



Course title:	Advanced Proseminar in Jewish Communal Leadership
Course #/term:	SW 692, Fall 2019
Time and place:	Wednesday, 5:00-8:00 PM, Room 1794 SSWB
Credit hours:	2
Instructor:	Karla Goldman
Pronouns:	[She, her, hers]
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Office:	4704 School of Social Work Building
Office hours:	Office Hours by appointment

Course Statement

The professional seminar in Jewish communal leadership serves as the academic home for the Jewish Communal Leadership Program (JCLP). It provides a critical space in the JCLP curriculum for students to integrate different approaches to knowledge, skills and experience -- acquired in their SSW and Judaic studies courses and in their board and field placements -- into a unified and meaningful experience. Within the seminar, Jewish Communal Leadership students are given opportunities to meet with local, national, and international professional and lay community leaders, to explore the relationship of personal and professional identities, to engage with historic and current approaches to Jewish community challenges, to work collaboratively on soliciting and addressing communal problems gathered from the field, to participate in generating public programming related to Jewish communal issues, to consult with SSW 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 also serves as a setting for considering general societal concerns from the perspective of Jewish communal interests and values, and for bringing the perspectives and skills that are a part of Social Work study and practice to Jewish communal concerns.

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, story, and perspectives as emerging professionals.
- 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.

2. Class Requirements and Assignments

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, social media, etc. An essential pillar 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 (generally 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 recap:

1. Pay attention to media in the weeks before you are responsible for facilitating on-line conversation. Identify issue you want to discuss and 2 -3 articles/media items that you think would lead to useful conversation on this topic. Issues under discussion should connect with overall class goals or the given topic for the week. Send issue (or issues in your preferred rank order) you'd like to discuss and related media to me by Wednesday at noon. 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 (30 - 45 minutes) should take place during the seminars indicated on the sign-up sheet, unless you hear from me about a change of plans.
5. Posting students will submit summary within one week after article is discussed in class.

Grading: Students will be assessed for their timely participation in contributing to robust, thoughtful conversations on-line and in class. We anticipate rich conversations in which everyone's contributions will receive full credit, but cursory on-line responses will be assessed appropriately. **Please note: those who miss an assignment** (postings, responses, comments, and summaries) **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 their 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 social media 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 “time” will cover the period from the week of September 3 through the week of December 9. Students have the option of skipping entries for two weeks during the semester. At the end of the term, each student should have submitted entries for at least 13 out of 15 weeks. (feel free to write every week, as well!)

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. Sunday, October 6, 10 pm.
2. Sunday, November 10, 10 pm.
3. Tuesday, December 17, 10 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

Thursday afternoon, August 29, 2019, Ann Arbor Jewish agencies (first-year students)

Friday, October 25, 2019: Jewish Federation of Metropolitan Detroit (first-year students)

October 30 – November 3, 2019: New Orleans, Louisiana (all students)

Friday, November 22, 2019: Downtown Detroit (first-year students)

Preparation for JCLP Public Programs:

2nd 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.

1st year students will be responsible for submitting a session proposal for Limmud Michigan which will take place on March 22 2019 at Eastern Michigan University. Proposals are usually due in December.

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 17, 2019).

Summary of Grading distribution:

Journals: 200

On-Line Media: 200

Class Preparation and Participation: 300

Public Program Preparation: 100

Site Visits: 150

Community Program: 50

Total: 1000

Summary of Grading:

Additional School and University policies, information and resources are available here:

<https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*

JCLP Fall 2019:

Recalculating ... : Tracking and Responding to a World of Change

1. September 4: Group Norms/Covenant/*B'rit and Why We're Here*
2. September 11: *The Crisis of Zionism?*; **on-line media conversation**
3. September 18: Introduction to American Jewish Community through lens of this moment; **on-line media conversation**
4. September 25: *Recalculating*: with Michigan Hillel executive director, [Tilly Shames](#)
5. October 2: *Recalculating*: communal and demographic dynamics, Blue Jeans session with Dr. Tobin Belzer, Center for Religion and Civic Culture, University of Southern California// Sukkot planning // **on-line media conversation**

[October 9: no class, Yom Kippur]
6. October 16: Sukkot open house
7. October 23: Preparing for New Orleans; **on-line media conversation**

[Friday, October 25: First-year's site visit: Jewish Federation of Metro Detroit]
8. October 30: depart for NOLA
9. November 6: *Recalculating*: the potential of Jewish communities that see, count, and grow with Jews of Color with [Ilana Kaufman](#), director of Jews of Color Field Building Initiative
10. November 13: [Session with JCLP alumni](#); **on-line media conversation**
11. November 20: *Recalculating ... : What happens when "tradition" truly seeks to engage "change" with [Rabbi Asher Lopatin](#), Kehillat Etz Chayim (Huntington Woods) and Detroit National Center for Civil Discourse (Wayne State University) and Jewish Community Relation Council*

[November 22: First-year's site visit: downtown Detroit]

[November 27: no class, Thanksgiving]
12. December 4: Telling our Stories with [Professor Jessica "Decky" Alexander](#), Eastern Michigan University; **on-line media conversation**
13. December 11: looking backward (and forward) **on-line media conversation**

