Leadership Development and Jewish Identity  
EDCP 418F/JWST419L  
Spring 2010 / Arc 1101  
Tuesday and Thursday: 2 - 3:15 PM

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Course Description
This course will offer students the opportunity to critically examine leadership and leadership identity development in relation to Jewish culture and identity. We will also explore how Jewish culture and ethnicity influence leadership styles and the role that leadership has played within Jewish history.

Students will explore general leadership theories as well as personal leadership identity development in both an overall sense and as a member of the Jewish community. This course will also examine leaders within the Jewish movement and how their leadership has influenced Jewish communities. Specifically, this course will give attention to issues facing the Jewish community both on college campuses and in the world, and prepare student leaders to act as advocates for the Jewish community.

Course Objectives for Students:
Students who critically engage, challenge, and apply themselves in the course will be able to:

- Critically analyze personal leadership experiences and styles
- Gain a thorough understanding of Jewish leadership theories and practice
- Examine the influence of multiple identities (i.e. religious observances, culture, family, peers) on leadership and leaders (Particularly Jewish/Universally Human)
- Identify, discuss, and write about topics and issues that face us in preparing to become diverse learners and professionals for a democratic society
- Develop, demonstrate, and apply basic Jewish leadership skills

Overall, this class is an opportunity to raise awareness about personal histories and values and how they contribute to our leadership styles. Therefore, personal and group reflection will be an important feature of this course. Lastly, this course will also provide a forum for a dynamic exchange/dialogue of ideas for student leaders on campus.

Course Expectations
This course is heavy on discussion and experiential learning, therefore participants of this course will be expected to complete readings and assignments and be prepared for class discussion. Along with the classroom work, students should be attentive to how the concepts learned apply in their current involvement and leadership roles. It is also expected that participants will thoughtfully and thoroughly complete assignments by the assigned due date.

For all graded assignments, we require that you use the American Psychological Association (APA) Style in appropriately citing your sources and references (see APA style reference on WebCT). For assignments requiring research, students are expected to find appropriate scholarly or other sources. Like any academic course, pay close attention to correct spelling, grammar, and punctuation.
Documents should have a cover page identifying at least the following information: paper title, course title, name, and term. Papers should be double-spaced, typed or word processed, with 1” margins on white 8.5" by 11" paper and have page numbers. Recommended types are Palatino, Times, or Times Roman in 10 or 12 point size.

Code of Academic Integrity: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

ADA Statement: Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class. Students with a documented disability should contact the instructors as soon as possible to discuss academic accommodations.

Religious Observances: The University System of Maryland policy on religious observances provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. We will be happy to work with you if class meetings or assignments conflict with your religious practices.

### Grading Scale & Grading Policies

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Grader</th>
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<tbody>
<tr>
<td>Participation</td>
<td>60</td>
<td>All Instructors</td>
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<tr>
<td>Autobiography</td>
<td>60</td>
<td>Ari</td>
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<tr>
<td>Leadership Interview</td>
<td>80</td>
<td>Allison</td>
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<tr>
<td>Group Project and Presentation</td>
<td>120</td>
<td>All Instructors</td>
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<tr>
<td>Individual Reflection on Project</td>
<td>80</td>
<td>All Instructors</td>
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**TOTAL POSSIBLE POINTS:** 400

**Overall Grades:**

- A+ 389-400  
- A 373-388  
- A- 361-372  
- B+ 349-360  
- B 333-348  
- B- 321-332  
- C+ 309-320  
- C 283-308  
- C- 261-282  
- D 241-280  
- F 0-240

**Course Schedule**

Possible field trip(s) may be planned during the course of the semester. For updates, assignments and readings, visit course content section on the WebCT site.
Course Readings will be selected from:
Additional articles may be handed out or assigned on the syllabus to download and read.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments &amp; Readings Due</th>
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| Class 1: January 26th | Introduction/Overview Why Jewish Leadership?                         | Syllabus Review
Inspired Chapter 1 – Guilt and Pleasure, Putting the Jewish in Jewish Leadership |
| Class 2: January 28th | What is Leadership? What is Jewish about it?                          | Inspired Chapter 2 - Defining Leadership
http://www.leader-values.com/Content/detail.asp?ContentDetailID=228 |
| Class 3: February 2nd | Developing a Leadership Identity                                       | Personality Inventory                                               |
| Class 4: February 4th | Overview of Jewish History and Activism                               | Inspired Chapter 6 – Optimistic Leader
http://hallewis.com/articles/Leadership_TheJewishTake_JUF.pdf |
Chapter 4 – Vision and Mentoring Inspired |
| Class 6: February 11th | RLM Applied                                                            | The Giving Tree, Shel Silverstein
http://www.firstthings.com/article.php3?id_article=3981&var_recherche=giving+tree
DUE: Autobiography |
| Class 8: February 18th | Guest Lecturer                                                         | Dr. Erica Brown – author of the class book                          |
| Class 9: February 23rd | Modern Jewish Community and Identity                                  | Chapter 3 – Who are we leading? Age, ethnicity and community
Case Study of Five Jewish Leaders |
| Class 10: February 25th | Leadership Self-Awareness: Knowing Your Jewish Values                 | Inspired Chapter 5 – Authentic Leadership                           |
| Class 11: March 2nd   | Values Clarification: Case Study Analysis                              | DUE: Group Project Outline                                          |
| Class 12: March 4th   | Ethical and Moral Leadership                                           | Inspired Chapter 10 – Ethical Leadership
http://www.leader-values.com/Content/detail.asp?ContentDetailID=1117 |
| Class 13: March 9th   | Jewish Future: Game or Reality?                                       | http://www.leader-values.com/Content/detail.asp?ContentDetailID=1117 |
| Class 14: March 11th  | Guest Lecturer – Beth Gansky                                          |                                                                     |
| March 16th & 18th     | Spring Break                                                           | Go make a Difference                                                |
| Class 15: March 23rd  | Community organization mission statements for allocations             | Please bring a laptop if you can
http://margaretwheatley.com/articles/servantleader.html
Inspired Chapter 7 – Leading for Transformation |
<p>| Class 16: March 25th  | Community Organization Part 2                                         | Inspired Chapter 9 – Jewish Leadership and Conflict Resolution      |</p>
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<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
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<tr>
<td>18</td>
<td>March 30th</td>
<td>Passover - no class</td>
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<tr>
<td>19</td>
<td>April 1st</td>
<td>Group Project Workshop</td>
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<td>20</td>
<td>April 6th</td>
<td>Passover – no class</td>
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<td>21</td>
<td>April 13th</td>
<td>Guest Lecturer – Rabbi James Kahn</td>
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<td>22</td>
<td>April 15th</td>
<td>Leadership in Teams &amp; Groups</td>
<td><strong>DUE:</strong> Leadership Interview</td>
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<tr>
<td>23</td>
<td>April 20th</td>
<td>Understanding Change: Balance between tradition and modernity</td>
<td>Inspired Chapter 11 – Changing the World, Changing Ourselves</td>
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<td>The Remaking of Hillel</td>
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<td><a href="http://cmjs.org/Publication.cfm?IDResearch=112">http://cmjs.org/Publication.cfm?IDResearch=112</a></td>
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<td>25</td>
<td>April 27th</td>
<td>Sustainable Leadership</td>
<td>Inspired Chapter 12 - Who’s Next? Effective Succession Planning</td>
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<td>26</td>
<td>April 29th</td>
<td>Guest Lecturer</td>
<td>To be determined</td>
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<td>27</td>
<td>May 4th</td>
<td>Group Project 1 Presentations Revisit personal definitions of leadership &amp; wrap up</td>
<td>**DUE (on your presentation date): Presentation, Executive Summary &amp; Annotated Bibliography, Reflection</td>
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<td>28</td>
<td>May 6th</td>
<td>Group Project 2 Presentations Ancient Jewish Leadership shedding light on the 21st Century</td>
<td>**DUE (on your presentation date): Presentation, Executive Summary &amp; Annotated Bibliography, Reflection</td>
</tr>
<tr>
<td>29</td>
<td>May 11th</td>
<td>Group Project 3 Presentations 21st Century Jewish Leadership and Community</td>
<td>**DUE (on your presentation date): Presentation, Executive Summary &amp; Annotated Bibliography, Reflection</td>
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Course Readings
Articles and other readings outside of the texts will be required. These readings will be provided in the Course Content section of the WebCT site. Also, the instructors may provide additional readings based on current events or other issues. There will be one copy of the course readings available at each instructor’s office. All updates to readings will be posted on the course website on WebCT.

Course Assignments and Grading

- **Class Attendance and Participation (15%)** Students are expected to be thoughtful, constructive, and collaborative. Attendance is necessary, but not sufficient.

  Students can earn up to 1 attendance point per class. Late arrivals and early leaving will be factored into the number of points earned per class. In addition, students are expected to be actively engaged in the course and to demonstrate their knowledge of course materials. Students can earn up to 1 point per class for active participation and engagement.

  Students will receive NO attendance points and NO participation points for **unexcused** absences (so a total loss of 2 points per class missed). If an absence is excused in advance or after the fact (doctor’s note, death in the family, etc) students will receive 1 participation point for the missed class but **NO** participation points (so a loss of 1 point per class missed with excused absences). In addition, for both excused and unexcused absences, students are still responsible for course work missed and turning in assignments on time.

- **Autobiography (15%)**: Students will write an autobiography that should highlight significant life experiences, values, goals, leadership skills and personal perspectives that have shaped them as individuals and as Jewish leaders. The papers should be 4-5 pages. **Due Date: February 11th.**

- **Leadership Interview (20%)**: Studying Jewish leaders is an important way to learn about leadership. Students will be required to interview someone they do not know well and who they believe exhibits great Jewish leadership. The following questions will guide the interview and subsequent paper. The papers should be 4-6 pages. **Due Date: April 15th.**

  1. How and why did this person become a Jewish leader?
  2. What experiences have been the most critical in developing leadership?
  3. What attributes, skills, lessons does this person believe make for a good Jewish leader?
  4. What did you learn about leadership, yourself in this process?

- **Group Project and Presentation (Paper = 15%, Presentation = 15%)**: Students will break up into groups of five and complete the following two assignments:

  Identify an issue that you identify with that is in need of assistance and apply with your team learned leadership skills to make a difference and affect change through involvement and interaction. The area of concentration will either directly affect the Jewish community or express and incorporate Jewish values. Your involvement has to be in an organization, effort, initiative (etc) that can be sustainable beyond yourselves and makes a measurable difference in the long run. A one time event (volunteering at a Sunday bake sale for charity for example) doesn’t ‘afford’ the possibility of getting involved in an initiative on a long-term basis besides the time it takes to conduct the one event. Group Projects need to be approved by an instructor before embarking upon the initiative. A minimum of ten volunteer hours per student over the course of the semester need to be logged. If the initiative will incur costs, optional grants of up to $500 will be available. Grades will not be affected by monetary spending.
The report should contain four parts.

- **Part 1:** a description of the organization or situation in its current state (structure, mission, vision, purpose, officers, membership, activities, etc.).
- **Part 2:** identify and describe the strengths, weaknesses, and problem areas within the organization or situation.
- **Part 3:** come up with steps you would take to bring about effective change in the organization.
- **Part 4** ‘service hours’ that you will spend to apply your newly learned knowledge and action plan.

Throughout all four parts of the process, it will be imperative to use leadership theories, in particular the Relational Leadership Model, to make sense of the organization in its current state, to describe your vision of the organization in the future, and to affect change within the organization. Final group papers must be **12-15 pages** long, and presentations must be **20-25 minutes** in length. Paper is due on the date of the group presentation.

- **Reflective Journal and Leadership Development (20%)**
  
  Every individual in each group will be expected to compose a 4-5 page paper, reflecting on his/her personal development and group process during the course of this assignment and how this experience has enhanced her/his view of Jewish Leadership. This paper is due on the date of the group’s presentation. Completion of this part of the assignment will factor into each student’s final grade.