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is
better*

University Teaching of Jewish Civilization

SUMMARY OF A POLICY REPORT

by Moshe Davis

With Maps and Inventory of Colleges and Universities



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With Maps and Inventory of Colleges and Universities

Respectfully submitted to

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Mr. Arye L. Dulzin
Dr. Nahum Goldmann
Professor Ephraim Katzir
The Hon. Philip Klutznick

by Moshe Davis

Jerusalem
September 1981

ירושלים
אלול, תשמ"א

Foreword

This Policy Report on the teaching of Jewish Civilization in universities in different parts of the world was initially planned and directed by a committee consisting of Professor Ephraim Katzir, then President of the State of Israel (Chairman), with Mr. Arye Dulzin and Mr. Philip Klutznick. The study was funded by the World Zionist Organization and the World Jewish Congress. Upon his election, President Yitzhak Navon affirmed the project under the aegis of the Israeli Presidency.

There were at least two possible approaches to this action-study. The first, most natural to any long-range scholarly inquiry, was to attempt to collect all available data, sort out and assess the material in a comprehensive inventory and produce a document with my *personal* recommendations for consideration of the respective sponsoring organizations. A report drawn up in terms of this approach would have limitations, for a gap exists between such a report and the implementation of its recommendations; and the gap often remains unbridged.

The second approach was to go into the widespread field itself, relying upon available knowledge as well as my studied experience: to select cultural models in specific areas, and to work with interested university and Jewish communal structures in the development of a *composite* program. In this manner immediate experimentation could be undertaken while the ongoing study and indispensable decision-making process for the future is in progress.

Even as I established the research basis for a comprehensive worldwide listing of Jewish Studies programs and related course offerings, I chose to move immediately into the second approach. In that manner, I was able to help formulate a series of regional proposals and to suggest areas which require probing in other countries. These recommendations, incorporated in the subsections of the present Summary and in the final section "Beginnings," evolved from several rounds of discussion with university administrators, Jewish scholars, and concerned lay leaders on three continents and eleven countries. Together they form the basis of what may emerge as an international program for university teaching of Jewish Civilization.

This form of inquiry has a dynamic character. Many of the people with whom I met and worked hold key action positions and the discussions with them about the state of education in their institutions and their countries inevitably led to a consideration of directions of change. This resulted, I believe, in a sense of involvement on their part and inner decision to move urgently in this area of Jewish education. From this stance, while I am presenting a Policy Report for the future, we have, in fact already stimulated change in the present.

Focus: The University

Let me emphatically state at the very outset: The thrust of my presentation is not to suggest a surrogate for intensive Jewish education. Systematic development of Jewish Civilization courses in networks of general education in no way infringes upon the urgent need to rejuvenate and advance educational systems under direct Jewish auspices. Actually, university programs may compensate in some measure for earlier opportunities lost, for they are directed to the hundreds of thousands of our youth who were deprived of even a smattering of Jewish education by parental design or on their own volition. The college years offer a second chance, at a time when crucial life-long decisions are reached away from home and neighborhood. Furthermore, penetration of university arenas is of particular importance since no parallel Jewish educational system for that age-level exists anywhere, except for a few cities in the United States.

In recent decades the struggle against religio-cultural assimilation and group disappearance has taken various forms. Some key concepts are sufficient to indicate the main lines: survival; integration; identification. For the campus scene, I would prefer we direct ourselves to opportunities for *reidentification*. Most of our young have not really left us, even though they may be in varying stages of separation or gradual withdrawal from the Jewish community. They have not repudiated Jews and Judaism; rather they have attenuated their identity with the Jewish community by not being part of it. Literary sources explain this strikingly, as we may see, for example, in the present school of American Jewish fiction. Or, to borrow from a French source: In Pierre Aubry's *Milieux Juifs de la France contemporaine*, he writes of the Jewish community spectrum reaching from *juifs juifs* to *juifs honteux* to *juifs involontaires*. Large segments of our young Jews in the major communities of the world are in the unidentified area of *juifs involontaires*.

There are those who believe that cultural isolation is possible. But such compartmentalization is not acceptable to those who attend institutions of general higher education. The challenge of our time is to relate Jewish consciousness to advanced national and universal currents of contemporary thought. We dare not run away from the encounter. Those vast numbers of our youth who feel they are Jews in the sociological sense even though their Judaism has no content — how can we attract them to a new awareness of the traditions and collective memory of our People? By availing ourselves of the highest denominator of our tradition, namely *learning*.

In Judaism, the exemplary Jew is not merely the *learned* Jew but the *learning* Jew. The Jewish ideal and the university ideal converge. The test, however, is to reach the academically trained on *advanced* levels of knowledge and content in societies where the Jewish pattern is secondary. Regrettably, even many who have received formal Jewish education know very little. By its very definition, the university stands committed to the intellectual continuum. With Jewish learning as our aim, the university campus — now attended by Jewish youth in rising averages from 25 to 85 percent of their age-group in different countries — can become a meeting ground for the Jewishly-committed, the withdrawn, and the searching. If Jewish ideas can capture them in the formative years, they will remain Jewishly motivated in the after-years. If Jewish subjects are taught as part of the general curriculum, our youth need not be “invisible citizens” on the campus. The university can thus become an arena for self-discovery and self-improvement as Jews.

There is, of course, the troublesome issue which cuts to the heart of the academic enterprise, namely the potential tension between university goals of knowledge and scholarship and Jewish group goals of identification and commitment. This is an ongoing debate. Although most scholars are acutely aware of the possible threat to objective scholarship if the temptation to make the classroom into a Jewish forum is abused, the predominant school of thought based on experience, insists that the goals are not contradictory. The fact that a scholar aspires to the highest levels of research and teaching need not necessarily release him from the opportunity to awaken and enhance Jewish identification among the younger generation. A balance can be found between Jewish Studies as a component of world civilization and Jewish learning as intrinsic to Jewish self-fulfillment.

In all these efforts, the objective is to strengthen Jewish identity and group experience not only among the Jewish student population, but also among Jewish faculty. Faculty members are the role models on the university scene. Knowingly and unknowingly, they set directions for their students for life.

The faculty issue is a relatively untouched area, yet one which is organically related to the problem of intellectual leadership in all Diaspora communities.

Some Salient Facts and Problems

Appended is an "Inventory of Colleges and Universities" pointing concretely to 570 colleges and universities with Jewish Studies departments and/or accredited courses, departments or interdepartmental programs in different parts of the world. As indicated, I visited universities in eleven countries: in Latin America (Argentina, Brazil, Mexico); the United States and Canada; England and Continental Europe. My field consultations encompassed university and administrative staff as well as Jewish communal leaders. In many universities I lectured in order to gain the feel of the real classroom situation.

Among other considerations, I decided to apply the following threefold criteria:

- Universities interested in developing and/or introducing departments for the systematic teaching of Jewish culture;
- Universities with a relatively large and/or prospective Jewish population;
- Universities that could serve as generating forces to other institutions in a similar cultural ambience.

LATIN AMERICA

Within Latin American conditions, whatever pockets of university courses on Jews and Judaism exist, arose under Jewish communal auspices or support. Joint programs were developed by universities and Jewish communities in São Paulo, Santiago de Chile and Mexico City. Hebrew language chairs were established — again on a supportive basis — in Rio de Janeiro and in Panama; and courses in Yiddish were initiated in 1973 at the Jesuit Universidad del Salvador in Buenos Aires.

Until recently these sporadic initiatives did not reflect a general university trend, or, for that matter, any systematic effort on the part of the organized Jewish collectivity. However, there has now emerged a constellation of factors which, combined with basic Jewish group concerns, indicate new departures. Two intertwining factors on the general scene are: a discernible movement by middle-class students away from national state universities towards private universities and the expanding sponsorship of private universities by Catholic orders.

The Jewish factors are chiefly the preponderantly native (rather than former immigrant) character of Jewish communities, and the disaffection of the greater majority of Jewish youth from the ethnic values of the founding community. As for those adolescents who attended intensive Jewish elementary and high schools, most of them graduate into a Jewish educational vacuum. Add the high percentage of radicalization and outmarriage, and the total picture becomes bleak indeed.

Mexico

In Mexico, an experimental program at the Jesuit Universidad Iberoamericana clearly reveals how Jewish community development, formal Jewish education and continuing university studies can be knitted together. Key to the purpose of this program is the fact that there is no accredited or unaccredited Jewish college system in Mexico City. In addition to the courses instituted in the program, equivalent Jewish courses abroad, particularly in Israeli institutions, can now be accredited in Iberoamericana. And what is being developed there, namely courses in Jewish history (post-Biblical, medieval, modern and contemporary) may well become applicable in other Latin American institutions of higher learning — a judgement attested to by university officials in Brazil and Argentina.

Argentina

While the Jewish community of Argentina is at present in a transitional stage, it is not in dissolution. There is determined action in the experienced agencies for Jewish self-defense, education, and Zionism-Israel. However, a glance at the statistics of Jewish elementary, high school, and college training — even granting characteristic Latin American *mas o menos* — reveals the present dim prospects for a Jewishly informed laity. The given figures for attendance in the elementary Jewish all-day schools of Buenos Aires and the interior cities are about 11,000 in 67 schools. Post-high school education in several Buenos Aires schools attracted only 450 students. What makes the picture even more grim is the decline in enrollment in all grades in recent years, and the sharp fallout on the higher levels. These statistics are to be seen in relation to the university Jewish youth population which, conservatively estimated, runs above 10,000 students.

Prior to my departure, at our Committee's inner evaluation session, it was suggested that the following projects could be assumed as soon as the organized community would adopt an overall scheme: 1) Progressive development of a basic Jewish Studies program at Universidad del Salvador; 2) An experimental graduate program at Universidad del Belgrano; 3) Examination of future possibilities at Universidad Nacional de Rosario and Universidad del Sur in Bahia Blanca as well as the Universidad de Buenos Aires (in which courses in Hebrew are now being taught).

Brazil

Brazilian Jewry is virtually a world in itself on the South American continent, largely isolated from the mainstream of Jewish learning, primarily because of language. Teaching in Brazil can be effective only in Portuguese, and in some instances, in Spanish. Classical Jewish texts — even the Humash and Commentaries — are closed books to all but the select few. Pivotal in the present structure is the Centro de Estudos Judaicos, established in 1969 with the support of the Memorial Foundation for Jewish Culture. Yeoman service is being rendered by the *Perespectivas* publishing house, a one-man voluntary enterprise. But the catalog is necessarily small and not directed to the teaching situation. Publication of educational texts and source books are an elementary need, especially on the university level where there is a lack of basic monographs on Judaism. In this manner an organic relationship could easily be established with university programs in Mexico and Argentina as well as in other countries on the continent — as for example Chile and Venezuela — where university courses are in different stages of development, and in those communities where they are now being planned. As time goes on this will inevitably lead to regional organization and coordination, including faculty and pedagogic interchange.

UNITED STATES AND CANADA

Whereas the situation in Latin America (and Western Europe, as we shall see) is characterized by underdevelopment, in North America it is over-rapid development. Let me illustrate with growth figures and typological settings.

Milton Konvitz cites a 1968 estimate of 375,000 Jewish students attending 840 institutions, as compared with the 1915 estimate of 15,000 in 108 colleges

and universities. It is generally accepted by Hillel and other educational agencies that the present Jewish student population ranges from 350,000 to 400,000. This number is receding because of demographic factors, now being intensively studied and debated. However, the number of institutions with Jewish Studies departments and/or interdepartmental programs and/or unit courses has grown from some 40 in 1965 to more than 400 campuses across the country. In Canada such programs and/or courses have been instituted in at least 35 colleges and universities.

Numbers alone do not adequately describe the new growth. Jewish themes are increasingly accepted in diverse departments as, for example: Religion, Near Eastern Studies, Linguistics, History, Philosophy, Sociology, and Political Science. In these departments, aspects of Jewish Civilization are now legitimate dissertation subjects, a development requiring special study.

Another aspect of the growth process is the emergence of a sizeable corps of American Jewish scholars and teachers. There are over 500 faculty members teaching in the field today on the North American continent, of whom more than 400 are full-time teachers of Jewish Studies. In citing these figures one recalls that the late Harry Austryn Wolfson, incumbent of the first Jewish Studies Chair in any American university, anticipated with amazing prescience in 1920 — the date is important — that it “may perhaps take half a century before we can produce our own raw material here.” In terms of the American and Canadian Jewish scene, this is primarily due to the seminaries and teacher-training institutions which raised and trained disciples of Jewish learning. Many of these graduates continued their studies at universities. There are well over 600 Ph.D.’s on the roster of the Association of Jewish Studies, the majority having received their degrees after 1960.

If we compound the factors of numerical increase, variegated typological settings, and the students interested in entering the realm of Jewish scholarship, it seems fair to conclude that at least in sheer size an academic revolution has taken place. But it is also fair to state that in the process — with obvious outstanding exceptions — academic devaluation has set in as regards standards of teaching personnel and curricular requirements. This judgment is shared by most of the concerned members of the Association of Jewish Studies.

Crucial to the future of the entire field is the quality of faculty personnel. Particularly because Jewish Studies courses are new in the academic community, compromise with lower standards cannot be rationalized on the grounds of immediate needs; otherwise there will be long-term problems. The question is how best to ensure that those involved in university teaching of Judaica are ranking scholars in their respective fields of specialization and capable of contributing to the entire academic community.

GREAT BRITAIN, SOUTH AFRICA, AUSTRALIA

Great Britain

The English world of learning has long been a magnet drawing scholars of Jewish history, culture and religion from all over the world. Courses on Jewish Civilization in Great Britain are now taught in more than 29 universities. Along with the expansion of general university education, the boundaries of Jewish Civilization curricula have moved beyond their limited Hebrew-Biblical state, closely allied to theology, and now reach out into language, literature, history and sociology.

A specific case illustration in which many of these elements come together is the Bearsted Readership in Jewish History at the University of Warwick held by Dr. Lionel Kochan. This Readership was initially sponsored by the Memorial Foundation for Jewish Culture and a group of Jewish communal leaders in Britain with the understanding that the University would assume full responsibility for its development after five years. Only one of the fruitful initiatives of Mark Uveeler, this Readership has now been in existence for thirteen years. Developing programs in other academic frameworks indicate the potential for Jewish Civilization courses in Great Britain.

But this, too, we have learned: In Oxford and Cambridge there are an estimated 1,600 to 2,000 Jewish students, a far greater proportional representation than the 1 percent of the total population constituted by Jews. In Jewish terms, however, only a small percentage has any Jewish identification, not to speak of intensive Jewish school or home training.

On this there can be no British understatement: British Jewry has not yet created an effective indigenous system of Jewish training either for its formal Jewish educational objectives or for the changing circumstances of inner Jewish life. In recent years, Chief Rabbi Sir Immanuel Jakobovits has taken important steps to vitalize the elementary Jewish educational system. Such efforts are indispensable, but we know, insufficient. The tunnel has to be built from both ends. It is not inevitable that Jewishly uneducated academic youth is lost to Judaism and the Jewish People!

South Africa

The coupling of South Africa and Australia with the United Kingdom in this section is academically typological rather than political. Despite political disjunction, in the one case, and geographical distance in the other, cultural and educational attachment to England has been sustained, certainly within academic circles in both countries. This involvement is fully borne out in prevailing university curricula with their high degree of early specialization along British lines.

In a forthright statement on "Jewish Students, Staff and Studies in South Africa" by Professor Marcus Arkin, Director-General of the South African Zionist Federation, the salient problems confronting South African Jewry as well as possible solutions are clearly defined. Professor Arkin estimates that the overall total Jewish collegiate population is not less than 5,000 and it might be as high as 7,500. The preponderant segment (about 4,000) is at the University of the Witwatersrand in Johannesburg, comprising more than one-third of the total student population; the second largest group (from 1,300 to 2,000) is at the University of Cape Town; and a growing number of students are enrolled in the correspondence courses at the University of South Africa in Pretoria. Arkin finds that while the majority of the Jewish students are conscious of their Jewishness — largely due to the relatively solid base of the day school programs and to the united educational concerns of the community — there are insufficient outlets for Jewish expression on the campus.

"Is there a need for Jewish Studies at our universities?" Arkin asks. This innovation seems to be the main hope; but the Jewish community itself, he asserts, is halting progress. Provision for courses in Judaica is included in the South African subsidy formula. Exercise of this option would revivify the Jewish community by providing them with indispensable Jewishly qualified and academically trained personnel who could serve as communal administrators, social workers, youth leaders, and in time, qualified lecturers in courses on Jewish Civilization.

Australia

As in the case of South Africa, the Jewish educational profile of Australian Jewry is, on many counts, most impressive. There are thirteen Jewish day schools in Australia (three in Sydney, eight in Melbourne, one in Adelaide, one in Perth). Availability of public funds up to the high school level is an

important factor, leading to what is probably one of the highest proportionate Jewish day school enrollments anywhere.

Upon deeper analysis, however, the Jewish educational profile reveals acute deficiencies. As Barry Chazan states in an "Internal Memorandum" based on his intensive on-the-spot analysis of the total educational effort, the tradition of Jewish day school education is in fact strong, but there is no systematic teaching program beyond the high school level. There are no local institutions for the training of teachers, and staff import from Israel, England, South Africa or the United States is temporary and often unsatisfactory.

On this background, Dr. Chazan's recommendation to dovetail the needs of the Jewish educational system with possibilities of Jewish Studies on the university level is most pertinent. Subjects related to Jewish Studies can be further developed in the universities of Melbourne and Sydney (New South Wales, Monash and in some colleges of advanced education). With imaginative planning, such as the residential colleges (e.g., Shalom College at the University of New South Wales), these two goals may reinforce each other. The University of New South Wales has indicated that it would welcome establishment of a graduate fellowship in the field and fill it with a full-time occupant; and Prahran College of Advanced Education has agreed — for the first time in the history of Australia — to award degrees in Jewish Studies.

Fortunately there are signs in Melbourne and Sydney that an alert Jewish educational leadership plans to initiate new efforts to develop courses in Jewish Civilization in various colleges and universities throughout the country.

FRANCE

A dominant positive factor in the current Jewish identity pattern of French Jewry — which differentiates it from other communities — is its *familial* relationship with Israel, due essentially to the North African immigration. Yet, prescient observers attest, assimilatory forces are rampant even within the immigrant generation. Addressing an American audience, Baron Guy de Rothschild, President of the Fonds Social Juif Unifié (FSJU) stated that, "We watch, sitting at our own doorway, thousands of young people of exceptional vitality, but whose future as Jews is greatly in danger presently... They may not be French citizens, but French is their language, schools and universities are free and accessible to them."

Baron de Rothschild's troubled statement is substantiated as one examines the existing formal Jewish education system. A small percentage of the Jewish

child population, it is said, receives any type of Jewish education (difference of opinion runs, as one wishes, between 5 and 15 percent). As we compare the figures of the Jewish lower schools with the amazing fact that about 1,200 students are matriculated in the department of Hebrew at the Institut National des Langues et Civilisations Orientales (INLCO), the potential role of university studies in the reordering of total Jewish educational structures assumes new dimensions. Courses are conducted in the Hebrew sections of 17 universities in Paris and the provinces; and the enrollment can be increased with proper planning. In France, the most practical means of introducing subjects on Jews and Judaism is through courses in the respective Hebrew sections and with government support.

There are other wells to be tapped. First: Hebrew is now offered in French *secondary* schools — the indispensable link between elementary and higher education — as an optional language that may be taken for the matriculation. Second: At 39 universities throughout the country, doctoral dissertations are supervised, covering the entire range of Jewish Civilization studies. Third: A new generation of Jewish academicians is rising, with strong Zionist-Israel commitments. One has but to review the 18 colloquia volumes published by the Congrès Juif Mondial, edited by Jean Halpérin, to sense the intellectual vitality that can be mustered in Western Europe today.

What are the weaknesses in the present condition? Foremost is the problem of national coordination. The second problem, teaching personnel, is especially acute. The third deficiency derives from the highly mono-cultural character of French Jewry. Because of the exclusivity of the French language in the Western world, writings in other languages are closed books for most students.

One cannot break through this maze of problems everywhere and at the same time. Fortunately, Professors René Sirat (now Chief Rabbi of France), Yitzhak Varsat and Doris Bensimon have created a novel instrumentality — the Centre Interuniversitaire des Hautes Etudes du Judaïsme Contemporain — from which an intensified program can stimulate development throughout the country. In light of France's central cultural position on the continent, what will happen there will radiate, despite linguistic differences, on other countries as well. In that sense, France should be seen as a regional center which will include other continental communities, as for example, Belgium, Holland, Switzerland and Italy.

Novel Possibilities

The dynamic character of our inquiry points to many new directions. I cite three areas: universities offering Jewish education options; denominational universities; Jewish and general regional university consortia.

JEWISH EDUCATION OPTIONS

Let me clearly state that the responsibility for training teachers of Jewish knowledge and loyalty cannot be transferred to general institutions. On the other hand, it has been demonstrated over a period of decades that exclusive Jewish institutions have failed to produce the indispensable number and quality of teachers.

It is now possible, in Canada for example, to develop tripartite arrangements among Jewish teacher-training schools, correlative study in Israeli institutions, and universities offering Jewish education options. Such a tripartite agreement, which is considered feasible in Toronto, can also be evolved in Montreal and other Canadian cities. Moreover, such programs dovetail prevailing Canadian conceptions on multiculturalism, building on ethnological heritages. In that sense, the Canadian context may be unique. But the suggested approach can be adopted in other Western societies, wherever pluralistic education is fostered — as it is now also being suggested in South Africa and Australia.

DENOMINATIONAL POSSIBILITIES

A dramatic new vista is the introduction, in institutions with few or no Jewish students, of courses on Judaism and the Jews as factors in world civilization. In his essay on "The Need for Judaic Studies," Edmund Wilson, doyen of American letters, once actually detailed a two-year course for his "ideal university" and stated:

These courses should be taught by a Jew. Few non-Jews would be competent to teach it, and these are likely to be top scholars, occupied with special research. Jewish subjects, I have noticed, besides, have a way of becoming denatured when they pass through non-Jewish hands. Let the student be exposed to a Jewish scholar, expounding, without inhibition, the traditions and the point of view of his own so important people.

An encouraging development is to be found in the courses on Jews and Judaism in Catholic colleges and universities — taught by Jews. The first such courses in any Argentine university, as indicated earlier, were initiated at the Jesuit Universidad del Salvador in Buenos Aires in 1973. The courses in Yiddish were sponsored by YIVO!

A basic document on such teaching in Catholic universities is to be found in the publication of the Commission for Religious Relations with the Jews, "Guidelines and Suggestions for Implementing the Conciliar Declaration 'Nostra Aetate'." The key paragraph (n. 4) reads:

Research into the problems bearing on Judaism and Jewish-Christian relations will be encouraged among specialists, particularly in the fields of exegesis... Higher institutions of Catholic research, in association if possible with other similar Christian institutions and experts, are invited to contribute to the solution of such problems.

Even the eagerly optimistic recognize the gulf between declaration and fulfillment. It is all too evident that there are those who would, out of traditional religious conviction, frustrate the realization of these intentions. A full-scale global study of denominational institutions besides Catholic universities needs to be undertaken. Once the documentation is gathered and assessed, we can tackle the problems of curricula and personnel for such institutions of higher learning in the spirit of objective scholarship and confraternity.

JEWISH AND GENERAL REGIONAL UNIVERSITY CONSORTIA

A new phenomenon has emerged — cooperative programs wherein exclusively Jewish institutions are responsible for the Jewish Studies courses at universities under mutual service contract. There are earlier models of reciprocal relations for course exchange and credit between Jewish institutions and teachers colleges; one of the first was between the Jewish Theological Seminary and Columbia University. The concept and practice of a multilateral consortium is being effectively implemented in Chicago by Spertus College of Judaica. In Los Angeles, both Hebrew Union College and University of Judaism have adopted this approach for broadening and deepening their respective schools, with the University of Southern California and UCLA respectively.

While such academic interchange poses curriculum and faculty problems for Jewish institutions, it opens wide avenues for recruitment and expansion, as it elevates the status of Jewish Studies in the wider community. In Western

Europe a similar level of cooperation has not yet been attained for sheer lack of highly graded Jewish institutions. However, in recent years, university students requesting courses in Judaica have spurred the development of formal departments of Jewish Studies as well as non-credit courses, as at the Centre Universitaire d'Etudes Juives (CUEJ) in Paris, and the Institut Universitaire d'Etudes du Judaïsme Martin Buber in Brussels.

My experience in Brussels, followed by a visit to Holland, taught me that new approaches are possible in these countries, if there will be some centralized institution to offer innovative ideas and assistance. Inherent in the process of Jewish learning or learning about Jews and Judaism in these countries is the creation of new models for reciprocal relations among students and scholars of different faiths and cultural backgrounds.

The Unique Role of Israeli Institutions and Scholars

In the creative interplay between Israel and world Jewish communities, Israel has stimulated Jewish expression in the Diaspora. It has helped to vitalize communal institutions, intensified the ties of those who seek brotherhood with fellow Jews in extra-religious forms, and opened new avenues of identification for many Jews. In these critical years, when the forces of cultural disjunction are mighty, the very existence of Israel is an expression of active faith in the Jewish future. It is a decisive psychological factor in the will to Jewish renewal.

As a teacher in Israel of students coming from many lands, I bear personal witness to scores of students who redirected their course of study to Jewish subjects after acquiring a new sense of collective Jewish aspiration. For the first time, Land, History, and Tradition merged in their lives. Who can assay the impact upon Diaspora Jewish life as these students return to their respective communities? In this respect, too, the influence of Israel is immeasurable.

How can we increase the knowledge and, hopefully, the commitment of Jewish youth through interrelated accredited study in Israel? My approach is directed to two tiers—Israel as a pivotal center of Jewish learning; Israeli universities as a correlative Jewish educational system to Diaspora Jewish learning.

The renaissance of Hebrew language and culture in Israel has caught the imagination of the world of learning. What the founders of *Wissenschaft des Judentums* aspired to but did not achieve — to introduce the study of Jewish history as a recognized component of world civilization in the academy — is being progressively realized. In this development, Israeli scholarship has been primary: Students of various faiths, cultures and backgrounds, seeking the sources of Judaism, gather for graduate and post-graduate study; works of eminent Israeli scholars are being taught at universities in many lands, even in Christian denominational schools. Continuing seminars and conferences facilitate and stimulate the exchange of works-in-progress, thus bringing experienced and young scholars of similar specializations from different lands into fruitful and collegial relationships.

As regards the possibilities of correlative training, it is important to recognize that the map of higher education in Israel has been radically altered since the rise of the State. The Hebrew University's Institute of Jewish Studies is now in its sixth decade: Every department, from archaeology and Bible to contemporary Jewish history and culture, is virtually a sub-faculty. At Tel Aviv and Bar Ilan universities, and latterly at Haifa and Ben Gurion universities, there has been rapid development in similar pattern.

All these institutions have created overseas student divisions with special programs for students from North America, Latin America, and Western Europe. Fully reliable statistics of student enrollment over the years are not available. It is our rough estimate that upwards of twenty thousand students from the U.S. alone have participated in these programs in the past two decades.

Courses on Jewish Civilization, it is true, are but part of the total options offered in all programs for overseas students. But inevitably young people are touched by the pervading emotional and intellectual ferment in Israel; and the overseas study movement is only at its beginning. In our air-age, higher education has become increasingly intercultural and international. Planning Diaspora Jewish education, Israeli institutions can play a correlative role on many levels: intermediate collegiate training, graduate and post-graduate studies. There is ample evidence that the numbers can be increased significantly with participant student and local university funding. In this case, as in many others, quality will determine quantity.

International Center for University Teaching of Jewish Civilization

BEGINNINGS

Even if all the funds required for the realization of the indicated goals were available, and even if exemplary staff could immediately be engaged in the enterprise, it would take years before the envisaged programs became rooted in the various countries. But a start had to be made, and in that spirit President Navon announced the formation of the International Center for University Teaching of Jewish Civilization in Jerusalem. Initial support was rendered by the Joint Program for Jewish Education (State of Israel Ministry of Education and Culture — The Jewish Agency for Israel — World Zionist Organization). In keeping with its policy to sponsor specific educational programs in Israel which are Diaspora-directed, the Joint Program provided ear-marked funds to the Center during its experimental years.

Based on the guidelines of the Joint Program, projects have been started in the first year of activity, many of them in active cooperation with the World Union of Jewish Studies. It should be emphasized in this connection that the aim of the Jerusalem Center is to initiate, stimulate, and coordinate institutional programs, but not itself to become a competing academic institution. By way of spotlighting some of the Center's present programs, I mention four categories in outline.

I. Mapping the Areas

a. *World Directory* of colleges and universities with Jewish Studies departments and/or accredited courses in general and inter-departmental programs. The *Directory* will include faculty listings and selected curricula in the specialized Jewish Civilization programs.

b. *Inventory* to gather existing syllabi and textbooks in Latin America; U.S.A. and Canada; Great Britain, South Africa and Australia; France and Western Europe.

c. *Annotated Register of Research* in Jewish Civilization including published dissertations, work-in-progress in the different regions, and conference papers.

AREAS OF INQUIRY

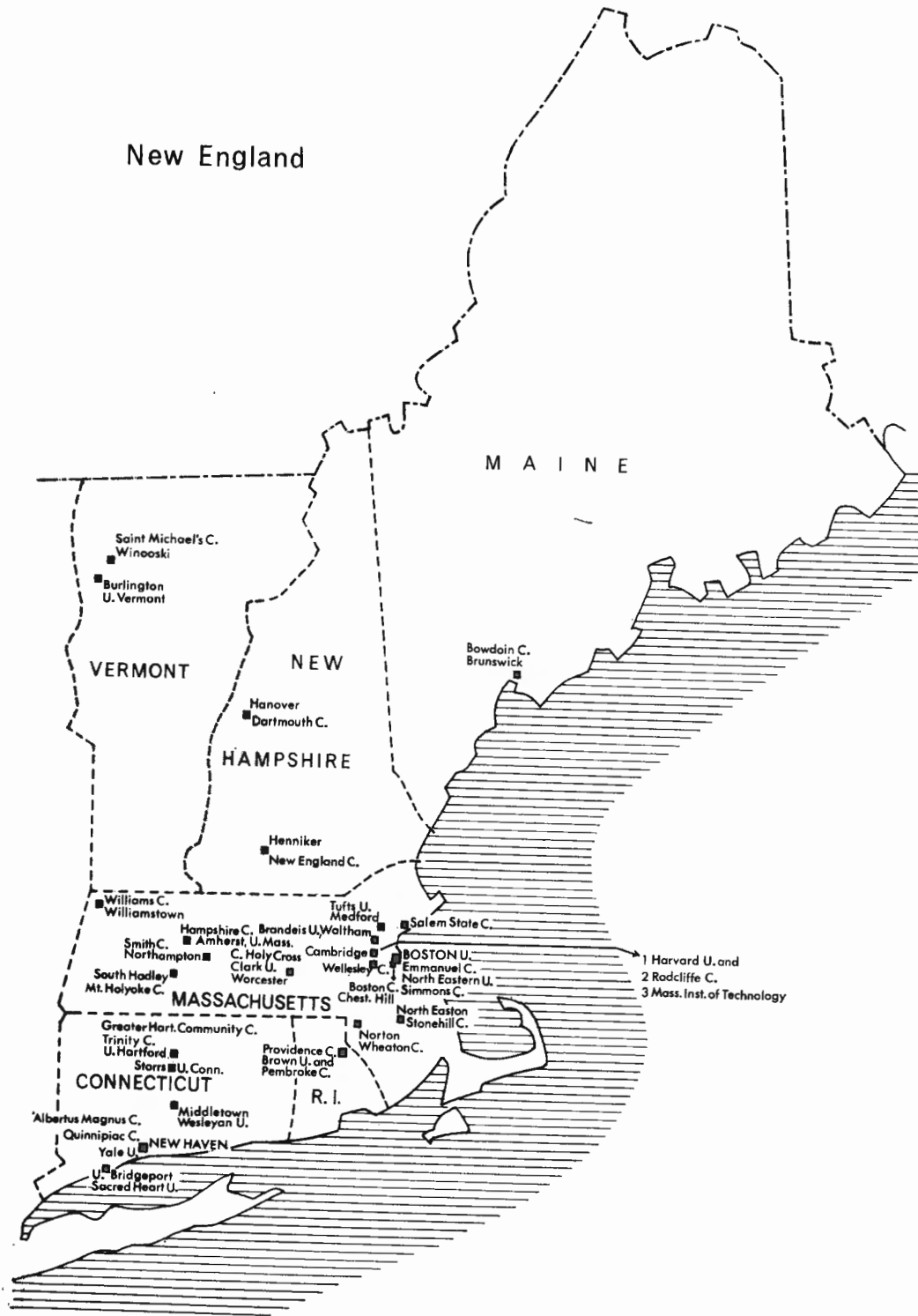
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Curricula compilation, LOTTIE K. DAVIS

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New England



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Map of the New York City area showing the locations of 15 higher education institutions. The map includes labels for New Jersey and New York. Institutions are marked with numbers 1 through 15. A legend indicates that solid squares represent independent universities and open squares represent college/university systems. A note states that numbers 1 and 2 refer to the number of institutions of said system or independent university, and numbers 3 through 8 refer to the name of the institution, which is shown in an inset.

LEGEND:

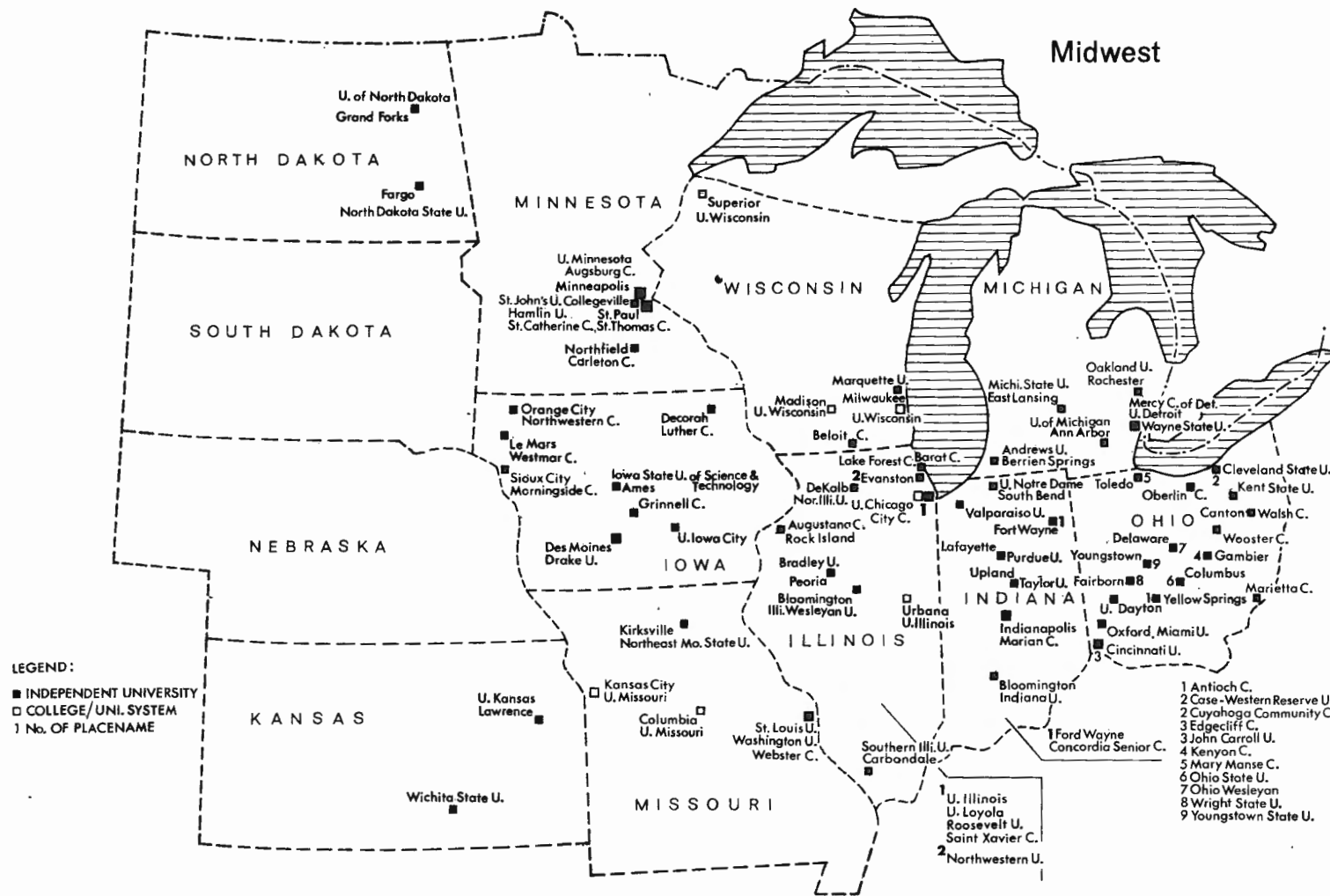
- INDEPENDENT UNIVERSITY
- COLLEGE/UNIVERSITY SYSTEM

1 NO. OF INSTITUTIONS OF SAID SYSTEM OR INDEPENDENT UNIV.
 1 NO. OF PLACENAME - SEE INSET

Southeast



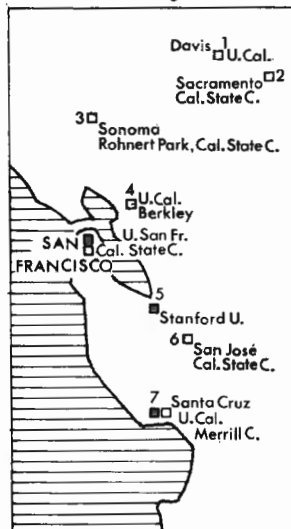
Midwest



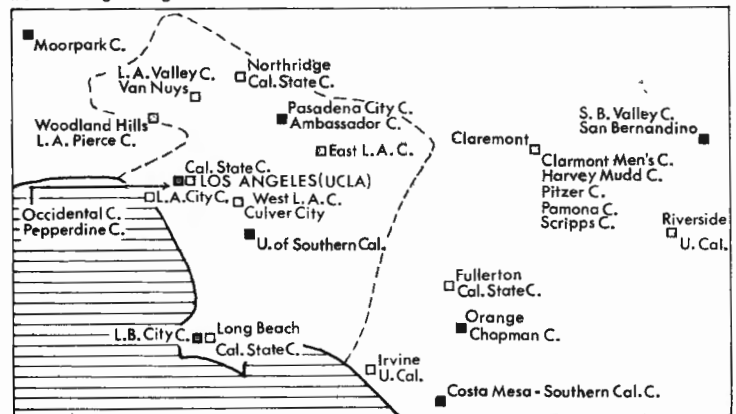
Southwest and Far West



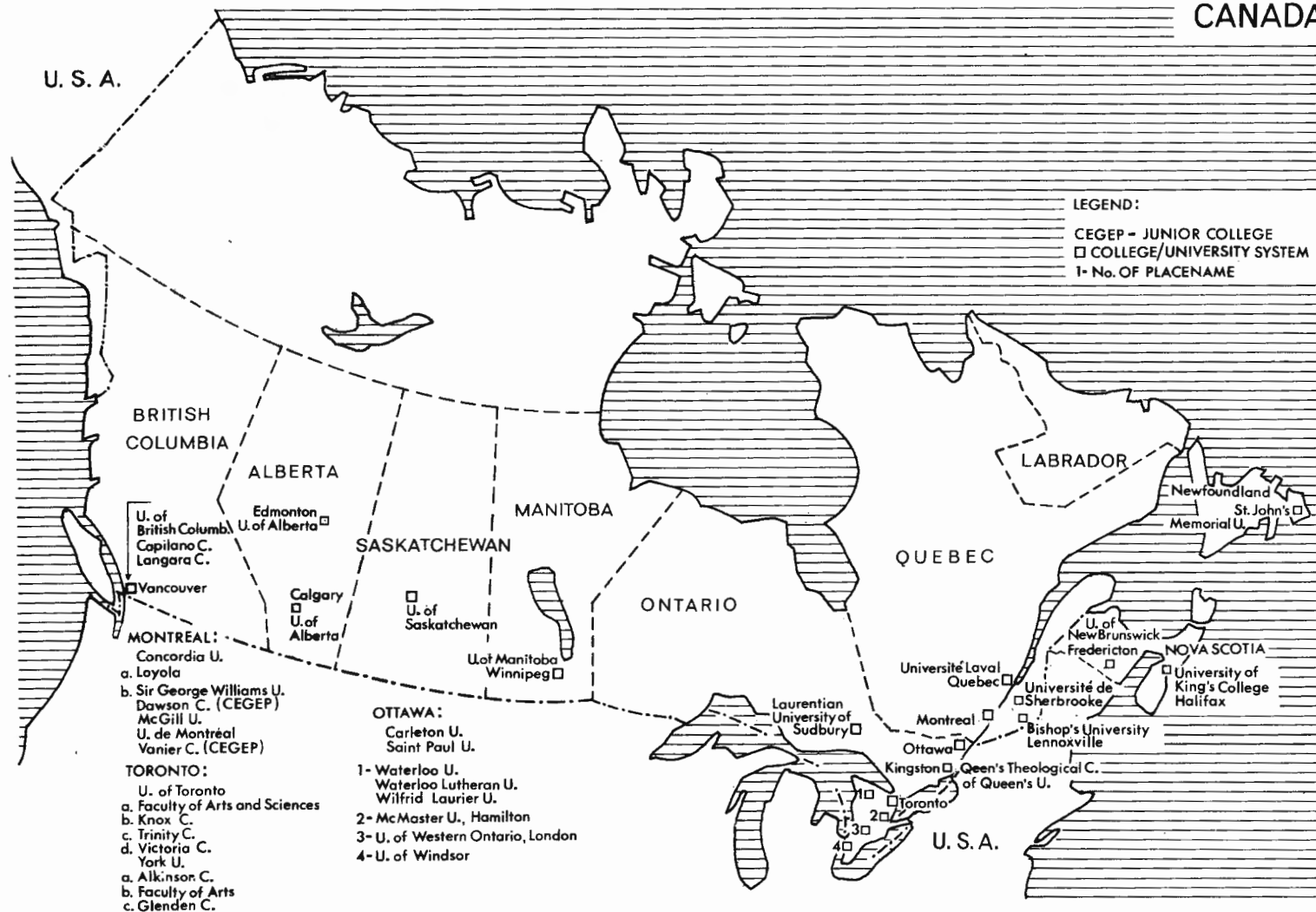
Inset San Francisco region



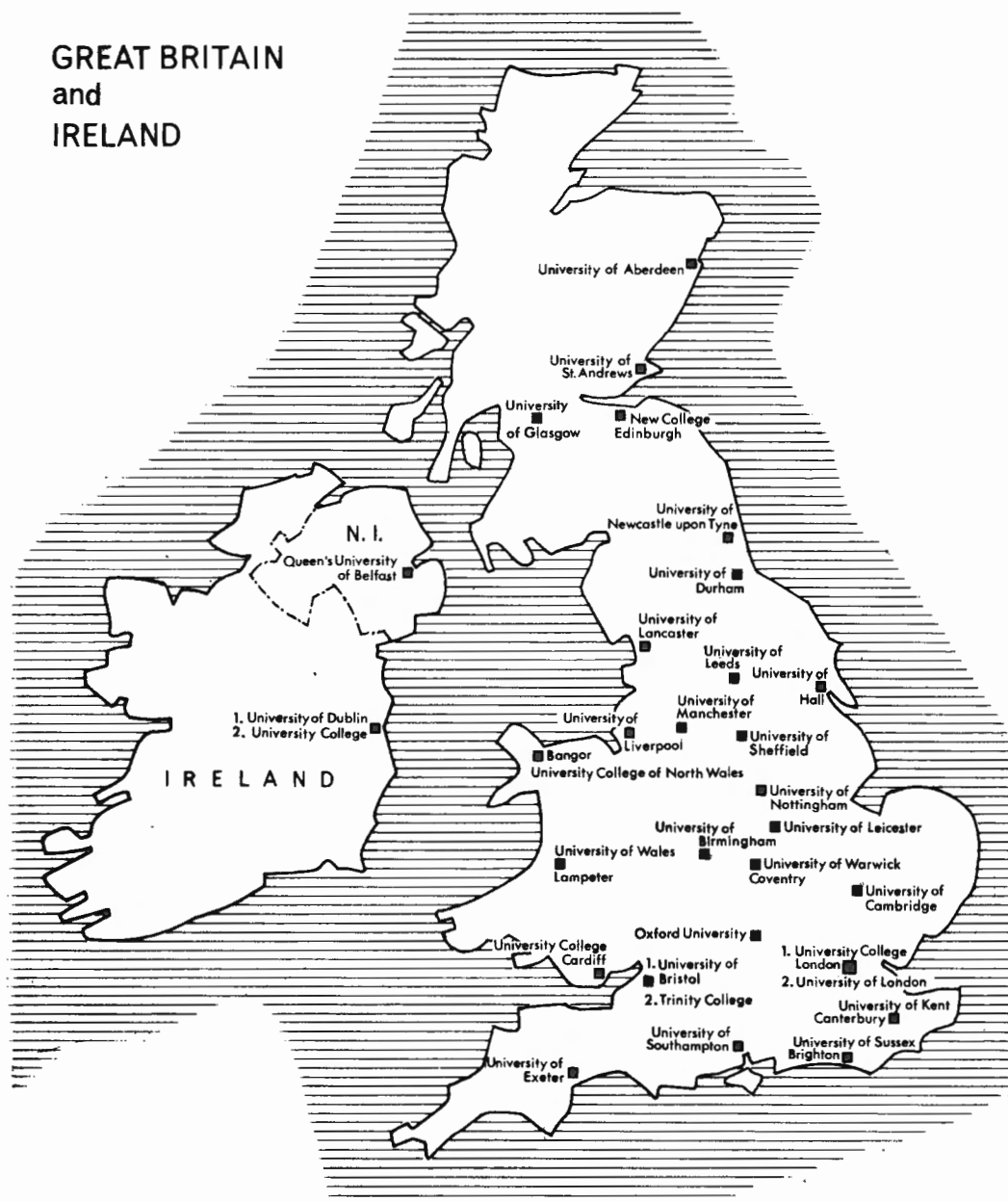
Inset Los Angeles region



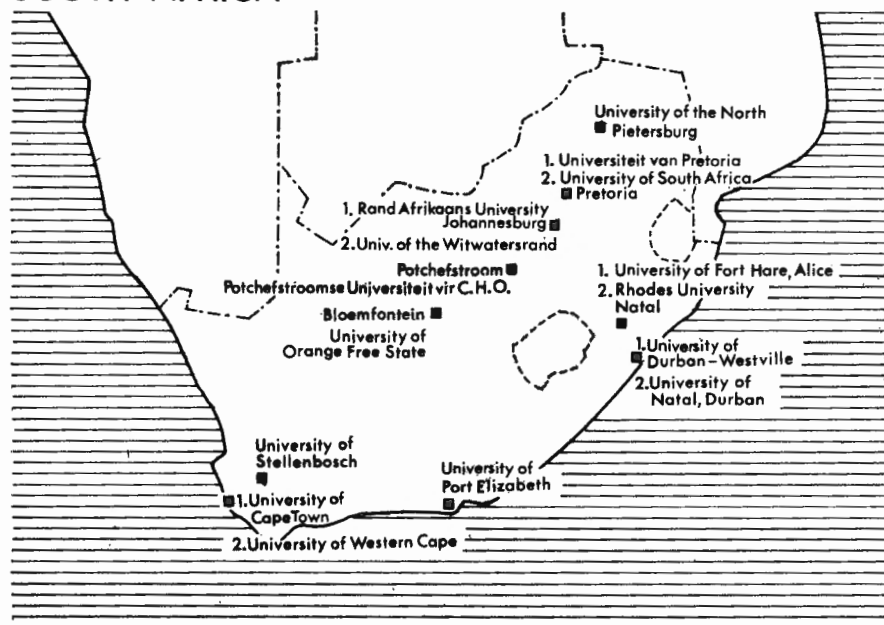
CANADA



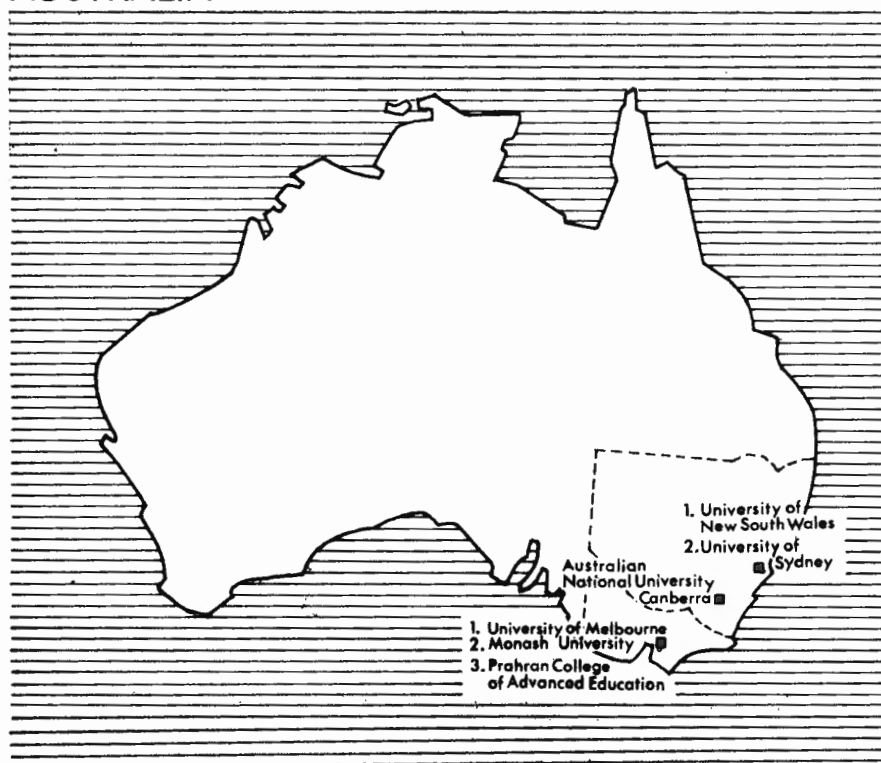
GREAT BRITAIN and IRELAND

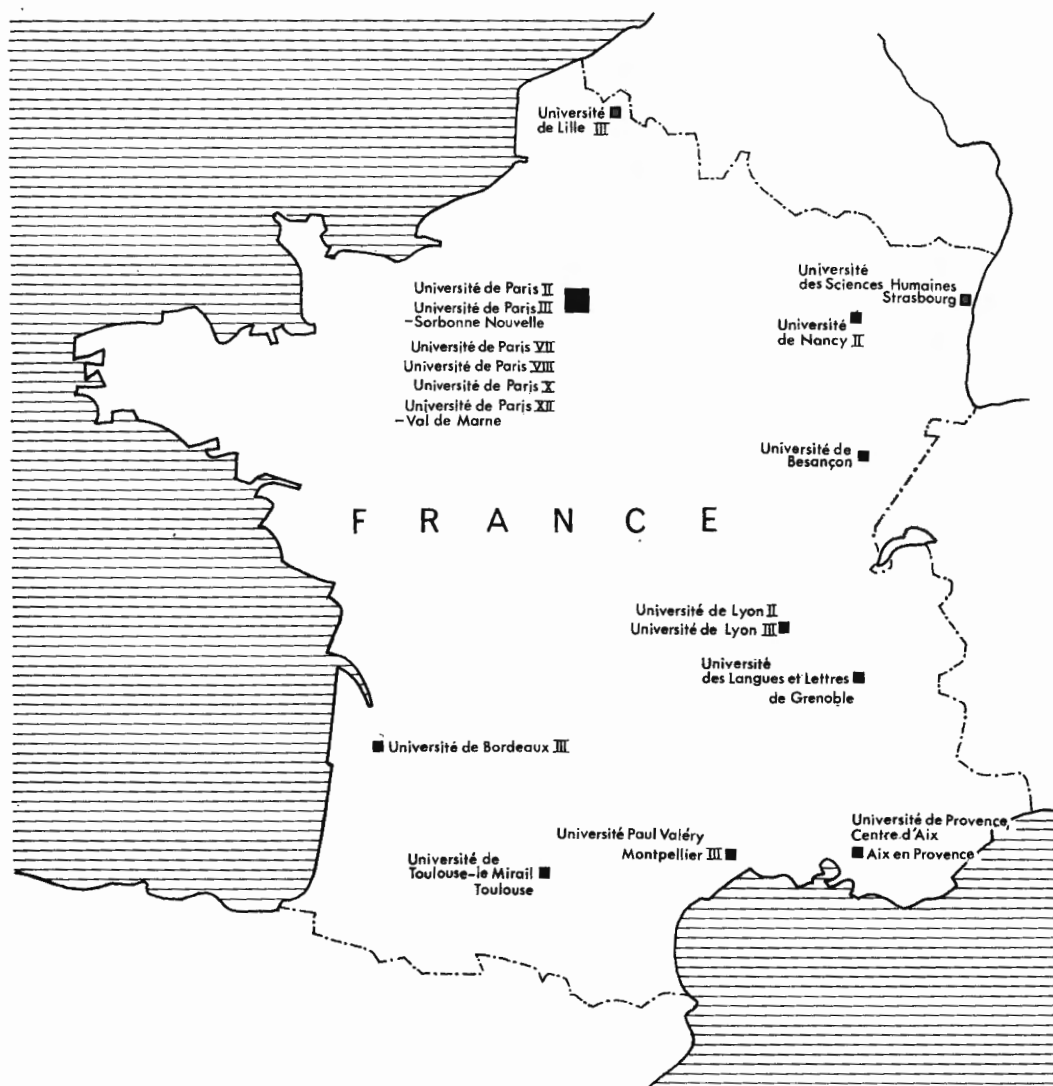


SOUTH AFRICA

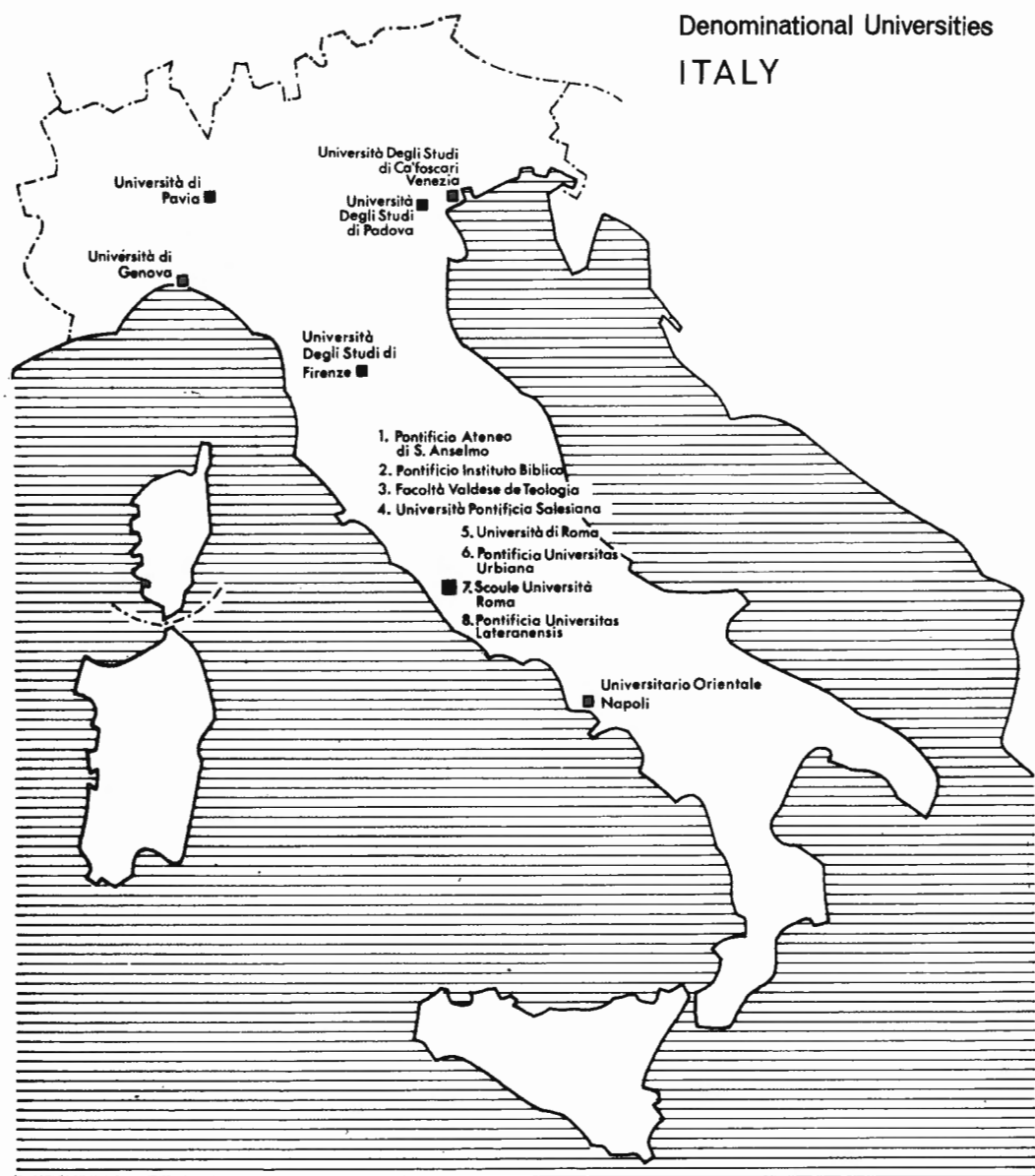


AUSTRALIA





Denominational Universities ITALY



APPENDIX

Inventory of Colleges and Universities*

Jewish Studies Departments; Accredited Courses on Jewish Subjects in General
Disciplines; Interdepartmental Programs

LATIN AMERICA

ARGENTINA

Universidad de Buenos Aires
Universidad Nacional de Rosario
Universidad del Salvador
Universidad Nacional del Sur, Bahía Blanca

BRAZIL

Universidade Catholica, Rio de Janeiro
Universidade do Estado da Guanabara, Rio
de Janeiro
Universidade Federal de Rio de Janeiro
Universidade de São Paulo

CHILE

Universidad de Chile, Santiago

COSTA RICA

Universidad de Costa Rica, San José

MEXICO

El Colegio de México, Mexico City
Universidad Iberoamericana, Mexico City
Universidad Nacional Autónoma de México
(UNAM), Mexico City

PANAMA

University of Panama

* As of September, 1981. Corrections and additions will be appreciated.

UNITED STATES

ALABAMA

University of Alabama, University
Birmingham Southern College
Florence State University
Spring Hill College, Mobile

ARIZONA

Arizona State University, Tempe
University of Arizona, Tucson
Phoenix College

CALIFORNIA

Ambassador College, Pasadena

California State University System (CSU)
CSU at Fresno
CSU at Fullerton
CSU at Long Beach
CSU at Los Angeles
CSU at Northridge
CSU at Sacramento
San Diego State University (CSU)
San Francisco State University (CSU)
San Jose State University (CSU)
Sonoma State University (CSU)

University of California (UC)
UC at Berkeley
UC at Davis
UC at Irvine
UC at Los Angeles (UCLA)
UC at Riverside
UC at San Diego
UC at Santa Barbara
UC at Santa Cruz

Chapman College, Orange

Claremont College System (CCS)
Claremont Men's College (CCS)
Pitzer College (CCS)
Pomona College (CCS)

Graduate Theological Union,
Berkeley
Harvey Mudd College, Claremont
Long Beach City College

Los Angeles City College System
East Los Angeles College
Los Angeles City College
Los Angeles Harbor College, Wilmington
Los Angeles Pierce College,
Woodland Hills
Los Angeles Valley College,
Van Nuys
West Los Angeles College,
Culver City

Loyola-Marymount College, Los Angeles
Mills College, Oakland
Moorpark College
Occidental College, Los Angeles
Pasadena City College
Pepperdine College, Los Angeles
San Bernardino Valley College
University of San Francisco
Scripps College, Claremont
Skyline College, San Bruno
Southern California College, Costa Mesa
University of Southern California, Los
Angeles
Stanford University

COLORADO

Colorado State University, Ft. Collins
University of Colorado, Boulder
University of Denver
Regis College, Denver

CONNECTICUT

Albertus Magnus College, New Haven
University of Bridgeport
University of Connecticut, Storrs
Connecticut College, New London
Greater Hartford Community College,
Hartford
University of Hartford, West Hartford
Quinnipiac College, New Haven
Sacred Heart University, Bridgeport
Trinity College, Hartford
Wesleyan University, Middletown
Yale University, New Haven

DELAWARE

University of Delaware, Newark

DISTRICT OF COLUMBIA **(Washington, D.C.)**

The American University
Catholic University
Gallaudet College
Georgetown University
George Washington University
Howard University
Trinity College

FLORIDA

Barry College, Miami Shores
Bethune-Cookman College, Daytona Beach

State University System of Florida
(SUSF)
University of Florida, Gainesville
(SUSF)
Florida Atlantic University, Boca
Raton (SUSF)
Florida International University,
Miami (SUSF)
Florida State University, Tallahassee
(SUSF)
University of South Florida, Tampa
(SUSF)

Jacksonville University
University of Miami, Coral Gables

Miami-Dade Community College
Miami (North campus)
Coral Gables (South campus)

University of Tampa

GEORGIA

Berry College, Mt. Berry
Emory University, Atlanta
University of Georgia, Athens
Georgia Institute of Technology, Atlanta
Georgia State University, Atlanta

HAWAII

University of Hawaii at Manoa, Honolulu

ILLINOIS

Augustana College, Rock Island
Barat College, Lake Forest
Bradley University, Peoria
City College of Chicago
University of Chicago
De Paul University, Chicago

University of Illinois
Chicago Circle campus
Urbana campus

ILLINOIS (cont'd)

Illinois Wesleyan University, Bloomington
Lake Forest College
The Loop College, Chicago
Loyola University, Chicago
Northeastern Illinois University, Chicago
Northern Illinois University, DeKalb
Northwestern University, Evanston
Roosevelt University, Chicago
Saint Xavier College, Chicago
Southern Illinois University, Carbondale

INDIANA

Butler University, Indianapolis
Concordia Senior College, Fort Wayne
Earlham College, Richmond
Indiana State University, Terra Haute
Indiana University, Bloomington
Indiana University—Southeast, New Albany
Marian College, Indianapolis
University of Notre Dame, South Bend
Purdue University, Lafayette
Taylor University, Upland
Valparaiso University

IOWA

Drake University, Des Moines
Grinnell College
Iowa State University of Science and Technology, Ames
University of Iowa, Iowa City
Luther College, Decorah
Morningside College, Sioux City
Northwestern College, Orange City
Westmar College, Le Mars

KANSAS

University of Kansas, Lawrence
Kansas State University, Manhattan
Wichita State University

KENTUCKY

Asbury College, Wilmore
Bellarmine-Ursuline College, Louisville
Georgetown College
University of Kentucky, Lexington
University of Louisville
Western Kentucky University, Bowling Green

LOUISIANA

Louisiana State University, Baton Rouge
Loyola University, New Orleans
University of New Orleans
Tulane University and Newcomb College, New Orleans

MAINE

Bowdoin College, Brunswick
Colby College, Waterville
University of Maine, Orono

MARYLAND

Community College of Baltimore
University of Baltimore
Goucher College, Towson
Johns Hopkins University, Baltimore
Loyola College, Baltimore

University of Maryland
Baltimore County campus
College Park campus

Towson State University, Baltimore

MASSACHUSETTS

American International College, Springfield
Amherst College
Boston College, Chestnut Hill

MASSACHUSETTS (cont'd)

Boston State College
 Boston University
 Brandeis University, Waltham
 Bunker Hill Community College,
 Brookline
 Clark University, Worcester
 College of the Holy Cross, Worcester
 Emerson College, Brookline
 Emmanuel College, Boston
 Gordon College, Wenham
 Hampshire College, Amherst
 Harvard University and Radcliffe College,
 Cambridge
 Lasell Junior College, Auburndale
 Lesley College, Cambridge
 University of Lowell
 Massachusetts Institute of Technology,
 Cambridge

 University of Massachusetts
 Amherst campus
 Boston campus

 Merrimack College, North Andover
 Mount Holyoke College, South Hadley
 Northeastern University, Boston
 Salem State College
 Simmons College, Boston
 Smith College, Northampton
 Springfield College
 Stonehill College, North Easton
 Tufts University, Medford
 Wellesley College
 Wheaton College, Norton
 Williams College, Williamstown

MICHIGAN

Andrews University, Berrien Springs
 University of Detroit
 Mercy College of Detroit
 Michigan State University, East Lansing
 University of Michigan, Ann Arbor
 Oakland University, Rochester
 Wayne State University, Detroit
 Western Michigan University, Kalamazoo

MINNESOTA

Augsburg College, Minneapolis
 Carlton College, Northfield
 Concordia College, Moorhead
 Hamline University, St. Paul
 Macalester College, St. Paul
 University of Minnesota, Minneapolis
 College of Saint Catherine, St. Paul
 College of Saint Thomas, St. Paul
 Saint John's University, Collegeville

MISSOURI

University of Missouri
 Kansas City campus
 St. Louis campus

 Northeast Missouri State University,
 Kirksville
 Saint Louis University
 Washington University, St. Louis
 Webster College, St. Louis
 Westminster College, Fulton

NEBRASKA

Creighton University, Omaha
 University of Nebraska, Omaha
 Saint Mary's University, Omaha

NEW HAMPSHIRE

Dartmouth College, Hanover
 New England College, Henniker

NEW JERSEY

Caldwell College
 Drew University, Madison

 Fairleigh Dickinson University
 Madison campus
 Teaneck campus

NEW JERSEY (cont'd)

Jersey City State College
Luther College, Teaneck
Princeton University

Rutgers, State University of New Jersey
Camden campus
Newark campus
New Brunswick campus

College of Saint Elizabeth, Convent
Station
Saint Peter's College, Jersey City
Seton Hall University, South Orange
Trenton State College
Upsala College, East Orange

NEW MEXICO

University of Albuquerque
Eastern New Mexico University, Portales
University of New Mexico, Albuquerque

NEW YORK

Adelphi College, Garden City
Alfred University
Bard College, Annandale-on-Hudson
Canisius College, Buffalo

City University of New York System
(CUNY)

CUNY — Bernard Baruch College, New
York

CUNY — Brooklyn College

CUNY — City College of New York

CUNY — Hunter College, New York

CUNY — Lehman College, New York

CUNY — Queens College, Flushing

CUNY — York College, Jamaica

City University Community Colleges

CUNY — Bronx Community College

CUNY — Kingsborough Community
College, Brooklyn

CUNY — Manhattan Community
College, New York

CUNY — Queensborough Community
College, Bayside

Colgate University, Hamilton
Columbia University and Barnard College,
New York

Cornell University, Ithaca
D'Youville College, Buffalo
Elmira College

Fordham University, Bronx
Hilbert College, Hamburg
Hobert and William Smith Colleges,
Geneva

Hofstra University, Hempstead
Houghton College

Iona College, New Rochelle
Ithaca College

Le Moyne College, Syracuse
Long Island University, Brooklyn
Long Island University—C.W. Post Center
(College), Greenville

Manhattan College, Bronx

Manhattanville College, Purchase

Marist College, Poughkeepsie

Marymount College, Tarrytown

Marymount Manhattan College, New York

Mercy College, New Rochelle

Molloy College, Rockville Center

College of Mount St. Vincent, Riverdale

Nazareth College, Rochester

College of New Rochelle

New School for Social Research,
New York

New York Institute of Technology,
Westbury

New York University

Pace University, New York

University of Rochester

Russell Sage College, Troy

Saint Francis College, Brooklyn

Saint John Fisher College, Rochester

Saint John's University, Jamaica

College of Saint Rose, Albany

Sarah Lawrence College, Bronxville

Siena College, Loudonville

NEW YORK (cont'd)

State University of New York (SUNY)

SUNY at Albany
SUNY at Binghamton
SUNY at Buffalo
SUNY at Stony Brook

State University Colleges

SUNY College at Brockport
SUNY College at Buffalo
SUNY College at New Paltz
SUNY College at Old Westbury
SUNY College at Oneonta
SUNY College at Purchase
SUNY — Nassau Community College,
Garden City

Saint Benaventure University

Syracuse University
Union College, Schenectady
Vassar College, Poughkeepsie
Wells College, Aurora

NORTH CAROLINAAppalachian State University,
Boone

Davidson College
Duke University, Durham
Greensboro College
Lenoir Rhyne College, Hickory
University of North Carolina,
Chapel Hill
Wake Forest University, Winston Salem

NORTH DAKOTA

North Dakota State University,
Fargo
University of North Dakota,
Grand Forks

OHIO

Antioch College, Yellow Springs
Baldwin-Wallace College, Berea
Bowling Green State University
Capital University, Columbus
Case-Western Reserve University,
Cleveland
University of Cincinnati
Cleveland State University
Cuyahoga Community College,
Cleveland
University of Dayton
Denison University, Granville
Edgecliff College, Cincinnati
Hiram College
John Carroll University, University Heights,
Cleveland
Kent State University
Kenyon College, Gambier
Marietta College
Mary Manse College, Toledo
Miami University, Oxford
Oberlin College
Ohio University, Athens
Ohio State University, Columbus
Ohio Wesleyan, Delaware
University of Toledo
Walsh College, Canton
College of Wooster
Wright State University, Dayton
Xavier University, Cincinnati
Youngstown State University

OKLAHOMA

Oklahoma City University
Oklahoma State University, Stillwater
University of Oklahoma, Norman
University of Tulsa

OREGON

Lewis and Clark College, Portland
University of Oregon, Eugene

OREGON (cont'd)

Portland State University
University of Portland
Reed College, Portland
Warner Pacific College, Portland

PENNSYLVANIA

Allegheny College, Meadville
Bryn Mawr College, Haverford
Bucknell University, Lewisburg
Carnegie-Mellon University, Pittsburgh
Chatham College, Pittsburgh
Community College of Philadelphia
Dickinson College, Carlisle
Drexel University, Philadelphia
Duquesne University, Pittsburgh
Franklin and Marshall College,
Lancaster
Gettysburg College
Gwynedd-Mercy College, Gwynedd
Valley
Haverford College
King's College, Wilkes-Barre
Lafayette College, Easton
La Salle College, Philadelphia
Lehigh University, Bethlehem
Lycoming College, Williamsport
Marywood College, Scranton
Messiah College, Grantham
Millersville State College
Muhlenberg College, Allentown
Pennsylvania State University, University
Park
University of Pennsylvania, Philadelphia
University of Pittsburgh
Rosemont College
Saint Joseph's College, Philadelphia
Saint Vincent College, Latrobe
University of Scranton
Slippery Rock State College
Susquehanna University, Selinsgrove
Swarthmore College

Temple University
Ambler campus
Philadelphia campus

Ursinus College, Collegeville
Villanova University
West Chester State College
Wilson College, Chambersburg

RHODE ISLAND

Brown University and Pembroke
College, Providence
Providence College
University of Rhode Island, Kingston

SOUTH CAROLINA

University of South Carolina,
Columbia

TENNESSEE

Davis Lipscomb College, Nashville
Harding College, Memphis
Scarritt College, Nashville
University of the South, Sewanee
Southwestern at Memphis
University of Tennessee, Knoxville
Vanderbilt University, Nashville

TEXAS

Ambassador College, Big Sandy
Baylor University, Waco
University of Houston
Rice University, Houston
Saint Mary's University, San Antonio
University of San Antonio
Southern Methodist University,
Dallas
Texas Christian University, Fort Worth
Texas Tech University, Lubbock
University of Texas, Austin

UTAH

University of Utah, Salt Lake City

VERMONT

Middlebury College
Saint Michael's College, Winooski
University of Vermont, Burlington

VIRGINIA

Hollins College, Roanoke
Old Dominion University, Norfolk
University of Richmond
Sweet Briar College
Virginia Commonwealth University,
Richmond
University of Virginia, Charlottesville
University of Virginia—Mary Washington
College, Fredericksburg
College of William and Mary, Williamsburg

WASHINGTON

University of Puget Sound, Tacoma
Seattle University
Washington State University, Pullman
University of Washington, Seattle

WEST VIRGINIA

Bethany College
Morris Harvey College, Charleston
West Virginia University, Morgantown
Wheeling College

WISCONSIN

Beloit College
Cardinal Stritch College, Milwaukee
Marquette University, Milwaukee
University of Wisconsin
Madison campus
Milwaukee campus
Superior campus

CANADA

University of Alberta, Edmonton
(Alberta)
Bishop's University, Lennoxville
(Quebec)
University of British Columbia,
Vancouver (British Columbia)
University of Calgary (Alberta)
Capilano College, Vancouver
(British Columbia)
Carleton University, Ottawa (Ontario)
Concordia University, Montreal (Quebec)
Loyola campus
Sir George Williams campus

Dawson College, Montreal (Quebec)
John Abbott College, Ste. Ann de
Bellevue (Quebec)
King's College, University of Halifax
(Nova Scotia)
Langara College, Vancouver (British
Columbia)
Laurentian University of Sudbury
(Ontario)
Université Laval, Quebec City
(Quebec)
University of Manitoba, Winnipeg
(Manitoba)

CANADA (cont'd)

McGill University, Montreal (Quebec)	University of Toronto (Ontario)
McMaster University, Hamilton (Ontario)	Knox College
Memorial University, St. John's (Newfoundland)	Trinity College
Université de Montréal (Quebec)	Victoria College
University of New Brunswick, Fredericton (New Brunswick)	Vanier College, Montreal (Quebec)
University of Ottawa (Ontario)	University of Waterloo (Ontario)
Queen's Theological College, Queen's University, Kingston (Ontario)	Waterloo Lutheran University (Ontario)
Saint Paul University, Ottawa (Ontario)	University of Western Ontario, London (Ontario)
University of Saskatchewan, Saskatoon (Saskatchewan)	Wilfrid Laurier University, Waterloo (Ontario)
Université de Sherbrooke (Quebec)	University of Windsor (Ontario)
	University of Winnipeg (Manitoba)
	York University, Downsview, Toronto (Ontario)
	Glendon campus, Toronto

UNITED KINGDOM

ENGLAND

Birmingham University	University of Lancaster
University of Bristol	University of Leicester
Cambridge University	University of Liverpool
Durham University	London University
Exeter University	Manchester University
University of Hull	University of Newcastle upon Tyne
Jews' College, London	Oxford University
University of Kent at Canterbury	University of Southampton
Leeds University	University of Sussex, Brighton
	Trinity College, Bristol
	University College, London
	University of Warwick

NORTHERN IRELAND

The Queen's University of Belfast

New College, Edinburgh
Saint Andrews University, Fife

SCOTLAND

Aberdeen University
Edinburgh University
Glasgow University

WALES

University College, Cardiff
University College of North Wales,
Bangor
Saint David's University College,
University of Wales, Lampeter

REPUBLIC OF IRELAND

Dublin University (Trinity College)

University College, Dublin

SOUTH AFRICA

University of Cape Town
University of Durban-Westville, Durban
University of Fort Hare, Alice
University of Orange Free State,
Bloemfontein
University of Natal, Durban
University of the North, Pietersburg
Potchefstroomse Universiteit vir
C.H.O.
University of Port Elizabeth
Universiteit van Pretoria

Rand Afrikaans University,
Johannesburg
Rhodes University, Grahamstown
University of South Africa (U.N.I.S.A.),
Pretoria
University of Stellenbosch
University of Western Cape, Cape
Town
University of the Witwaterstrand,
Johannesburg

AUSTRALIA

Australian National University, Canberra
A.C.T.
University of Melbourne, Parkville,
Victoria
Monash University, Clayton, Victoria
University of New England
University of New South Wales,
Kensington

University of Queensland
Pahran College of Advanced Education,
Pahran, Victoria
University of Sydney, New South Wales
University of Western Australia

FRANCE

Université de Besançon
Université de Bordeaux III
Université des Langues et Lettres de
Grenoble
Université de Lille III
Université de Lyon II
Université de Lyon III
Université de Nancy II
Université de Paris II
Université de Paris III—Sorbonne
Nouvelle

Université de Paris VII
Université de Paris VIII
Université de Paris X
Université de Paris XII—Val de
Marne
Université Paul Valéry (Montpellier
III)
Université de Provence (Centre d'Aix)
Université des Sciences Humaines,
Strasbourg
Université de Toulouse

Denominational Universities:

ITALY

FLORENCE

Università degli studi di Firenze

GENOA

Università degli studi di Genova

NAPLES

Universitario Orientale Napoli

PADUA

Università degli studi di Padova

PAVIA

Università di Pavia

ROME

Faculta' Valdese di Teologia
Pontificia Faculta' Teologia Seraphicum
Pontificio Istituto Biblico
Pontificio Istituto Liturgico
Pontificia Universitas Lateranensis
Università Potificia Salesiana
Pontificia Università Urbaniana di
Propaganda Fide
Seminario di Lingua e Litteratura Ebraica
Università di Roma

VENICE

Università degli studi di Ca'Foscari

PROGRAMS IN ISRAEL

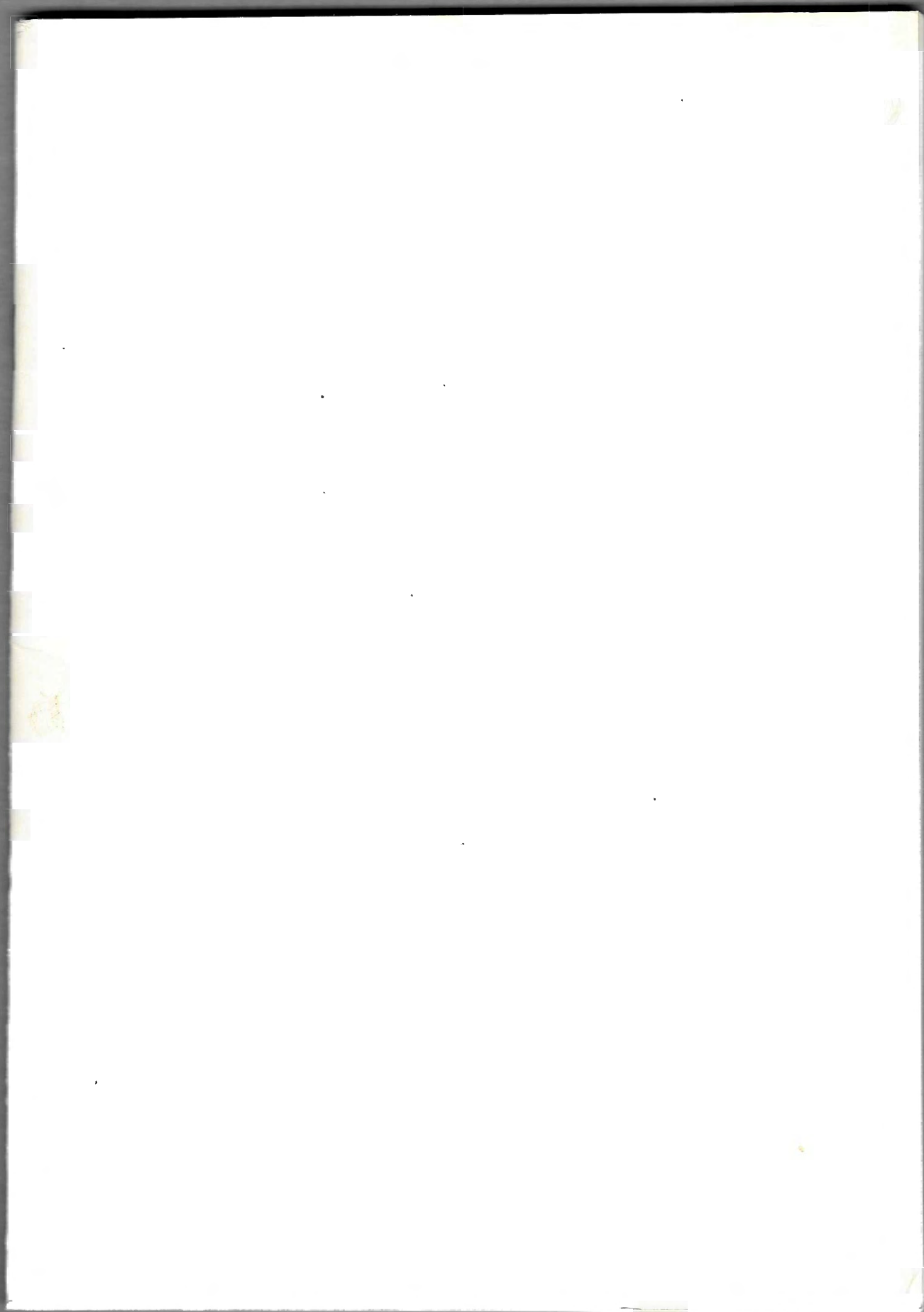
American and Canadian Universities*

Adelphi University, Garden City, New York	Florida State University System
Allegheny College, Meadville, Pennsylvania	Franklin & Marshall University, Lancaster, Pennsylvania
The American University, Washington, D.C.	George Washington University, Washington, D.C.
Brandeis University, Waltham, Massachusetts	Gordon College, Wenham, Massachusetts
Brown University, Providence, Rhode Island	University of Illinois, Chicago, Illinois
University of California System	Indiana University, Bloomington, Indiana
California State University System	Ithaca College, Ithaca, New York
City University of New York (CUNY) System	Kent State University, Kent, Ohio
Claremont College System, Claremont, California	Lake Forest College, Lake Forest, Illinois
Colgate University, Hamilton, New York	Lehigh University, Bethlehem, Pennsylvania
University of Colorado, Boulder, Colorado	Loyola College, Baltimore, Maryland
Concordia University, Montreal, Canada	Luther College, Decorah, Iowa
University of Connecticut, Storrs, Connecticut	University of Manitoba, Winnipeg, Canada
Cornell University, Ithaca, New York	University of Maryland, College Park, Maryland
Denison University, Granville, Ohio	University of Nebraska, Lincoln, Nebraska
University of Denver, Denver, Colorado	Northern Illinois University, DeKalb, Illinois
Dickinson College, Carlisle, Pennsylvania	Oberlin College, Oberlin, Ohio
Drexel University, Philadelphia, Pennsylvania	Ohio State University, Columbus, Ohio
Duke University, Durham, North Carolina	University of Oklahoma, Norman, Oklahoma
	University of Pittsburgh, Pennsylvania

*Based on list in *Jewish Studies at American and Canadian Universities: An Academic Catalog*, Samuel Fishman and Judyth R. Saypol, eds., published by the B'nei Brith Hillel Foundations and the Association for Jewish Studies (1979), pp. 133-134.

PROGRAMS IN ISRAEL (cont'd)

Portland State University, Portland, Oregon	Washington University, St. Louis, Missouri
· Saint Louis University, St. Louis, Missouri	Wells College, Aurora, New York
State University of New York (SUNY), System	Wesleyan College, Middletown, Connecticut
Syracuse University, Syracuse, New York	University of Wisconsin, Madison, Wisconsin
Taylor University, Upland, Indiana	College of Wooster, Wooster, Ohio
University of Texas, Austin, Texas	York University, Downsview, Ontario Canada
Union College, Schenectady, New York	





INTERNATIONAL CENTER
FOR UNIVERSITY TEACHING OF JEWISH CIVILIZATION
OFFICE OF THE PRESIDENT OF ISRAEL

CONTINUING WORKSHOPS ON
UNIVERSITY TEACHING OF JEWISH CIVILIZATION

ATELIERS SUR L'ENSEIGNEMENT
DE LA CIVILISATION JUIVE DANS LES UNIVERSITES

SEMINARIOS SOBRE ENSEÑANZA
UNIVERSITARIA DE LA CULTURA JUDIA

HEBREW LANGUAGE AND LITERATURE

CONTEMPORARY JEWISH CIVILIZATION

JEWISH HISTORY: SEPHARDIC AND ORIENTAL JEWRY

JEWISH POLITICAL STUDIES

8 - 18 JULY 1984

JERUSALEM

*INTERNATIONAL CENTER
FOR UNIVERSITY TEACHING OF JEWISH CIVILIZATION*

Academic Chairman of the Center: Prof. Moshe Davis
Director of the Center: Dr. Natan Lerner

CONTINUING WORKSHOPS

Hebrew Language and Literature

Chairman: Prof. Chaim Rabin
Director: Prof. Raphael Nir

Contemporary Jewish Civilization

Chairman: Prof. Haim Avni
Director: Dr. Gideon Shimoni

Jewish History: Sephardic and Oriental Jewry

Director: Dr. Michel Abitbol

Jewish Political Studies

Chairman: Prof. Daniel J. Elazar
Coordinator (on leave): Prof. Stuart A. Cohen

Workshops Secretary: Matti Bar-Chaim

*Support for the Continuing Workshops has been given by the
Joint Program for Jewish Education (State of Israel Ministry
of Education and Culture - the Jewish Agency for Israel -
World Zionist Organization) and the Memorial Foundation for
Jewish Culture.*

*Office of the President of Israel
Rehov Hanassi, Jerusalem 92 188
Telephone: 699032/36*

7
The International Center for University Teaching of Jewish Civilization has established, for the present, workshops in four areas, in order to identify the issues which must be confronted in teaching those fields, and to provide materials needed to enhance instruction.

The four areas are:

Hebrew Language and Literature

Contemporary Jewish Civilization

Jewish History: Sephardic and Oriental Jewry

Jewish Political Studies

In previous years, the workshops met to assess needs and discuss theoretical and pedagogical issues. The 1984 sessions are devoted to the preparation of teaching curricula on the university level. Materials prepared will be applied experimentally in actual teaching by the participants during the 1984/85 academic year and subsequently presented to a wider forum of university teachers within the framework of the Ninth Congress of Jewish Studies, scheduled for the summer of 1985.

HEBREW LANGUAGE AND LITERATURE

*(in cooperation with the Hebrew Language Division of the World
Zionist Organization)*

Chairman: Prof. Chaim Rabin

Director: Prof. Raphael Nir

Advisory Committee:

Prof. Chaim Rabin.....Department of Hebrew,
Hebrew University of Jerusalem

Prof. Arnold Band.....Program in Comparative Literature,
University of California, Los Angeles

M. Ben-Zion Fischler.....Hebrew Language Division,
World Zionist Organization

Prof. Moshe Goshen- Department of Ancient Semitic Languages,
Gottstein.....Hebrew University of Jerusalem

Prof. Menahem Z. Kaddari....Department of Hebrew Language,
Bar-Ilan University

Dr. David Patterson.....President, Oxford Centre for Postgraduate
Hebrew Studies

Grand Rabbin René Département de langue et littérature hébraïques
Samuel Sirat.....modernes, INALCO, Sorbonne Nouvelle

This year's session is devoted to *Teaching Literary Hebrew on the Intermediate Level*. The subject was chosen as it became apparent in previous sessions of the workshop that the most difficult problems in teaching Hebrew Language and Literature in universities abroad arise at this level, after the students have acquired basic vocabulary and syntax. The purpose of the workshop is, therefore, to prepare curricula that will help to solve these problems. The work will be carried out by a number of teams, with each working on a specific genre - scholarly material, journalistic texts, belles-lettres. Each team will meet in the afternoon to prepare material. Mornings will be devoted to plenary sessions in which the material prepared will be presented for discussion and preparation for publication.

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Participants

- Dr. Glenda Abramson.....Hebrew Studies, Oxford Centre for
Postgraduate Hebrew Studies
- Ora Band.....Department of Hebrew,
University of Judaism
- Prof. Ruth Kartun-Blum.....Department of Hebrew Literature,
Hebrew University of Jerusalem
- Prof. Edna Amir-Coffin.....Department of Near Eastern Studies,
University of Michigan
- Rina Donchin.....Hebrew Program, Department of
Linguistics, University of Illinois
- Ben-Zion Fischler.....Hebrew Language Division,
World Zionist Organization
- Israel Fisher.....Department of Hebrew and Jewish Studies,
University of Natal
- Arjeh Gebhard.....Juda Palache Instituut,
Universiteit van Amsterdam
- Prof. Gilead Morahg.....Department of Hebrew and Semitic Studies,
University of Wisconsin
- Prof. Raphael Nir.....Communications Institute and
School of Education,
Hebrew University of Jerusalem
- ** Riva Peshin.....David Yellin Teachers College**
- Ora Raanan.....Everyman's University
- Peretz Rodman.....Hebrew Language,
Brandeis University;
Jerusalem Fellow
- Prof. Angel Saenz-Badillos...Department of Hebrew Language and
Literature, University of Granada
- Leora Weinbach.....Hebrew Studies Unit,
Tel Aviv University
- Prof. Leon Yudkin.....Department of Near Eastern Studies,
University of Manchester
- ** Assistant to the Director of the Workshop**

CONTEMPORARY JEWISH CIVILIZATION

Chairman: Prof. Haim Avni
Director: Dr. Gideon Shimoni

Advisory Committee:

Prof. Haim Avni.....Institute of Contemporary Jewry,
Hebrew University of Jerusalem

Prof. Doris Bensimon.....Centre National de la Recherche Scientifique,
Paris

Prof. Michael Brown.....Division of Humanities,
York University, Toronto

Prof. Deborah Dash-Moore.....Department of Religion,
Vassar College, New York

Prof. Sol Encel.....Department of Sociology, University of
University of New South Wales, Sydney

Sally Frankental.....Kaplan Centre for Jewish Studies and Research,
University of Cape Town

Prof. Samuel C. Heilman.....Jewish Studies, Queens College,
City University of New York

Lic. Judit Liwerant.....Depto. de Ciencias Políticas,
Universidad Nacional Autónoma de México

Prof. Mervin F. Verbit.....Department of Sociology, Brooklyn College and
Graduate Center, City University of New York

Curricula on specific areas of Contemporary Jewry will be drafted at the workshop. Each participant will undertake the drafting of his own course while benefiting from the review of his work by his colleagues and from mutual exchange of conceptual frameworks, bibliographies and teaching experience. These courses will not purport to be universally applicable models; rather, they will be individualized curricula of particular teachers, applicable in specific university contexts. These should serve, however, to stimulate further programs appropriate for their particular setting.

In addition to this objective, the workshop will also undertake the preparation of a reader with texts providing a comparative perspective on various Jewish communities in the contemporary period.

Participants

- Prof. Haim Avni.....Institute of Contemporary Jewry,
Hebrew University of Jerusalem
- * David Bankier.....Rothberg School for Overseas Students,
Hebrew University of Jerusalem
- * Prof. Doris Bensimon.....Centre National de la Recherche Scientifique,
INALCO, Université de la Sorbonne
- Prof. Michael Brown.....Division of Humanities,
York University
- David Cesarani.....School of History,
University of Leeds
- Prof. Deborah Dash-Moore.....Department of Religion,
Vassar College
- * Prof. Evyatar Friesel.....Department of Jewish History,
Hebrew University of Jerusalem
- * Prof. Lloyd P. Gartner.....Department of Jewish History,
Tel Aviv University
- * Prof. Erich Goldhagen.....Inter-disciplinary Holocaust Studies,
Yeshiva University
- Prof. Paula E. Hyman.....Seminary College of Jewish Studies,
Jewish Theological Seminary
- Lic. Judit Liwerant.....Depto. de Ciencias Políticas,
Universidad Nacional Autónoma de México
- * Dr. Zeev Katz.....School for Overseas Students,
Hebrew University of Jerusalem
- * Prof. Benny Kraut.....Jewish Studies Program,
University of Cincinnati
- * Zeev Mankowitz.....School for Overseas Students,
Hebrew University of Jerusalem
- Dr. Gabriella Moscati.....Istituto Universitario Orientale,
Seminario de Studi Asiatici, Napoli

* *Guest participants*

- * Shulamit Nardi.....Institute of Contemporary Jewry,
Hebrew University of Jerusalem
- * Dr. Daliah Ofer.....Institute of Contemporary Jewry,
Hebrew University of Jerusalem
- * Prof. Alex Orbach.....Religious Studies Department,
University of Pittsburgh
- * Prof. Jonathan Sarna.....Department of Jewish History,
Hebrew Union College - Jewish Institute
of Religion
- Prof. Stuart Schoenfeld.....Department of Sociology,
Glendon College, York University
- Milton Shain.....Department of History and Kaplan Centre,
University of Cape Town
- Dr. Gideon Shimonl.....Institute of Contemporary Jewry,
Hebrew University of Jerusalem
- Prof. Mervin F. Verbit.....Department of Sociology,
Brooklyn College and the Graduate
Center, City University of New York
- Prof. David Weinberg.....Department of History,
Bowling Green State University
- Dr. Steven J. Zipperstein....Oxford Centre for Postgraduate
Hebrew Studies

* *Guest Participants*

JEWISH HISTORY: SEPHARDIC AND ORIENTAL JEWRY

Director:

Dr. Michel Abitbol

Advisory Committee:

Prof. Yehuda Nini.....Department of Jewish History,
Tel Aviv University

Prof. Norman Stillman.....Department of Middle Eastern Studies,
State University of New York, Binghamton

Prof. Haïm Vidal-Sepiha.....Département d'Etudes Latino-Américaines,
Université de Paris VIII

Prof. Haïm Zafrani.....Département d'Hébreu,
Université de Paris VIII

The workshop will focus on preparing curricula for university teaching of social and cultural history of Sephardic and Oriental Jewry.

A general framework will be crystallized for each of the following periods: Middle Ages, 16th - 18th Centuries, 19th and 20th Centuries. Towards the end of the workshop, each participant will present a draft of a course which he has written based on his own work and the comments and criticisms of his colleagues in the workshop.

Participants

- Dr. Michel Abitbol.....Institute of Contemporary Jewry,
Hebrew University of Jerusalem
- Dr. Jacob Barnai.....Department of Jewish History,
Hebrew University of Jerusalem
- Prof. Mark R. Cohen.....Program in Near Eastern Studies,
Princeton University
- Prof. Harvey Goldberg.....Department of Sociology and
Social Anthropology,
Hebrew University of Jerusalem
- Dr. Ephraim Hazan.....Department of Hebrew Literature,
Hebrew University of Jerusalem
- Dr. Joseph Kaplan.....Department of Jewish History,
Hebrew University of Jerusalem
- Prof. Gerard Nahon.....Section des Sciences Religieuses,
Ecole Pratique des Hautes Etudes,
Université de la Sorbonne Nouvelle
(Paris III)
- ** Matityahu Ronen.....Institute of Contemporary Jewry,
Hebrew University of Jerusalem
- Dr. Maurice Roumani.....J. R. Elyachar Center for Studies
in Sephardi Heritage,
Ben Gurion University of the Negev
- Prof. Gregorio Ruiz.....Department of Scripture,
Pontifical University of Comillas,
Madrid
- Dr. Pnina Morag-Talmon.....Institute of Contemporary Jewry,
Hebrew University of Jerusalem
- Dr. Yosef Tobi.....Department of Hebrew Literature,
Haifa University and Department
of Jewish History, Hebrew
University of Jerusalem
- Yaron Tsur.....Everyman's University

** Assistant to the Director of the Workshop

JEWISH POLITICAL STUDIES

(in cooperation with the Jerusalem Center for Public Affairs)

Chairman: Prof. Daniel J. Elazar
Coordinator (on leave): Prof. Stuart A. Cohen

Advisory Committee:

Prof. Robert O. Freedman.....Department of Political Science,
Baltimore Hebrew College

Prof. Jane Gerber.....Department of History; Center for
Jewish Studies, Graduate Center of
the City University of New York

Prof. Ilan Greilsammer.....Department of Political Science,
Bar-Ilan University

The objective of this year's session is to prepare a textbook on Jewish Political Studies for university use through the preparation of sixteen case studies. These will examine a number of very different Jewish communities from Biblical times to the present. The case studies will be taken from different communities sufficient in number to make significant generalization possible.

Participants

- Dr. Ella Belfer.....Department of Political Science,
Bar-Ilan University
- Prof. Gerald Blidstein.....Department of History,
Ben-Gurion University of the Negev
- Prof. Daniel J. Elazar.....Department of Political Science,
Bar-Ilan University
- Dr. Eliezer Don-Yehiya.....Department of Political Science,
Bar-Ilan University
- Sally Frankental.....Kaplan Centre for Jewish Studies;
Department of Anthropology,
University of Cape Town
- Prof. Robert O. Freedman.....Department of Political Science,
Baltimore Hebrew College
- Prof. Jane Gerber.....Department of History, Center for
Jewish Studies, Graduate Center
of the City University of New York
- Prof. Ilan Greilsammer.....Department of Political Science,
Bar-Ilan University
- Dr. Joseph Goldstein.....Everyman's University
- Prof. Ivan Marcus.....Department of History,
Jewish Theological Seminary
- Prof. Rela Geffen Monson.....Department of Sociology,
Gratz College
- Dr. Chaim Milikowsky.....Department of Talmud,
Bar-Ilan University
- Prof. William Orbach.....Studies in Religion,
University of Louisville
- ** Tzippi Stein.....Jerusalem Center for Public Affairs
- Dr. Shmuel Trigano.....Arts et Lettres, Langues et Sciences
Humaines, Université Paul Valéry
- Prof. Harold Waller.....Department of Political Science,
McGill University
- Dr. Jonathan Woocher.....Hornstein Program in Jewish Communal
Services, Brandeis University

** Assistant to the Coordinator of the Workshop

המשתתפים:

פרופ' זאב אורבך, ארה"ב
פרופ' דניאל אלעזר, ישראל
פרופ' יעקב בלידשטיין, ישראל
ד"ר אלה בלפר, ישראל
ד"ר יוסף גולדשטיין, ישראל
פרופ' ג'יין גרבר, ארה"ב
פרופ' אילן גרילסמר, ישראל
ד"ר אליעזר דון-יחיא, ישראל
פרופ' הרולד וולר, קנדה
פרופ' יונתן ווצ'ר, ארה"ב
ד"ר שמואל טריגנו, צרפת
פרופ' רלה גפן מונסון, ארה"ב
ד"ר חיים מיליקובסקי, ישראל
פרופ' איון מרכוס, ארה"ב
פרופ' רוברט פרידמן, ארה"ב
סלי פרנקנטל, דרום אפריקה
** ציפי שטיין

** עוזר למרכז הסדנה

מסורת מדינית יהודית

(בהשתתפות המרכז הירושלמי לענייני ציבור ומדינה)

יו"ר הסדנה: פרופ' דניאל אלעזר
מרכז הסדנה (בחופשה): פרופ' סטיוארט כהן

הועדה המייעצת:

פרופ' ג' יין גרבר, ארה"ב
פרופ' אילן גרילסמר, ישראל
פרופ' רוברט פרידמן, ארה"ב

הסדנה עוסקת השנה בהכנת ספר לימוד לשימוש באוניברסיטאות,
על-ידי הכנת ששה עשר ניתוחי אירועים, שהתרחשו בקהילות יהודיות
שונות, מתקופת המקרא ועד ימינו. המגמה היא לבחור במדגם של
אירועים שיאפשר מסקנות מכלילות.

המשתתפים

ד"ר מישל אביטבול, ישראל
ד"ר יעקב ברנאי, ישראל
פרופ' הרווי גולדברג, ישראל
ד"ר אפרים חזן, ישראל
ד"ר יוסף טובי, ישראל
פרופ' מרק כהן, ארה"ב
ד"ר פנינה מורג-טלמון
פרופ' ג'רר נהון, צרפת
ירון צור, ישראל
ד"ר יוסף קפלן, ישראל
פרופ' גרגוריו רואיס, ספרד
ד"ר מוריס רומני, ישראל
** מתתיהו רונן, ישראל

** עוזר למנהל הסדנה

הסטוריה של עם ישראל: יהדות ספרד והמזרח

מנהל הסדנה:

ד"ר מישל אביטבול

הועדה המייעצת:

פרופ' חיים וידל-ספיחה, צרפת

פרופ' חיים זעפרני, צרפת

פרופ' יהודה ניני, ישראל

פרופ' נועם סטילמן, ארה"ב

מטרת הסדנה השנה היא הכנת תכניות לימודים להוראה אקדמית
בהסטוריה חברתית ותרבותית של יהדות ספרד והמזרח. המושבים יוקדשו
להחלפת דעות וגיבוש קווים כלליים לגבי כל אחת מהתקופות הבאות:
ימי הביניים, המאות 16 - 18, המאות 19 - 20. לקראת סוף הסדנה יגיש
כל אחד מהמשתתפים תכנית משלו, המסתמכת על עבודתו העצמית והערות
של שאר המשתתפים.

המשתתפים:

- | | |
|----------------------------|------------------------------|
| דוד סזרני, אנגליה | פרופ' חיים אבני, ישראל |
| * פרופ' יונתן סרנה, ארה"ב | * פרופ' אלכס אורבך, ארה"ב |
| * ד"ר דליה עופר, ישראל | * פרופ' דוריס בן-סימון, צרפת |
| * פרופ' אביתר פריזל, ישראל | * ד"ר דוד בנקיר, ישראל |
| * פרופ' בני קראוט, ארה"ב | פרופ' מיכאל בראון, קנדה |
| פרופ' סטוארט שונפלד, קנדה | * פרופ' אריך גולדהגן, ארה"ב |
| מילטון שייך, דרום אפריקה | * פרופ' אריה גרטנר, ישראל |
| ד"ר גדעון שמעוני, ישראל | פרופ' דבורה דש-מור, ארה"ב |
| | פרופ' פאולה היימן, ארה"ב |
| | פרופ' דוד ויינברג, ארה"ב |
| | פרופ' משה ורביט, ארה"ב |
| | ד"ר סטיבן זיפרסטיין, אנגליה |
| | * ד"ר זאב כ"ץ, ישראל |
| | יהודית ליברנט, מכסיקו |
| | ד"ר גבריאלה מוסקטי, איטליה |
| | * זאב מנקוביץ, ישראל |
| | * שולמית נרדי, ישראל |

* השתתפות חלקית

יהדות זמננו

יו"ר הסדנה:

פרופ' חיים אבני

מנהל הסדנה:

ד"ר גדעון שמעוני

הועדה המייעצת:

פרופ' חיים אבני, ישראל	פרופ' דבורה דש-מור, ארה"ב
פרופ' סול אנסל, אוסטרליה	פרופ' שמאל היילמן, ארה"ב
פרופ' דוריס בן-סימון, צרפת	פרופ' משה ורביט, ארה"ב
פרופ' מיכאל בראון, קנדה	יהודית ליברנט, מכסיקו

סלי פרנקנטל, דרום אפריקה

סדנה זו עוסקת בתכנון תכניות לימודים בתחומים שונים ביהדות זמננו. כל משתתף התבקש להכין טיוטה של קורס משלו שתוצג בפני משתתפי הסדנה. כך תעובדנה כל התכניות מתוך הפרייה הדדית שבהחלפת דעות ותפיסות, והשוואת ביבליוגרפיות ונסיון בהוראה.

אין בכוונתנו לקבוע מודל אוניברסלי של תכנית לימודים, אלא תכניות לימודים מגוונות שהוכנו בידי מורים מסויימים והמותאמות למסלולי לימודים אקדמיים שונים.

בנוסף לכך תעסוק הסדנה בליקוט טקסטים ובעריכת מקראה השוואתית אודות קהילות שונות בעולם היהודי של ימינו.

המשתתפים

ד"ר גלנדה אברמסון, אנגליה
אורה בנד, ארה"ב
אריה גבהרד, הולנד
רינה דונחין, ארה"ב
ליאורה ויינבר, ישראל
פרופ' ליאון יודקין, אנגליה
פרופ' גלעד מורג, ארה"ב
פרופ' רפאל ניר, ישראל
פרופ' אנחל סאנז-באדזוס, ספרד
פרופ' עדנה עמיר-קופין, ארה"ב
בן-ציון פישלר, ישראל
ישראל פישר, דרום אפריקה
** ריבה פשיק, ישראל
פרץ רודמן, ארה"ב
אורה רענן, ישראל

** עוזר למנהל הסדנה

לשון עברית

(בהשתתפות המדור להנחלת הלשון של המחלקה לחינוך ולתרבות בגולה)

פרופ' חיים רבין

יו"ר הסדנה:

פרופ' רפאל ניר

מנהל הסדנה:

הועדה המייעצת:

מר בן-ציון פישלר, ישראל

פרופ' אברהם בנד, ארה"ב

ד"ר דוד פטרסון, אנגליה

פרופ' משה גושן-גוטשטיין, ישראל

פרופ' מ"צ קדרי, ישראל

הרב פרופ' שמואל סירא, צרפת

פרופ' חיים רבין, ישראל

נושא הסדנה בקיץ תשמ"ד הוא "הוראת טקסטים עבריים

ברמת-הביניים". נושא זה נבחר לאחר שמרבית המשתתפים בהתכנסויות

הקודמות של הסדנה הביעו את דעתם, כי הבעיות הקשות ביותר בהוראת

הלשון העברית באוניברסיטאות בחו"ל עולות בשלב השני של הלימוד,

לאחר שהתלמידים רכשו לעצמם אוצר בסיסי של מלים ומבנים תחביריים.

מטרת הסדנה הזאת היא אפוא להכין תכניות לימודים אשר יענו על

הצורך הנ"ל. העבודה תיעשה בצוותים, וכל אחד מהם ידון בז'אנר

אחר של טקסטים. ארבעת הז'אנרים שבהם נעסוק בסדנת תשמ"ד הם:

טקסטים עיוניים (בעיקר מתחומי מדעי היהדות), טקסטים ז'ורנליסטיים

בעברית חדשה, טקסטים ספרותיים - שירה ופרוזה.

המרכז הבין-ארצי להוראת תרבות ישראל באוניברסיטאות מקיים
סדנאות בארבעה תחומים, המטרה היא לזהות נושאים שהם בבחינת אתגר
בתחום ההוראה האקדמית, כדי להכין חומרי לימוד שיסייעו וישפרו את
רמת הלימודים. ארבעת התחומים הם: לשון עברית, יהדות זמננו,
הסטנדיה של עם ישראל: יהדות ספרד והמזרח, מסורת מדינית
יהודית.

בשנים הקודמות זומנו הסדנאות כדי לקבוע את הצרכים וכדי לדון
בבעיות תיאורטיות הכרוכות בהם. מושבי הסדנאות בשנת 1984 יוקדשו
להכנת חכונות לימודים לקורסים באוניברסיטאות, התכניות שיגובשו
בסדנאות ינוסו בהוראה בפועל על-ידי המשתתפים במשך השנה האקדמית
1984/85. התכנית יוצגו לפרוס רחב יותר של מורי אוניברסיטה
במסגרת הקונגרס התשיעי העולמי למדעי היהדות המיועד להתקיים בקיץ
1985.

יושב-ראש אקדמי של המרכז: פרופ' משה דיינוניס

מנהל המרכז: ד"ר נתן לרנר

הסדנאות

לשון עברית

יושב-ראש הסדנה: פרופ' חיים רבין

מנהל הסדנה: פרופ' רפאל ניר

יהדות זמננו

יושב-ראש הסדנה: פרופ' חיים אבני

מנהל הסדנה: ד"ר גדעון שמעוני

הסטוריה של עם ישראל: יהדות ספרד והמזרח

מנהל הסדנה: ד"ר מישל אביטבול

מסורת מדינית יהודית

יושב ראש הסדנה: פרופ' דניאל אלעזר

מרכז הסדנה (בחופשה): פרופ' סטיגארט כהן

מזכירת הסדנאות: מטי בר-חיים

הסדנאות אורגנו בסיוע התכנית המשותפת לחינוך יהודי של מדינת ישראל - משרד החינוך והתרבות - הסוכנות היהודית לארץ ישראל וההסתדרות הציונית העולמית ובסיוע קרן הזכרון למען תרבות יהודית.



המרכז הביין-ארצי
להוראת תרבות ישראל באוניברסיטאות
משכן נשיא המדינה

סדנאות להוראת תרבות ישראל באוניברסיטאות

לשון עברית
יהדות זמננו
הסטוריה של עם ישראל: יהדות ספרד והמזרח
מסורת מדינית יהודית

ח' - י"ח בתמוז תשמ"ד

8 - 18 ביולי 1984

ירושלים