

**Course title:** Proseminar in Jewish Communal Leadership  
**Course #/term:** SSW 795, Winter, 2023  
**Time and place:** Wednesday, 5:00 -8 pm, Room #1794  
**Credit hours:** 2/3  
**Prerequisites:** Permission of instructor  
**Instructor:** Karla Goldman  
**Pronouns:** She, her, hers  
**Email:** kargold@umich.edu      **Phone:** 617-331-5328  
**Contact info:** You may expect a response within 48 hours. Please use email rather than phone.  
**Office:** 4704  
**Office hours:** By appointment, please reach out if you'd like to meet

## 1. Course Statement

### Course Description

The professional seminar in Jewish communal leadership serves as the academic and intellectual 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 field placements -- into a coherent whole. It provides opportunities for participants to meet with relevant local and national 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 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 the exploration of general societal concerns from the perspective of Jewish communal interests and traditional values, and for bringing the perspectives and skills that are a part of Social Work study and practice to addressing Jewish communal concerns.

### Course Objectives and Competencies

In this seminar, and in co-curricular programming, students will:

1. Gain familiarity with the historical antecedents, contemporary organizational structures, and critical problems that shape American Jewish communities.

2. Combine appropriate modes of practice, analysis and knowledge drawn from both Social Work and Judaic Studies to discuss and address communal issues.
3. Make connections between Social Work and Judaic Studies coursework and field placement experiences, as they consider their developing career interests.
4. Establish relationships and interact professionally with lay and professional leaders in Jewish communal service, relevant sub-fields, and allied occupational settings.
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. Add their voices to the broader discourse of concerns and debates animating contemporary American Jewish communities.

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://sww.umich.edu/msw-student-guide/section/1.13.02/23/plagiarism> (Links to an external site.)

## **2. Class Requirements**

### **Class Readings**

Course reading material will be available on Canvas. Students are responsible for reading all material. Assigned readings provide the foundation for classroom discussions and assignments and therefore, are required. We may not always discuss specific readings in detail in seminar, but you are responsible for their content and they should frame your thinking as we have class discussions.

I know that depending on your course load, readings can feel overwhelming. Please see me if you are having a hard time keeping up with the required reading for this course and we can discuss any changes that need to be made.

### ***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

### *Assignment #1: Journal Entries*

Students will use journals to track your evolving engagement with and perspectives on the topics we cover. The journal assignment offers space to make connections and dig deeper into issues or ideas that arise for you each week. Your journals may be constructed in whatever format is most conducive to your writing, learning, and assessment style. Entries may respond to other classes, experiences in the community or in your family, reading the newspaper, watching or listening to the news, talking to friends, or processing what you see on your social media feeds. The majority of your entries, however, should respond to class discussions. Your journals should be substantive, reflective, and edited for clarity. Minimum length for each weekly entry should be 1.5 pages double spaced with normal font (3/4 page, single spaced).

Journals 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. *Those who are less comfortable contributing in class should be particularly careful to respond to class themes in their journals to demonstrate their engagement with the material.*, readings, speakers, classes, or your own professional identity or questions.

Your journals should cover the entirety of the semester, and should total twelve entries. That means that at the end of the semester you have reflected on twelve out of the fourteen weeks [excluding winter break], including the week of Passover when we won't meet for class. (You may, of course, journal each week if you'd like).

Students will submit their journals at three different points during the semester. Cumulative journal entries should be submitted on Canvas by 10 pm on the following dates: **Sunday, January 28; Sunday, March 12; and Sunday, April 23.** Barring unforeseen circumstances, I will return your journals to you with feedback within two weeks of your submission. Later journal entries throughout the year should address/incorporate instructor feedback to earlier submissions.

### *Assignment #2: Leading and Participating in Student-driven Class Discussion*

Over the course of the year, each student will have the opportunity to facilitate - individually or in pairs - a conversation in class on a topic of their choosing. Some students will lead discussion

in the fall semester, and some will lead discussion in the winter semester. You decide when is best for you. When it is your turn to facilitate, you will be responsible for the following:

- Discussing potential topics with me at least three weeks in advance of your presentation. We will discuss how long the in-class presentation/discussion should last.
- Providing appropriate contextual material in advance in the Canvas discussion forum. This should both provide your peers with some shared foundational knowledge and spark classroom discussion.
- Providing discussion questions with the on-line materials to help your classmates engage with the posted material. The materials and questions should be posted by Thursday, noon, in advance of the following Wednesday class.
- Sharing a rough lesson plan with me at least 72 hours in advance of your facilitation.
- Facilitating an engaged conversation.
- Asking your peers for specific feedback that would help you in your leadership development. Some examples could be: facilitation style, preparation, etc.

On-line Canvas discussions of the material posted on line in advance of student presentations will take place during the week prior to the student-led discussion.

These on-line discussions will be structured in the following format:

- Four students will respond to the materials and questions posted by the student who will be facilitating class discussion. **These responses should be posted by Sunday at noon, prior to the Wednesday class session.**
- The other five students will respond with at least two different written reactions to these initial posts. **These responses should be posted by Monday at midnight.** These roles will rotate from discussion to discussion.
- All students will read the entire on-line discussion before the next class meets.

Students should participate in every on-line conversation by the deadlines indicated above. If participation in a given week is going to be a problem for you, you must inform the instructor.

### ***Assignment #3: Attendance and class participation***

Come to class on time, prepared and ready to engage with your peers. Participation is a large part of this seminar, and thus I expect you to participate in a multitude of ways. If you miss more than two classes and/or seem generally disengaged in class, I will reach out to you to have a conversation about the impact on your learning and on the community. Here is the School of Social Work's [Policy on Class Attendance](#), which you can also find in the MSW Student Guide.

## **Grading**

As we have previously discussed, if we are successful in generating the discussions and community that we are seeking in JCLP, grading should be irrelevant to our endeavors. Of course, we live in a University that requires that I assign metrics to course participation. Your academic responsibilities for the JCLP seminar will differ from that of your other classes. You are not responsible for mastering expertise in a particular subject, submitting long papers, or taking exams. Thus, our collective goal should not be to worry about grades and percentages, but to see each student dig deeply into the course material, engage their own personal learning edges, and develop a shared space where each person can challenge themselves and each other to think more deeply and critically about Jewish community in the 21<sup>st</sup> century.

Your participation in this seminar is premised on the assumption that you will bring your best efforts to engaging with the questions of Jewish history and community that we will be studying.

Full academic credit for the seminar will reflect:

Completing all assignments thoughtfully and critically, and submitting them in a timely manner;

- Full presence and engagement in classroom and co-curricular discussions and activities;
- Letting me know if there are issues happening in or out of the classroom that make it difficult for you to be a fully engaged student.

Here are the School of Social Work's policies related to grading:

[Grades in Academic Courses and in Field Instruction](#)

[Student Grievance procedures](#)

[Policy for grading in special circumstances.](#)

### **Seminar Norms, JCLP, Fall 2022, August 31, 2022 Draft**

Breathe .... (repeat)

Acknowledge and then *reflect on* discomfort

Embrace your learning edge.

Give Patience and Grace to yourself and others:

Remember we're all coming from difference places and experiences

Share *with intention* – does what I have to add/ask deepen the conversation?

Remember to revisit norms – keep them present.

Speak from one's own experience, but don't generalize from your experience onto others

Don't disagree with someone until you've heard out their thought.

Listen respectfully and respond respectfully.

Take space/Make space --- Step up /Step Back

Ask what I can learn from ideas I disagree with.

Consider whether some approaches should be off limits and what to do in that case.

Define insider terms, including acronyms

If you're not familiar with something that has been referred to – don't be afraid to ask.

Be OK with lack of closure/solutions.

### **When we have visitors:**

Be prepared through assigned reading, looking at their background, organizations, etc.

Remember they may be operating from different contexts than we are – don't assume they know the assumptions or have the knowledge that have been shaping our conversations.

Approach with respect, preparation, openness

Try to get the most out of their experience and perspective

### **Class Recording and Course Materials**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

### **COVID-19 Statement:**

*Our decisions about how and where to meet and what else we can do this semester outside of the classroom will likely continue to be affected by the evolving presence of COVID-19 in our community.* 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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [Wolverine Access](#). 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.

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.

**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 Seminar, Winter 2023: Communities in Flux**

**January 4:** Framing. Norms. *Development Letters*

**January 11:** Cincinnati and a Sense of History

Karla Goldman, "Cincinnati's Best Citizens: Jewish Community in an American City," *Ohio Valley History* 22:3 (Fall 2022): 19-41.

Jonathan D. Sarna, "Silver v. Philipson: The Mikveh War that Divided Cincinnati Jews and Empowered American Orthodoxy," *American Jewish Archives Journal*, 73:2 (2021): 91-107.

Hebrew Union College strategic planning website: <http://huc.edu/about/strategic-planning>.  
"[Hebrew Union College to Close 147-Year Residential Rabbinical Program in Cincinnati](#)," *Cincinnati Enquirer*, April 11, 2022.

**January 18-22 :** Cincinnati Visit

Carrie Rhodus, "A New Resting Place for the Scattered Sons of Israel: A History of the First Jewish Cemetery West of the Allegheny Mountains," *Ohio Valley History* 22:3 (Fall 2022): 4-18.

"25,737 People Lived in Kenyon-Barr when the City Razed it to the Ground," *Cincinnati Magazine*, February 2017.

*Good White People: A Short Film about Gentrification*

Jewish Foundation of Cincinnati website: <https://thejewishfoundation.org/>

**Optional for additional historical background:**

Jonathan D. Sarna and Karla Goldman, "From Synagogue-Community to Citadel of Reform: The History of K.K. Bene Israel (Rockdale Temple), in Cincinnati, Ohio," in *American Congregations*, vol. 1, James Lewis and James Wind, eds., University of Chicago Press, 1994: 159-220.

Karla Goldman, "This is the Gateway to the Lord: The Legacy of Synagogue Buildings for African American Churches on Cincinnati's Reading Road," in *Black Zion: African American Religious Encounters with Judaism*, Yvonne Chireau and Nathaniel Deutsch, eds. Oxford University Press, 2000: 187-202.

**January 25:** Laynie Soloman, SVARA, a Queer Yiddish Yeshiva



Student presentation [Lydia Greenberg: endowments]

Benay Lappe, Crash Talk: An Unrecognizable Jewish Future

SVARA website

**February 1:** JOBS session with JCLP alumni, led by Emily Zussman '16 and Kate Malekoff '16 and 8 other JCLP alumni

**February 8:** hard conversations using Resetting the Table methodology

Student Presentation (Marie Pattipati: white supremacy and male violence)

**February 15:** Rabbi Mary Zamore, executive director, Women's Rabbinic Network

Holding institutions accountable:

Articles by Rabbi Zamore,

"Harassment-Free Jewish Spaces: Our Leaders Must Answer to a Higher Authority"

"WRN Is (Still Needed)"

Two of my articles about gender discrimination and my experience at HUC, Cincinnati, please read at least one of them:

"My Pioneer Days: Facing the Patriarchy at Hebrew Union College," *AJS Perspectives*, Spring 2019

"After the Fall: (Re)Telling the Story of Reform Judaism," *Lilith*, May 2022

The module also contains the three reports published from the investigations conducted in 2021 into each arm of the Reform movement (Hebrew Union College, the Union of Reform Judaism, and the Central Conference of American Rabbis) -- these are relevant for our conversation, but we don't expect to read through all of them.

Student Presentation

**February 22:** Social work, respectability, and the Black and Jewish communities Detroit of Detroit in the 1920s and 1930s.

Maggie Carlton, UM Graduate Student, "A Dream, A Nightmare, A Necessity – Marriage and the Welfare State."

Student presentation

**March 8:**

Rav Claudia Kreimans, Temple Beth Zion, Brookline, Massachusetts

Sermons by Rav Claudia

Temple Beth Zion website

Podcast, Jewtina, Episode 10, “The Power of Hope “

[student presentation]

**March 15:** [an intergenerational community meet-up]

Building a Post-Covid Jewish Community, at JCC Ann Arbor,

**March 22:** David Bernstein, Institute for Liberal Jewish Values and Rabbi Blair Nosanwisch  
Adat Shalom Synagogue, Farmington Hills

David Bernstein, “Building a Progressive Tower of Babel”

Monica Osborne, “Wokeism and the Jews: A Reckoning”

Ilana Redstone, “Actually, You Don’t Know that Much”

**Monday, March 27:**

**2023 JCLP Communal Conversation and Concert: Joyful Jewish Jams, the Ark, Ann Arbor**

**March 29:** Challenging the Occupation (with J Student U)

Rabbi Arik Ascherman: Founder of Rabbis for Human Rights, executive director, Torat Tzedek-Torah of Justice”

April 5: Passover:[no class]

**April 12:** Retrospective

