness to the Holocaust Project
 Georgia Tech

Indiana
 Valparaiso University

Maryland
 St. Mary's College of Maryland -
 International Summer Program
 on the Holocaust/

Massachusetts
 Clark University - Strassler Family
 Center for Holocaust and
 Genocide Studies

Michigan
 Michigan State University
 Northern Michigan University

Minnesota
 St. Cloud University - Center for
 Holocaust/Genocide Education

University of Minnesota - Center for
 Holocaust and Genocide Studies

Missouri
 Webster University - Center for the
 Study of the Holocaust

Nevada
 University of Nevada - Center for
 Holocaust, Genocide and Peace
 Studies

New Hampshire
 Keene State College - Cohen Center
 for Holocaust Studies

New Jersey
 Brookdale C.C. - College Center for
 Holocaust Studies
 College of St. Elizabeth - Holocaust
 Education Resource Center
 Drew University - Center for
 Holocaust/Genocide Studies
 Kean University - Holocaust
 Resource Center
 Princeton University
 Ramapo - Center for Holocaust and
 Genocide Studies
 Richard Stockton College of New
 Jersey
 Rider University - Koppelman
 Holocaust / Genocide Center
 Rutgers University - Holocaust
 Resource Center
 Seton Hall University - Holocaust
 Studies
 Stockton College - Holocaust
 Resource Center
 William Paterson University -
 Holocaust and Genocide Resource
 Center

New York
 Archives Kingsborough Community
 College - Holocaust Resource
 Center
 CUNY - The Rosenthal Institute for
 Holocaust Studies
 Manhattan College - Holocaust
 Resource Center
 Monroe Community College -
 Holocaust-Genocide Studies
 Project

Nassau Community College -
Holocaust, Genocide and Human
Rights Institute
Queensborough Community
College - Holocaust Resource
Center & Archives

North Carolina
Appalachian State University

North Dakota
Dickinson State University -
Holocaust Resource Center

Pennsylvania
Albright College - Holocaust Library
and Resource Center
Gratz College - Holocaust Oral
History Archive
Muhlenberg College - Lehigh Valley
Jewish Archives/Holocaust
Resource Center
Pennsylvania State University at
Harrisburg

University of Pennsylvania -
Program in Law and the
Holocaust
West Chester University -
Holocaust/Genocide Education
Center

Tennessee
Middle Tennessee University -
Holocaust Studies Committee

Texas
University of Texas at Dallas

Vermont
University of Vermont - Center for
Holocaust Studies

Virginia
Ferrum College
Lynchburg College

Washington
Washington State - Holocaust

Education Resource Center
Western Washington University

West Virginia
American Military University
Marshall University


Wisconsin
Alverno College

FELLOWSHIP PROGRAMS

Berkeley
The Diller Graduate Student
Fellowship & The Diller Research
Program

University of Texas
Dorot Foundation Postdoctoral
Research Fellowships in Jewish
Studies

ISRAEL'S BIGGEST THREAT ON CAMPUS

Gary Rosenblatt, Editor and Publisher,  SERVING THE JEWISH COMMUNITY OF GREATER NEW YORK

It took a long time for the American Jewish community to focus on the Israel-Palestinian battles that have been playing out at universities around the country the last three years. But now that a number of communal organizations are working to bolster advocacy for Israel by helping students counteract pro-Palestinian, anti-Israel demonstrations, rallies and petitions, the most serious threat to the Zionist cause is coming from another corner of the campus: the faculty.

There is no question that the impact of a respected professor teaching a history or political science course and framing the Mideast conflict in ways hostile to Israel is far more lasting, and insidious, than students holding an "End the Occupation" protest on the Quad. Students come and go, but professors remain, shaping the views of their charges year after year. And the sad truth is that a disproportionate number of university faculty members, including Jews, are more sympathetic to the Palestinian cause and often hostile to Israel.

There are numerous reports of professors questioning the legitimacy of the State of Israel, in class, and students feeling too intimidated to challenge them, for fear of ridicule or reduced grades. Academic freedom goes a long way, particularly on traditionally liberal college campuses, where Israel has gone from David to Goliath since the Six-Day War of 1967. The Jewish state is commonly perceived as a brutal occupier of the Palestinian people and stumbling block to Palestinian freedom and statehood. Too few students have the knowledge, or courage, to offer a counter view.

Ed Beck, president of the Susquehanna Institute in Harrisburg, Pa., notes that a history professor at Ohio State University proclaims that the State of Israel is based on "historical mythology." A professor at Vassar turned down a request to join a pro-Israel organization, saying he would not support any group that promotes a "low-grade war of genocide against the Palestinian people." And both of these men are Jews.

In an effort to address the increasing number of anti-Israel incidents and teachings on college campuses, Beck helped found a group in June 2002 called Scholars for Peace in the Middle East. The organization claims 600 members, from a wide range of academic disciplines and from some 200 universities across the U.S. and in other countries. The goal, Beck says, is to "educate, network and empower" faculty members to be "knowledgeable mentors and authoritative resources" for colleagues, students and others on campus.

But Beck admits it's been tough going. His initial mailing was to 25,000 faculty members with Jewish names, and only a few hundred responded positively, he says. "Many pro-Israel professors are feeling isolated, threatened and intimidated" to speak out for Israel, according to Beck. "It's just not politically correct on college campuses today to be an advocate for Israel." Other professors, he said, "have problems" with the policies of the government in Jerusalem, and feel that supporting Israel is perceived as an endorsement of Ariel Sharon and George Bush, two highly unpopular figures on campuses. "The line has been drawn," said Beck, who has taught psychology at various universities for 35 years. "If you support Israel, you are considered a right-wing extremist."

Several other faculty-initiated groups are working to balance the overwhelming pro-Palestinian support, particularly in how Mideast history and the Arab-Israeli conflict are taught. In a sense, Middle East studies have been hijacked, with most departments decidedly pro-Arab, in part because a number of prestigious chairs in the field are subsidized by Arab governments, organizations or individuals.

In response, Daniel Pipes, a scholar of Islam and a pro-Israel activist, has launched Campus Watch, a Web site that "reviews and critiques Middle East studies in North America with an aim to improving them," according to the site. The five problems it addresses are "analytical failures, the mixing of politics with scholarship, intolerance of alternative views, apologetics, and the abuse of power over students."

Critics accuse Pipes of "McCarthyism" for naming professors he says are anti-Israel, but Pipes insists he has every right to challenge the writings and teachings of academics on the merit of their work. "Academic freedom does not mean the freedom from criticism," he asserts.

continued on next page

Andrew Marks, a professor of physiology and cellular biophysics at Columbia University, heads the International Academic Friends of Israel, an organization that seeks to counter academic boycotts against Israeli professors, primarily in Europe. And Mervin Verbit, a professor of sociology at the City University of New York, founded the Israel Studies Project almost two years ago through the university. Its goal is to improve Israel's standing in academia by creating a board of highly respected professors, organizing academic conferences on the subject of the Mideast and developing models for curriculum.

Verbit says he is "trying to win back the middle" among faculty not familiar with the Mideast, "people of goodwill" who can best be reached by their peers because, he notes, "professors only listen to other professors."

Not surprisingly, there are turf battles among the academic groups and conflict between some of them and the organized Jewish community, which has long been critical of Jewish academics for being removed from communal life. The academics, in turn, say they become professionally compromised if they appear to be active in Zionist causes.

Such disputes are upsetting to Rabbi Eric Lankin, director of religious educational activities for United Jewish Communities and a mentor to Ed Beck's Scholars for Peace in the Middle East. "It's exciting to see an upstart group fueled by volunteers, and I am trying to help them as they bump up against the establishment organizations." Rabbi Lankin says it's unfair to expect volunteers to know how to function within the complex framework of the Jewish organizational world, raise their own funds and meet time-consuming demands for extensive reports.

"Volunteers can only bring their passion," the rabbi says, and the community should be helping to provide the infrastructure for their efforts.

Complicating this whole issue is the fact that there are few experts in Israel studies on the university level, and most of those in the field, including Israelis, are among the school of post-Zionists highly critical of Israeli policies regarding the Palestinians.

What is needed is a coordinated effort between pro-Israel faculty and the Jewish community to find a new means to educate college students about Israel. Mitchell Bard, chair of the faculty task force of the Israel on Campus Coalition, a group created and funded by a number of prominent Jewish organizations and philanthropists, warns that "the ingrained anti-Israel bias in Middle East studies departments, and the perception that academic freedom is a license to teach almost anything about Israel, will be difficult, if not impossible, to reverse."

Bard is one of a handful of activists with academic credentials seeking to create a mentoring program, training student activists. He also would like to see funding for young scholars and visiting professors who defend the legitimacy of Israeli statehood, and for coordinated speakers programs on campus.

It is frustrating, if not impossible, to assess the degree of anti-Israel bias taught in the guise of history on our university campuses, but such is the reality. We must respond with a long-term strategy that will assure that the next generation of college students can learn the truth about Israel and its history.

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