

Professor Karla Goldman

4704 School of Social Work Building

[kargold@umich.edu](mailto:kargold@umich.edu)

734-763-6583

Office Hours by Appointment

**Proseminar in Jewish Communal**

**SW 692, Fall 2018**

**Wednesday, 5:00-8:00, Room 1794 SSWB**

***Course Description:***

The professional seminar in Jewish communal leadership provides a critical space within the Jewish Communal Leadership Program to engage with issues shaping contemporary Jewish community. It offers a setting to create relationships with each other and integrate the different approaches to knowledge, skills and experience acquired in the varied venues of JCLP experience – whether SSW and Judaic studies courses, community engagement, or field placements.

The proseminar features visits from an array of professional and lay community leaders, exploration of the relationship between personal and professional identities, opportunities to address professional and communal issues and to work collaboratively on public programming related to Jewish communal issues.

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. Site visits and group and community experiences are vital to this endeavor and are required supplements to the Proseminar curriculum.

***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. Connect relevant professional and Judaic studies course work and field placement experiences 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 own voice, self-presentation, and perspectives as emerging professional leaders.
- f. Work together to create an open, exciting, and mutually supportive 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 when appropriate in written work 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.** Given the limited number of class sessions this term, more than one absence would be of concern. *You are responsible for any assignments or announcements shared during 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 are to be prepared before class. *Readings associated with some class sessions will be made available one week to ten days prior to session.*

The course and JCLP experience in general depend 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 if that is the best medium for you, unless and until we encounter problems with on-line distractions. NO texting, email, Facebook, etc.

One of the essential pillars of community involvement and leadership is **simply *SHOWING UP***, both physically and psychically. All of us are responsible for the success of our work together. Never assume that your presence or participation will not make a difference, will not be noticed, or doesn't matter. For good and ill, your contributions -- and those of your classmates -- will do much to determine the quality of your experience this year.

### ***On-line media discussion***

In order to develop our critical reading and group processing muscles, we will conduct on-line discussion (via Canvas) of topical/current articles related to our themes for the semester. Second-year students will be responsible for choosing articles or media pieces (in consultation with me) and posting the selection and discussion questions by Thursday afternoon of the assigned week. Six or seven students will be responsible for posting initial responses to the on-line question or questions by Sunday noon following the initial posting. Between Sunday noon and Monday at midnight, the remaining students will post two responses to what the other students have written. Everyone should read the entire on-line discussion before class on Wednesday evening or for the seminar session when the media selection will be discussed.

*We will set aside time 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. This summary should be posted within a week of the in-class discussion of their initial post.*

#### Schedule:

1. Pay attention to media in the week before you are responsible for facilitating on-line conversation. Identify 2 -3 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. Paige will send out schedule for everyone in terms of when they will serve as responders and when as commenters. Six or seven students will be assigned to respond to the article and posted questions by Sunday at noon.
3. The remaining students will extend the discussion by adding a minimum of two comments to the posted responses by Monday at midnight.
4. All students will read entire on-line discussion before the next class meets. Discussions should take place during the seminars indicated on the sign-up sheet, unless you hear from me about a change of plans. 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 one week 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 (postings, responses, comments, and summaries) 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 engagement with issues related to discerning your own perspectives on challenges in Jewish Community. Your journal may be constructed in whatever format is most conducive to your 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 you see on your 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 least once per week beginning the week of September 5 through the week of December 5. . Each student should have at least 14 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. Friday, October 6, 5 pm
2. Friday, November 9, 5 pm
3. Wednesday, December 11, 5 pm

Successful completion will reflect taking the assignment seriously and using it to make connections across the semester and year. All substantive reflections will receive substantive 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. *Those who are less comfortable contributing in class should be particularly careful to respond to class themes in their journals if they want to improve their assessment for active class participation.*

### ***Site Visits (required for first year students, options for second years):***

Jewish Federation of Metropolitan Detroit, September 28, 2108

Downtown Detroit, November 16, 2018

### ***Preparation for Public JCLP Programs:***

2<sup>nd</sup> year students are responsible, in consultation with instructor and JCLP program coordinator (Paige), for formulating, planning, and organizing **JCLP Communal Conversation** to be presented during the Winter term.

1<sup>st</sup> year students will be responsible for submitting a session proposal for Limmud Michigan which will take place on March 31, 2019 in at the Jewish Community Center of Metro Detroit in West Bloomfield.

***Community Programs:*** Each student will be expected to *physically* 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. *You will be asked to submit a one-two paragraph summary of the event and your impression of its audience and impact.* (due December 13, 2017)

### **Summary of Grading distribution:**

Journals: 200

On-Line Media: 200

Class Preparation and Participation: 300

Public Program Preparation: 100

GA and site visits: 150

Community Program: 50

**Total: 1000**

### **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-ADAcompliance@umich.edu](mailto:ssw-ADAcompliance@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/>.

**JCLP Proseminar, Fall 2018 : Building Perspectives on Israel and American Jewish Community:**

1. September 5: Establishing Norms and Why We're Here
2. September 12: Historical Perspectives [\[on-line media discussion\]](#)

No Class: September 19: Yom Kippur

3. September 26: Sukkot Celebration and Open House  
*[First Years: Jewish Federation of Metropolitan Detroit Site Visit, Sept. 28]*
4. October 3: Discussion of *Letters to My Palestinian Neighbor* [\[on-line media discussion\]](#)
5. October 10: **Jeremy Burton**, executive director, Jewish Community Relations Council, Boston  
Israel in the American Jewish community. (Dov Waxman, *Trouble in the Tribe*)
6. October 17: Preparing for the GA and takes on Israel/US dialogue. (Waxman) [\[on-line media\]](#)

No class: October 24. (GA)

7. October 31: GA Debrief. [\[on-line media\]](#)
8. November 7: Meeting with JCLP Alumni: Perspectives on Work and Community [\[on-line media\]](#)
9. November 14: **Harlene Appelman**, executive director, Covenant Foundation

*[First Years: Downtown Detroit site visits, November 16]*

No class: November 21 (Thanksgiving)

10. November 28: **Kari Alterman** (STaR '96), Davidson Foundation and **Sarai Brachman Shoup**, Farber Family and Berman Family Foundations
11. December 5: retrospective and outlook [\[on-line media\]](#)

[Friday, December 7: JCLP Shabbat dinner]