



Professor Karla Goldman

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Office Hours by Appointment

Proseminar in Jewish Communal Leadership

Social Work 692, Fall 2016

Wednesday, 5:00-8:00, Room 2733 SSWB

Course Description:

The professional seminar in Jewish communal leadership provides a critical space within the Jewish Communal Leadership Program for students to engage with the issues shaping contemporary Jewish community. It is an arena in which we try to integrate the different approaches to knowledge, skills and experience -- acquired in SSW and Judaic studies courses, through community experience, and in board and field placements.

It offers opportunities for participants to meet with relevant professional and lay community leaders, to explore the relationship of personal and professional identities, to work collaboratively on soliciting and addressing communal problems gathered from the field, to generate and execute public programming related to Jewish communal issues, to consult with faculty about the application of Social Work approaches to Jewish communal problems, and to gather peer feedback and establish relationships with each other.

The seminar invites students to take the wide view of Jewish community and general societal concerns from the perspective of Jewish communal interests and social work values. It asks students to bring critical thinking, Judaic Studies content, personal experience, and the perspectives and skills of Social Work study and practice to address Jewish communal concerns. It challenges students to engage with issues of pluralism – addressing the place of Jewish community in a diverse society and the challenges of diversity within the Jewish community.

As the academic home for the Jewish Communal Leadership Program, the proseminar offers a forum for grappling with the challenges facing the Jewish community within its broader societal context.

Course Objectives:

The proseminar and related co-curricular JCLP activities are focused on enabling students to:

- a. Gain familiarity with the historical antecedents, contemporary organizational structures, and critical problems defining contemporary Jewish community
- b. Combine appropriate modes of practice, analysis and knowledge drawn from both Social Work and Judaic Studies to discuss and address communal issues.
- c. Integrate relevant professional and Judaic studies course work with field placement experiences, and connect these with emerging career interests.
- d. Establish relationships and interact professionally with lay and professional leaders in Jewish communal service, relevant sub-fields, and allied occupational settings. Benefit from their leadership narratives and learn from their approach to communal work and issues.
- e. Develop their voice, self-presentation, and perspectives as emerging professional leaders.
- f. Work together to create an open and exciting class forum for the discussion of challenging issues in a safe environment.
- g. Frame big questions and present public forums to draw the broader community into significant conversations about the American Jewish present and future.
- h. Begin to bring their voices to bear on the broader discourse of concerns and debates animating today's American Jewish community.

Student Responsibilities, Assignments, Assessment, and Opportunities:

All students are responsible for the highest level of academic integrity. Students must submit only their own work and cite all sources of ideas and information taken from other sources. SSW policies on plagiarism can be found here: <http://ssw.umich.edu/msw-student-guide/section/1.13.02/23/plagiarism>

Accommodations for Disabilities: If there are any special circumstances that I and/or the class should know to allow you to participate fully, please consult with me about them so that we can make appropriate adaptations. If you think you need an accommodation for a disability, please let me know at your earliest convenience.

Please advise me in advance of any anticipated absences from class. Since we have a limited number of class sessions this term, more than one absence would be of concern. *You are responsible for any assignments or announcements shared due to absence from class and should be in touch with me if you'd like to make up assessment points lost due to absence.*

Class Preparation and Participation

Assigned readings and other pre-work to be prepared before class.

The course and JCLP experience in general depends upon the *active participation* of all students. Regular, prompt attendance, positive, engaged participation, focused attention and active listening,

and thoughtful journal responses that explore and develop themes raised in class discussions are all ways to demonstrate “active participation.” Note-taking is important and may be conducted on a lap-top, unless and until we encounter problems with on-line distractions. NO texting, email, Facebook, etc.

On-line media discussion

In order to develop our critical reading and group processing muscles, we will conduct weekly on-line discussion (via Canvas) of topical/current articles related to our course themes. Each week, one or two student will be responsible for choosing articles or media pieces (in consultation with me), to be posted along with discussion questions, and will then be responsible for overseeing the on-line conversation. Seven students will be responsible for posting initial responses to the on-line question or questions by Saturday midnight following the initial posting. Between Saturday at midnight and Monday at midnight, the remaining seven students will post two responses to what the other students have written. Everyone should read the on-line discussion before class on Wednesday evening.

We will attempt to set aside 10-15 minutes in class (though not always the class that immediately follows the on-line discussion) to summarize and follow up on the on-line conversation. The student who posted the conversation will facilitate the discussion. After that discussion, the posting student, will be responsible for adding a summary and take-aways from the overall conversation on-line.

Schedule:

1. Pay attention to media in the week before you are responsible for facilitating on-line conversation. Identify 3 -5 articles/media items that you think would lead to useful conversation and send them to me in your preferred rank order by Wednesday at noon. Try to relate them to overall class goals or the given topic for the week. I will look at articles and give my take on what might work best for our purposes by seminar time. Students will post pieces for discussion by Thursday at noon.
2. Seven students as determined by sign-up will respond to the article and posted questions by Saturday at midnight
3. The other six students will respond to the article and posted questions by Monday at midnight.
4. All students will read entire on-line discussion before the next class meets. I will let the posting student know whether there will be time to discuss the article in class that week.
5. Posting students will submit summary within three days after article is discussed in class.

Grading: As long as the on-line and in-class conversations are robust, all students will receive full credit for all conversations as long as they post the required contributions in a timely way. Those who miss an assignment will receive a zero for the posting that they miss. Late postings (absent permission from the instructor) will also be marked down.

Journal

Students will use journal entries to track their evolving understanding of the meaning of **Questions, Context, and Moving Forward** in Jewish community. The journal may be constructed in whatever format is most conducive to each individual's writing, learning, and assessment style. Journal entries may respond to class discussion, the on-line media assignment, other classes, experiences in the community, or simply reading the newspaper, watching or listening to the news, talking to friends, or processing what they see on their Facebook feeds.

The journal assignment offers an opportunity **to make connections**. Entries may reflect notes from class discussions or articles read but they should be more than descriptive – *journal entries offer opportunities to further engage with opinions that are different than your own, reflect upon styles of leadership or presentation, synthesize learnings from complex conversations, process your own contributions, **connect or reflect upon** how questions under discussion are interacting with other conversations, readings, speakers, classes, or your own professional identity or questions.*

Journal entries should be composed at a minimum of once per week beginning the week of September 6 through the week of December 7. The week of Thanksgiving (November 23) is omitted but you are free to do as many entries as you like. Each student should have at least 13 entries.

Students will submit their journals at three different points during the semester. Cumulative journal entries should be submitted (via Canvas) by 5 pm on:

1. September 30, 2016
2. November 4, 2016
3. December 9, 2016

Successful completion will reflect taking the assignment seriously and using it to make connections across the semester. All substantive reflections will receive full credit, but students will be expected to address/incorporate instructor feedback to earlier submissions in later submissions. Failure to do so when relevant may be reflected in reduced credit.

Student Presentations (2nd year students only): Each second-year student will design and teach a 45 minute activity to the entire cohort. Topics should relate to overall course concerns or preparation for Jewish communal leadership and reflect something you are passionate about that is useful for the others in their professional development. Topics should be developed in consultation with the **instructor**.

Preparation for Public Program: 2nd year students will be responsible, in consultation with instructor and JCLP program coordinator (Paige), for formulating, planning, and organizing JCLP Communal Conversation to be presented during the second semester.

Community Programs: Each student will be expected to attend at least one Jewish community or Frankel Center program outside of class over the course of the semester. You are of course welcome to attend many more than one.

Summary of Grading distribution for Fall 2016:

Journals: 200

On-Line Media: 200

Class Preparation and Participation: 300

GA Attendance: 150

In-class presentations (2nd year students) 150

Site Visits (1st year students): 150

Total = 1000

JCLP Proseminar Schedule, Fall 2016

Questions, Context, and Moving Forward: Exploring Communal Concerns and Possibilities

1. **September 7:** Group norms. Summer reading.
2. **September 14:** American Jewish Community past and present
3. **September 21:** Jim Rosenberg (STaR, '95): Chief of Staff, Jewish United Fund of Metropolitan Chicago: Federations as Communal Agencies and Change Agents
4. **September 28:** Todd Kreiger, Associate Planning Director, Jewish Federation of Metropolitan Detroit: Needs Assessment and Communal Change (tentative)
5. **October 5:** Lisa Eisen, Vice President, Charles and Lynn Schusterman Family Foundation: Foundations as levers for communal change.

October 7: Detroit site visits

No class: October 12 (Yom Kippur)

6. **October 19:** Sukkot Community Event:
7. **October 26:** Ellen Yashinsky Chute, Chief Community Outreach Officer, Jewish Family Service of Metropolitan Detroit: Bringing "Trauma Informed Care" to Metro Detroit (tentative)
8. **November 2:** Andrea Siegel, Director of Jewish Learning, JDC Entwine: Caring for the Global Jewish People in a Post-Peoplehood Age
9. **November 9:** Chelsey Berlin, Associate Director, B'Tselem USA and Alice Mishkin (JCLP '13): Moving the American Jewish dialogue on/engagement with Israel

November 12-15: General Assembly Trip to Washington DC

10. **November 16:** GA recap and "Main Event" (Jewish Federation of Greater Ann Arbor)

November 23: (Thanksgiving)

11. **November 30:**

Kari Alterman (STaR, '97) Senior Program Officer, Davidson Foundation, and Sarai Brachman Shoup, Mandell L. and Madeleine H. Berman Foundation: The role of foundations in shaping the Detroit Jewish community.

December 2: Metro Detroit site visits

12. **December 7:** Student reports and Wrap-Up

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcpliance@umich.edu.

Office of Student Services
School of Social Work | Room 1748
[734-936-0961](tel:734-936-0961)

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.