



Course title:	Proseminar in Jewish Communal Leadership	
Course #/term:	SSW 792, Fall 2020	
Zoom Link:	https://umich.zoom.us/j/95584737678	
Time and place:	Wednesday, 5-8 pm	
Credit hours:	2	
Prerequisites:	For JCLP students	
Instructor:	Karla Goldman	
Pronouns:	She/her/hers	
Contact info:	Email: kargold@umich.edu	Phone: 617-331-5328
	You may expect a response within ## hours	
Office:	4704	
Office hours:	by appointment	

1. 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:

1. Gain familiarity with the historical antecedents, contemporary organizational structures, and critical problems defining contemporary Jewish community.
2. Combine appropriate modes of practice, analysis and knowledge drawn from both Social Work and Judaic Studies to discuss and address communal issues.
3. Connect relevant professional and Judaic studies course work and field placement experiences with emerging career interests.
4. 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.
5. Develop their own voice, self-presentation, story, and perspectives as emerging professionals.
6. Work together to create an open, exciting, and mutually supportive class forum for the discussion of challenging issues.
7. Frame big questions and present public forums to draw the broader community into significant conversations about the American Jewish present and future.
8. Begin to bring their voices to bear on the broader discourse of concerns and debates animating today's American Jewish community.

UM-SSW COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning

opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

2. Class Requirements

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.

ASSIGNMENTS

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. We will include a schedule with each conversation indicating which students 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 (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 January 6 through the week of April 13. 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 12 out of 14 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 10 pm on:

1. Sunday, October 4, 10 pm.
2. Sunday, November 1, 10 pm.
3. Wednesday, December 9, 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.*

Community Program: Each student will *virtually* attend a community or Frankel Center program outside of class over the course of the semester. This program should be one for which neither JCLP nor your field placement is the principle sponsor. You are of course welcome to attend many more than one community program. *You should submit a one-two paragraph summary of the event and your impression of its audience and impact and reflections on the dynamics of creating programming and community in an on-line format.* (due December 9, 2020).

Summary of Grading distribution:

Journals: 300

On-Line Media: 200

Class Preparation and Participation: 300

Public Program: 150 (preparation for communal conversation for 2nd year students) (for first-year students is for meeting to discuss possible public efforts including if a Limmud is schedule for the Spring).

Community Program: 50

Total: 1000

JCLP Class schedule: Fall 2020

Stepping Up to this Moment

September 2: Welcome and Journey Maps (continued from JCLP orientation) and Themes for Jewish Identity

September 9: Vulnerability and Privilege for White American Jews and GSI Strike

September 16: On-line Media discussion (Rashida Tlaib). Syllabus. Class discussion guidelines

September 23: On-Line Media discussion (interfaith work). Ruth Bader Ginsburg.

September 30: Stepping up to this Moment: as a pluralistic Jewish institution in the context of an American university campus: **Tilly Shames, executive director, Michigan Hillel**

October 7: On-Line Media discussion (antisemitism) and in-person Sukkot gathering

October 14: Stepping up to this Moment as it Challenges White American Jews to Engage the Diversity of their Community: **Ilana Kaufman, executive director, Jews of Color Initiative**

October 21: Stepping up to this Moment: the Role of Foundations in Sustaining Community in Times of Crisis: **Kari Alterman, Program Director for Jewish Life, William Davidson Foundation** and **Nora Greenstein, Program Associate, American Jewish Grantmaking, Schusterman Foundation.**

October 28: On-Line Media discussion (Jewish day schools). Introduction to the history of the Jewish communal landscape.

November 4: What Just Happened? JCLP conversation and group support.

November 11: Stepping Up to this Moment: Sustaining and Leading American Jewish Organizations and Communities at this time: **Perry Ohren, CEO, Jewish Family Service of Metro Detroit** and **Eileen Freed, executive director, Jewish Federation of Greater Ann Arbor**

November 13: Supplementary virtual “site visit”: focus on Jewish Federations with 9 alumni from JCLP and JCLP predecessor programs Project STaR and Drachler Program

November 18: **JCLP alumni seminar**

November 20: Supplementary virtual “site visit” with leaders of downtown Detroit Jewish institutions, Repair the World Detroit, Downtown Synagogue, and Detroit Jews for Justice

December 2: Wrap-up and on-line media conversation (building community on-line).

December 4: Supplementary virtual “site visit” with JCLP alumni working in alternative/social justice national Jewish organizations.

Current Draft of Conversation Norms for Fall 2020 (drafted by 20/21 JCLP Cohort, 9/16/20)

- This is a **space where you can experiment with ideas** and not necessarily feel married to them or boxed in by them ... don't freeze others or yourself in time. Allow each other to grow. Don't make assumptions about someone based on one thing they say.
- We encourage people to speak up for/manage their needs
- Give people the benefit of the doubt that pushback isn't a personal attack
- Hope/Ambition: **We can learn from everyone, including ourselves. Don't apologize for what you say. No need for negative self-talk. Don't put yourself down.**
- **You are not a hypocrite if you are learning**
 - **You are allowed to change your opinion (actually, it's cool).**
- **The Me vs We Is your contribution going to be helpful to /good for whole group.**
- Intent vs Impact

- In general, assume good intent, but know this shouldn't apply universally in the world. **Benefit of the doubt that they didn't intend to hurt you in our space, but they should that you were hurt.**
- Emotions are welcomed: Ok to cry. It happens. (though not required)
- **Strive for a balance of voices in the group**
- **Disagree with the idea, not the person** (the person is not the idea they shared, but ok to refer back to an idea and ask person for their take.)
- **Find the happy medium between comfort and the red zone. Go for the Stretch Zone.**
- "If things gets too heated": **How do we acknowledge discomfort/emotion/red zone. Varied approaches:** Point is it's OK to find a way to name what's going on. Group self-regulation. Acknowledging emotions in the room. And when it's important to acknowledge them. Being OK to say in "I" statement, how this feels. Name it. Don't speak for others. Asking for "big sigh" Asking for a moment. Advocating for yourself.
- We encourage people to speak up for/manage their needs
- Call in not call out: e.g. "I'd like to explore / understand a little more"
- **Everybody makes mistakes, everybody has those days AKA everyone has off days so we should give everyone grace/space.**

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*