



THE JACOB RADER MARCUS CENTER OF THE  
**AMERICAN JEWISH ARCHIVES**  
A DIVISION OF HEBREW UNION COLLEGE – JEWISH INSTITUTE OF RELIGION

**MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980-2011.**

Series F: CIJE Accrual, 1981-2011, undated.  
Subseries 2: Dan Pekarsky, 1981-2011, undated.

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Jewish secondary school leadership initiative. National Jewish High School Leadership Seminar. Partnership for Excellence in Jewish Education (PEJE) meeting, 1999.

For more information on this collection, please see the finding aid on the [American Jewish Archives](http://AmericanJewishArchives.org) website.

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**From:** Dan Pekarsky  
**To:** Shmuel Benalal  
**Date:** 10/21/99 11:33AM  
**Subject:** Re: News

It was an interesting experience, the participants being Woocher, Sara Lee, Susan Shevitz, Larry Moses, Aryeh Davidson, Alissa Kurshan, myself, and, of course, Josh. The agenda was clear, but Josh was not particularly effective in keeping to it (as you will see from the memo I sent him this morning and which I'm sending along to you as well). The main elements of the meeting were: 1) a chance for people to share their personal perspectives on the realities and challenges of leadership for Day School Education; 2) identification of pools of talent to go after; 3) the development of a primitive map based on the general conversation that included such categories as Potential Pools of Applicants; Marketing Strategies; "Program elements," and a few more. Not very sophisticated, but a start on something that could be interesting.

I made a very strong pitch for grounding the whole enterprise in a larger conception of what a Jewish Education Leader is, and for the idea that Leadership Development is much more than having a mix of Judaica and generic leadership skills. I spoke about the need for a powerful conception of one's work grounded in a Jewishly informed vision (with the comments being, I felt, much in the spirit of Mordecai's recent piece). I felt that there was a lot of sympathy for both points, and I think they are points which speak to areas of expertise that the Mandel Foundation has. Due to the flow of the day, I didn't directly speak to this point on this occasion, but I did email Josh about this and will send you the email.

Josh started the day announcing that nothing would be decided today. The challenge is to share views and articulate some next steps. And sure enough, nothing concrete was decided. There here was a sense that next steps need to include a conversation/conference organized around the character of Jewish educational leadership, and there was some feeling that we should do focus groups with folks who have entered the field from the world of general education, so as to better understand the challenges they and we face. Josh is also eager to get some pilot-projects going.

By the way, both Aryeh and Sarah Lee showed up with full descriptions of their programs/proposals, eager, I think, for "market share" in this effort.

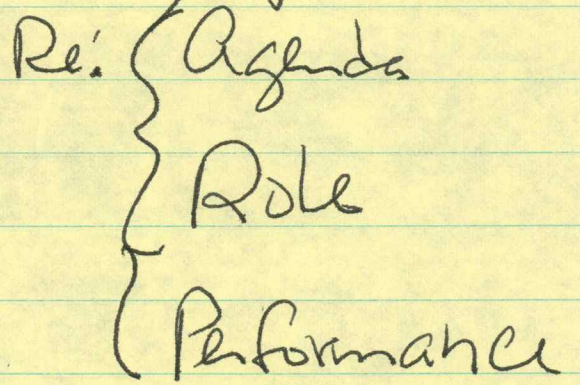
More details follow soon. And I will send you a copy of my note to Josh right now. All the best.

D.

why josh?

# Shmuel Call

① Uncertainties



North
Amer.
Initiative

② Master-plan vs Webbing.

③ The Map

Pools    Recruit. Strategies - Components - Work options

Organizational  
Plan  
Detail

④ Next steps -

- Leadership focus group
- Clarify "Ed Leadership"
- Marketing via Jewish Studies
- Fill in map
- Pilot-project

⑤ DP -- Future role ??

Shmuel - Call

- ① Uncertainty re: agenda
- ② Did I goof?
- ③ Our confusing role:  
both funder and service-provider
- ④ Master-plan vs Webby

Assumes latitude  
& credibility of  
diff. initiatives

⑤ Leadership-focus group  
 } champion 'Leadership'  
 Market in Jewish Studies

⑥ Maps fill in

**From:** Dan Pekarsky  
**To:** "Josh@peje.org".gwia\_es.soe\_2  
**Subject:** Yesterday's meeting

Hi, Josh. I found yesterday's meeting both very enjoyable and interesting, and I felt a lot was accomplished. Other than the fact that a delayed plane resulted in my getting home at 3 in the morning, it was a good day! The long trip home, though, did give me a chance to reflect some on what had transpired, and I thought it important to share my thoughts while they're still fresh.

1. The matrix you developed included a variety of important categories. One of them left me troubled: I don't have the material in front of me, but I think it was called "Program elements". At the time, I suggested that I thought the items listed would best be subsumed under two different categories, and the categories we came up with "Structure" and "Content". But as I pondered this, I continued to feel uncomfortable, particularly with the "content" category, which felt like it could easily become a hodge-podge of program elements not unified with each other. And it was this that led me to realize that what I think was missing as a category (a category that is broader than "content" and would probably include content within it) is something I would call "Approaches or orientations to leadership development". What an approach to leadership development does is to identify and integrate miscellaneous programmatic in a coherent whole that is informed by a larger conception of what an educational leader is. Though I was enormously pleased by the agreement around the room that we need to give careful thought to what it means to be a Jewish educational leader, and by what felt like the sense of the group that such a leader needs to be informed by a compelling Jewishly grounded conception of what he/she is about, I think the "Orientation to leadership development" piece is critically important as well and worth of real attention.

2. As I pondered the meeting, I realized that in the initial round of "personal perspectives" on challenges and realities, at some point along the way (I think after Susan spoke), that agenda-item got merged with the third agenda item which concerned "promising programs", and in this connection we had the chance to hear about the interesting things going on at HUC and the Seminary. And when that round was over, we moved, after some general discussion and lunch, directly to the matrix, in which context attention was given to the "Targeting pools of talent" item on the agenda. The flow was great and I was happy with what we were doing, but the result was that I couldn't, without interrupting this flow, find a comfortable way of putting on the table what I had hoped to say under agenda item #3 about what Mandel is doing in the area of leadership development and what it might contribute to this important effort. So, although I know you are probably fully aware of what I might have said, had the timing felt right, I thought I should put a few major points on record, points which speak to items 3 and 4 on the original agenda and which may be relevant to the work ahead. Though these points don't reflect any "official" Mandel position, I would be surprised if my colleagues at Mandel would take issue with them.

a. "Leadership development" has been at the heart of the Mandel Foundation's thinking and practice in Jewish education for a long time, and over the years, the Mandel School has developed an increasingly sophisticated and powerful approach that is tailored to the backgrounds of its varied clientele in North America and elsewhere.

b. Just as the Mandel Foundation has been deeply immersed in discussions and the development of research dealing with the nature of an educated Jew, it has also been seriously engaged in reflecting on what makes for a Jewish education leader, and has an important perspective on this matter that is the fruit of this thinking. In addition, as they have worked to develop Mandel's leadership development programs, its own leadership and staff (most recently, Mordechai Nissan) have also carefully explored different approaches to leadership development and have, over the years, developed an approach to this work that is grounded in this reflection and in experience. As we proceed to think about how to approach the various problems we articulated yesterday, Mandel's professional staff could be an invaluable resource in planning and participating in deliberations/conferences organized around the character and development of Jewish educational leaders; and I suspect that there would be great interest in contributing actively to this effort.

c. When it comes to the actual development and implementation of programs of leadership development aimed at the clientele we're interested in for leadership positions, my sense is that the Mandel Foundation would also be interested in a significant role in the planning-process and in the work itself. If pilot-projects prove to be the wisest initial path, I suspect there would be interest at Mandel to undertake such projects (either in Israel or in the United States).

More generally, its years of research and experience in the area of senior professional development make Mandel an important resource in addressing the challenges we discussed.

I hope these comments are helpful, as you proceed with your own thinking. If you wish to discuss them, or if I can otherwise be of help as you think about next steps, let me know. Again, congratulations on an excellent meeting.

D.

Lavy, Susan, Johnny, Alissakurshan, Sara, Anyel

PEJE Oct. ~~19~~ 20

## Focus on Day Schools Leadership

Phenomenon: A stream of ed. leaders/teachers moving from public/private into Jewish Ed.

- - Tend to be older folks: 40+

Today's Agenda: Not decide on a program, but 'Next Steps'

Today: Great opp to attract & values/meaning sell!

Look at issues:

{ Promising phenomena } open-endedly

Issues include recruitment/preparation, but recruitment may be less serious problem than you think -- there's a lot of interest here

Anyel -- a demonstration-case!

Appl: Outsiders in signif. positions in admin. view  
admin. & small Jewish school as "piece of  
cake"

→ good time to reach such folks, but  
recall that they may not be going into  
it because of Jewish piece.

Tapes

Larry:

Possible  
stages:  
of  
interven

Neophytes -- Mid-Career -- Near-  
Retirees

We have little to offer those who call  
right now

Werner folks: strong interest in day schools  
in part of Fellows; consider

USF  
Mandel - Werner  
Mandel

-undergrad

Campus  
1) Recruit  
2) Undergrad

① Common ITS - need - Detroit/Arizona/Atlanta

② Qualifications - vision/pedagogy - America - Phonetic

③ Wisconsin/Mandel

Continuity  
Ed

# Susan

① Unbelievable shortage

② Not a stalls-based approach; need to think of big educational programs

③ Can't segment out 'High schools/Day'

④ What positions in the day school might segue into Principalship?

⑤ } McKinsey article in New Yorker.  
} Can't rely on Hotel Directors

Re-cruitment → Need to find <sup>new</sup> ways of tapping folks on campus & beyond,

including "How convex that it's a good field to be in?"

⑥ Working w/ PhDs in Judaica  
--- mixed experience at Brandeis

early, not as fall-back. — Susan: tap them

Sarah: ① Matrix of model is needed for different potential recruits

	Neophyte	Rabbi	Admin	Sec	<u>PhD</u>

② Not sure we have a good picture of what "an educational leader" is

③ Reality: In small communities, 1 person does all.

→ what is ed. leadership under that context

⇒ Need to be aware of diff. contexts of educational leadership ~ Matrix

③ Have to fight stereotypes re: what you need to be an authentic Jewish educator

[e.g. A lot of Jewish knowledge

We shouldn't think in terms of massive infusion of knowledge,

④ Need to think <sup>be aware,</sup> of what lay leadership is thinking about when it's searching

⑤ HUC -- Post-grad Residency Program as a model to consider, aimed at new grads or people who have been in the field in some other capacity!

Anyel

Avichai<sup>sponsored</sup>

Project at JTS

Anyel's principle in trying to find  
"good" people:

Be careful of trying to have too many,  
critic. — they could weed out terrible people!

At Seminary — great people around

Example of young "star" person w/ experience,  
w/ some guidance — a lot of luck

⇒ Need very individualized programs,  
w/ person's emotional/identity issues  
~~also~~ included.

Can't separate "visioning" from on-site  
development.

Angeli's program attracted some people who had not, through other programs, like WernAF, linked out to a leadership position

~~Angeli's~~ Angeli's

Larry: It's a "rite of passage" kind of program.

Now-- similar model aimed at Lower Schools is being developed.

Lee Buchanan

## Alissa K

- ① Peninah Grossberg example - only luck brought her into day schools -- was looking for a challenging job!
- ② Alissa herself -- Culture of Jewish community when she made her choices didn't favor Jewish ed as route; now perhaps it's changing
- ③ Young people who want career in Jewish life are intimidated by the idea of being a leader in a Day School setting → True obstacle to entry
- ④ Hillel job-fair booth at Hillel vs McKinney/Intell
- ⑤ Need to "change the culture" re: perception of the field & opportunities, meaningfulness of work, etc.

# Jonathan Woohes - 2 hypotheses

① We're closer than we may think to creating something meaningful: there's already a wealth of ideas & experience, → sufficient for a pretty sophisticated map/plan/menu.  
⇒ Ought to develop this map

② ~~There~~ Need to think through a webbing model that connects what different organizations are trying to do + they think about when how to thicken the web

Should the focus be limited to day schools? (vs. Jewish ed, more generally)

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DP

Changing the Culture

↳ Meaningful work/what is a leader?

↳ Need the role be re-configured?

"Superintendent"

↳ is this attractive?

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Top down - US "Guiding Principles"

Tash on what is an  
educational leader, based  
on his experience

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① Lay/Prof. leaders need a coach

② Skills

a) Rabbinic leadership  
-- worrying about  
Jewish life of  
משכנתי

- being "rabbi" of  
the school

b) Ability to public  
speak

c) Build bridges w/ other

d) Get along w/ folks

e) ability to nurture  
lay leadership

⇒ Human relationship piece  
of job is  
critical //

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what is at core of  
role of educ. leadership?

# Core of educ. leadership

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Susan — a Brandeis —  
run program  
for principals of  
congregational  
schools

— — great naive  
re: what an ed. leader  
is

## Two parallel tracks

(1) Develop a webbing  
Plan

(2) "Jewish Educational  
Leaders" - what  
is it??

Another column { See grid on  
back

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Who are the leaders  
the day  
School field?

— lay  
— prof.

How identify them?

## Next Steps

- ① Continue filling in ~~the~~ map. [2 categories]
- ② Marketing the field  
Jewish Shul
- ③ Jewish educational leadership  
✱
- ④ Convene leaders  
in ~~the~~ field

Identify/develop pilots that  
connect program  
components w/  
Pools

Research - initiatives

- e.g. look at people  
who have moved  
from general to Jewish  
education

Perhaps a focus-group on  
Jewish ed. leadership  
that brings into conversation

(1) educators "out there" <sup>who've</sup> <sup>made move</sup>  
<sub>from gen. ed</sub>

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(2) Powerful conceptions

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career placement offices

Jewish Studies 12

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## Consultation on Professional Leadership for Jewish Day Schools

Tentative Agenda  
October 20, 1999  
9:30 – 2:30 \*

(NOTE THAT THE LOCATION HAS BEEN ADDED)

Harvard Kennedy School of Government  
Belfer Building, Room B-324  
(corner of JFK and Eliot Streets)

(Note: Though the focus of this gathering will be on professional leadership for day schools, and specifically administrative leadership, we may touch on some teacher recruitment and training issues to the extent that we have some time and to the extent that there is some overlap in the possible strategies for addressing each.)

1. Introductions - Personal reflections/perspectives on realities of challenges of Jewish day school professional leadership.
2. Targeting pools of potential leadership talent; recruitment strategies and maximizing the yield
3. Overview of promising programs for leadership training – pre-service, in-service, and mid-career
  - Mandel School in Jerusalem
  - HUC
  - JTS
  - Wexner Fellows
  - Brandeis
  - Other university

What adjustments might be considered in order to address the reality of particular pools of talent?

4. Next steps that could be helpful.
  - Entertaining possible pilot programs to try out new forms of training
  - Identification of institutions that could exercise initiative in the leadership development arena. (Which institution/agencies in the country are best poised to move forward on some new initiative.)
  - Development of proposals with anticipated financial needs

\* We may end a bit earlier

**Fellows in Day School Leadership:**

**Enhancing the Professional Capacity of  
Day School Leaders**

**A Proposal from the Rhea Hirsch School of Education  
Hebrew Union College-Jewish Institute of Religion  
California School**

**Fellows in Day School Leadership:  
Enhancing the Professional Capacity of Day School Leaders**

**The Need**

- Ignited by the “continuity crisis” and unprecedented interest in Jewish education, the number and size of liberal Jewish day schools have increased dramatically and every indication points to continued growth in the coming decade.
- The growth of liberal Jewish day schools has created an acute shortage of professionals qualified to assume top leadership positions. The shortage is so severe that, according to the *Jewish Forward*, a “bidding war has broken out for those who know how to set up and run Jewish day schools.” (See Attachment.)
- Many day schools are unable to find qualified professional leaders and have to find temporary solutions (i.e. hiring a teacher or administrator with limited capabilities but who can manage the school on an interim basis).
- Without qualified professional leaders, schools remain in a “holding pattern,” unable to plan for their growth or initiate school improvement.

**The Response**

- Recruit talented professionals to enter positions of day school leadership from the ranks of veteran day school teachers, rabbis and educators with experience in congregational education, and administrators in public and private schools who are entering positions in Jewish day schools. Enroll those recruited as “fellows in day school leadership.”
- Conduct summer institutes for fellows, providing coursework in educational leadership and management, curricular issues in Jewish day schools, and educational technology. Provide additional winter institutes focusing on school improvement, managing change, guiding learning organizations, and the role of Jewish texts in day school leadership.
- Model the program on the successful administrative training programs piloted by the Danforth Foundation and building on HUC’s experience in training day school leaders in the 1980s.
- Use expertise on the HUC faculty as well as outside experts to create a training paradigm that is both thoughtful and practical.
- Provide mentoring for participants through their initial two years as day school leaders, building on HUC’s expertise in mentoring developed under grants from the Wexner Foundation, the Mandel Associated Foundations, and the Righteous Persons Foundation.

**The Cost**

- \$750,000 over a 4-year period.

**Fellows in Day School Leadership:  
Enhancing the Professional Capacity of Day School Leaders**

**Program Highlights**

- 1 In order to address the acute shortage of professional leaders for day schools, each year of the project, two cohorts of 10 "fellows" each would be recruited to begin a two-year training program. Fellows would be selected from candidates who show great promise as educational leaders, through demonstrated excellence as educators in public or private schools, as leaders of supplementary Jewish schools, or in classroom positions in Jewish day schools
  
2. Each cohort of fellows would participate in the following activities:
  - a. Two 4-week summer institutes, conducted at HUC in Los Angeles, including courses in day school leadership, curriculum for the Jewish day school, staff development, enhancing day school education through technology, Jewish studies, independent school governance, alternative modes of assessment, and guiding learning organizations.
  - b. Two 4-day winter institutes, conducted at a conference center outside Los Angeles, including seminars in the special needs of learners, adult learning, using Jewish texts in day school management, interpersonal and management skills, and managing change in Jewish day schools.
  - c. Monthly phone consultations with mentors focusing on personal and professional growth, identifying and analyzing problems, and developing "cases" for use in summer and winter institutes.
  - d. Ongoing on-line news group and periodic on-line discussions in dedicated chat rooms focusing on concerns growing out of fellows' educational practice as well as issues identified by the mentors and faculty.
  
3. The major activities of the four-year grant would be as follows:
  - a. Year One: Planning, selection and training of mentors, and recruitment of the first cohort of fellows. Faculty and mentors attend first winter institute for curriculum planning and training of the mentors. Recruitment of first cohort of fellows. Evaluation protocol is developed.
  - b. Year Two: First cohort begins and attends summer and winter institutes. Ongoing mentoring and on-line discussion group begin. Base-line data on first cohort is gathered; formative program evaluation begins. Recruitment of second cohort of fellows.
  - c. Year Three: First cohort continues and attends summer and winter institutes, mentoring and on-line discussions. Second cohort begins and attends summer and winter institutes. Ongoing mentoring and on-line discussion group for second cohort begin. Base-line data on second cohort is gathered; formative program evaluation continues; follow-up data on first cohort is gathered.
  - d. Year Four: Second cohort continues and attends summer and winter institutes, mentoring and on-line discussions. Follow-up data on second cohort is gathered. Data is analyzed for summative evaluation.
  - e.

	<u>Year I</u>	<u>Year II</u>	<u>Year III</u>	<u>Year IV</u>
<b><u>Program Leadership and Administration</u></b>				
Project Director	12500	12500	12500	12500
Program Administrator (one-third time)	16000	16000	16000	16000
Program Administrator benefits (@25%)	4000	4000	4000	4000
<b><u>Summer Expenses</u></b>				
<b>Faculty:</b>				
2 education faculty for each of 2 two-week modules @3000		12000	12000	12000
1 Judaica faculty for each of 2 two-week modules @3000		6000	6000	6000
1 visiting education faculty for each of 2 two-week modules 3000		6000	6000	6000
guest lecturers		1000	1000	1000
5 mentors for one week each @ 1000		5000	5000	5000
<b>Travel:</b>				
Airfare for 2 of the visiting faculty and 3 of the mentors @ 500		2500	2500	2500
<b>Housing:</b>				
2 weeks for 2 of the visiting faculty @1000 per week		4000	4000	4000
1 week for each of 3 of the mentors @ 1000		3000	3000	3000
<b><u>Winter Institutes</u></b>				
<b>Faculty and Travel:</b>				
2 education faculty @ 1500	3000	3000	3000	3000
5 mentors @ 1000	5000	5000	5000	5000
Travel and housing for faculty and mentors 7 @ 1250	8750	8750	8750	8750
<b><u>Mid-year Mentoring</u></b>				
5 mentors @ 2000		10000	10000	10000
<b><u>Fellowships</u></b>				
14 @ 10000 for 2 years each (7 in 2nd and 4th years; 14 in 3rd year)		70000	140000	70000
6 @ 5500 for 2 years each (3 in 2nd and 4th years; 6 in 3rd year)		16500	33000	16500

**Administrative Costs**

**Recruitment and publicity**

10000      5000

**Books and Materials**

2500      2500      2500

**Phone, faxes, internet service**

5000      5000      5000      2500

**FICA for HUC faculty**

1200      2600      2600      2600

**Program Evaluation**

**Evaluator**

2000      2500      2500      2500

67450      202850      284350      195350

**Total cost of program**

750000

**Fellows in Day School Leadership:  
Enhancing the Professional Capacity of Day School Leaders**

**Notes on Program Costs**

1. Ten fellows would be selected to comprise each cohort. Each fellow who lives outside of Los Angeles would receive an annual fellowship of \$10,000 to cover costs of tuition, travel to summer and winter institutes, and housing at institutes. The fellowship would be allocated as follows:

Tuition	\$3,750
Summer travel	500
Summer room and board	3,000
Summer car rental	1,000
Winter travel and housing	1,250
Books and materials	500

Since fellows from Los Angeles would not incur summer travel, room and board, and car rental expenses, they would receive fellowships of \$5,500. It is predicted that 3 of the 10 fellows in each cohort would be from Los Angeles.

2. The interplay between classroom-based learning and field-based learning would require that the mentors be trained for their roles, and that the process be constantly monitored. Mentoring itself would take place through monthly phone conversations, periodic conference calls, an on-line newsgroup, and periodic meetings in a dedicated chat room. It is assumed that all fellows, mentors and faculty would provide their own hardware, but each one could receive a one-time technology allocation to purchase needed software.
3. The staffing needs of the project would be as follows:
  - a. The Project Director would be an HUC faculty member who receives an "administrative stipend" to direct this project.
  - b. A Program Administrator would be engaged specifically to do the logistical arrangements for the program, including travel, housing, financial management, etc.
  - c. Each Summer Institute would be taught by 2 HUC education faculty members, a Judaica faculty member, and two visiting education faculty member. (The visiting faculty would each teach for two weeks.)
  - d. Each winter institute would be taught by two HUC education faculty members.
  - e. Five mentors would work with the fellows. Each mentor would be an outstanding day school educator who is trained as a mentor. Mentors would attend one week of the summer institutes as well as the winter institutes. They would also consult regularly with their fellows, participate in the on-line discussion groups, and communicate regularly with the HUC faculty.



# McGill

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**Rabbi Joshua Elkin**  
**The Partnership for Excellence**  
**678 Massachusetts Avenue**  
**Suite 305**  
**Cambridge, Mass.**  
**USA, 02139**

Dear Rabbi Elkin,

Please find attached some basic information on the Jewish Teacher Training Program of McGill University. I am including descriptions of our elementary and high school programs, a list of Judaic studies courses and Jewish studies pedagogies currently available at McGill, and two general descriptions of the program that I have written during the last year.

Please do not hesitate to call if you have any questions or comments. My number at McGill is 514-398-6544.

Yours truly,

Eric Caplan, Ph.D.  
Director, Jewish Teacher Training Program

The Jewish Teacher Training Program of McGill University prepares students to teach Jewish and general studies at the elementary and high school levels. Over 150 students have graduated from the program since its inception in 1973. While most find employment within the Montreal Jewish community, graduates of the program also teach throughout the United States and Canada.

During the 1970s and early 1980s, a professorship in Jewish education existed at McGill. In addition, the program received significant supplementary funding from the local Jewish community. The professorship was lost in the mid 1980s, and Jewish communal funding was phased out by 1989. The program struggled to remain in operation through much of the 1990s. In 1998, Federation CJA agreed to transfer \$35,000 per year to the program for a two-year period. The success of the recent fundraising drive of the Department of Jewish Studies has made it possible for a 50% position in Jewish education to be created starting in September 2000. While the basic future of the program is no longer in doubt, the Jewish Teacher Training Program has yet to attain the level of funding required to prepare our graduates for the workforce in the best possible manner.

Each year, approximately 200 positions open in North America for elementary and high school teachers of Jewish studies. This number is likely to grow in the future, as new day schools are being opened throughout the continent. Currently, fewer than 50 students graduate Jewish teacher training programs per year. This causes an extreme personnel shortage, one that is often addressed by hiring inadequately trained staff. If the Jewish day school movement truly aspires to excellence, greater effort will need to be invested in attracting teachers to the profession and providing them with the type of training that insures success.

The Jewish Teacher Training Program is well placed to evolve into a major center for the preparation of teachers for the North American Jewish community. McGill is a world-renown university that possesses a strong Faculty of Education and an excellent Department of Jewish studies. Students study in a non-denominational environment that is equally capable of training teachers for the Orthodox and non-Orthodox Jewish world. 26 years of experience in preparing teachers for the workforce has given the program important insights into what is necessary to train successful teachers. The Montreal Jewish community is the 7<sup>th</sup> largest Jewish community in North America. It possesses the most developed day school

system on the continent, with 21 schools reflecting most currently practiced Jewish religious ideologies. The Tal Am/Tal Sela curriculum, used throughout the world for the teaching of Hebrew and Judaism, is housed in the Jewish Education Council of Montreal. The local Jewish community is well-organized and fairly centralized. It includes both Sephardi and Ashkenazi Jews. Montreal is a safe city with manageable travel distances. Out of town students find it an easy and warm place in which to make their home.

## The Jewish Teacher Training Program, McGill University

The Jewish Teacher Training Program (JTTP) of McGill University prepares students to be teachers of Jewish studies in various formal and informal Jewish educational settings. Two undergraduate degree options are offered currently:

1. A four-year B.Ed leading to certification to teach Jewish and general studies at the kindergarten and elementary level.
2. A four-year B.Ed leading to certification to teach Jewish and general studies at the high school level.

In addition, an M.A. and Ph.D. in Jewish education are offered via the Department of Culture and Values in Education. Graduate work in Jewish education at McGill is research focused and does not provide teacher certification.

Currently (1998-99), 20 students are enrolled in the B.Ed programs of the JTTP. One student is pursuing an M.A; two have begun work on their Ph.D.s.

14 B.Ed students have graduated from the JTTP over the last two years. They have fared well in the job market. 6 were hired by local day schools; 2 by day schools in the United States. The remaining graduates opted to continue their education. 7 students are scheduled to graduate in June of 1999.

During the course of their studies, students of the JTTP often work in local Jewish educational frameworks. This year, 4 work as assistants in day schools, 2 teach in afternoon schools, 1 teaches in a PELO/PELCO program in the public school system, and 3 work as group leaders in Jewish youth movements.

The demand for qualified Jewish educators throughout the United States and Canada is great and far exceeds the pool of professionals available. The JTTP receives numerous requests for job placements each year. Graduates of the JTTP are virtually assured of finding employment in their field. During the last two years, all students who were Hebrew fluent and seeking work as teachers of Judaica in Montreal were hired by local day schools upon graduation. There is hardly a Jewish day school in the city that is not currently employing a graduate of the JTTP.

McGill University is the only institution in the Province of Quebec graduating government certified teachers of Jewish studies. Within Canada, only York University (Toronto) provides similar certification. Students of the JTTP follow much of the same course load required of general studies teachers in the Province of Quebec and thus receive comparable training. All courses taken in Jewish studies conform to the high academic standards of McGill University.

Currently, enrollment in the JTTP is higher than at any point in the program's 25 year history. There is every reason to believe that the program will continue to attract substantial numbers of students in the near future. If the JTTP did not exist, Montrealers interested in preparing for careers in Jewish education would be forced to study out of town, thereby weakening our community. The JTTP contributes immeasurably to the Jewish education community of Montreal.

<b>P/PD</b>	433-223 Language Arts	3
	433-332 Teaching Mathematics	3
	433-382 Teaching Social Studies	3
<b>P/Ps</b>	455-402 Media, Technology, Computers and Education	3

YEAR 3		
<b>Term A</b>		
<b>A</b>	Academics	6
<b>P/F</b>	411-405 Policy Issues in Quebec Education	3
<b>P/PD</b>	433-372 Teaching Elementary Science	3
<b>P/PD</b>	Methods I (chosen from a list of courses offered by other departments)	3
<b>Term B</b>		
<b>P/PS</b>	455-307 Third Year Prof. Sem. (K/Elem)	3
<b>P/FE</b>	435-303 Third Year Field Exp. (K/Elem)	7
<b>P/F</b>	414-309 Exceptional Students	3
<b>P/PD</b>	Methods II (chosen from a list of courses offered by other departments)	3

YEAR 4		
<b>Term A</b>		
<b>P/PS</b>	455-405 Fourth Year Prof. Sem. (K/Elem)	3
<b>P/FE</b>	435-403 Fourth Year Field Exp. (K/Elem)	8
<b>P/F</b>	414-341 Methods in Special Education	3
<b>Term B</b>		
<b>P/PD</b>	455-310 Kindergarten/Elementary Curriculum	3
<b>P/Ps</b>	455-302 Language and Learning - Curriculum	3
	455-300 Special Topics I	3
	or 455-301 Special Topics II	
<b>E</b>	Electives	6

**PROGRAMME INTENSIF DE FRANÇAIS ELEMENTARY OPTION (30-credits)**

This 30-credit option, known as Programme intensif de français (PIF), is addressed to students enrolled in the B.Ed. Kindergarten and Elementary program who wish to teach French, or a school subject in French, in an immersion class or a classe d'accueil.

**Competency in French**

Students will be selected by the Department of Second Language Education according to their mastery of French. The mastery of French will be tested prior to admission to the option.

For further information about this option, please contact the Department of Second Language Education at (514) 398-6982.

**ACADEMIC CONCENTRATION**

**CREDITS 15**

<b>Required Course</b>	
431-341 Littérature et littérature en FLS	3
<b>Complementary Courses</b>	12
Twelve credits in French taken as part of the academic component of the B.Ed. Elementary Program or B.Ed. Major in the Teaching of French (Second Language).	

**EDUCATION CONCENTRATION**

**15**

<b>Required Courses</b>	
431-301 Étude de la langue l'ens. du FLS	3
431-444 Enseignement du FLS au primaire	3
431-345 Enseignement du FLS par immersion	3
<b>Complementary Courses</b>	6
Two (2) Curriculum & Instruction courses (Mathematics, Science, Social Studies, Music, etc.) taught in French. These courses could be taken either in the Faculty of Education or in a university where these courses are taught in French.	

**TOTAL CREDITS 30**

**6.1.2 BACHELOR OF EDUCATION KINDERGARTEN AND ELEMENTARY PROGRAM (JEWISH STUDIES OPTION) (126 credits)**

The Bachelor of Education in Kindergarten and Elementary Education (Jewish Studies Option) leads to certification to teach Jewish and general studies to students between the ages of 5 and 11 years. The program consists of four years of full-time study requiring the completion of 126 credits (156 credits for out-of-province students), academic and professional courses and practica.

Students are encouraged to acquire a strong general background in Bible, Jewish prayer, Jewish holidays and Jewish history prior to registering in the program. Students lacking the ability to teach in Hebrew should consider spending a semester at an Israeli university.

Students wishing to teach Jewish and general studies at the secondary level should register for the two-subject program outlined in section 6.1.3.

**CREDITS 45**

**ACADEMIC COMPONENT**

This component provides background in the subject areas of the elementary school curriculum, namely: Art, English Language Arts, French, Mathematics, Moral and Religious Education, Natural Sciences, Physical Education, Social Studies. During their four years of study, students will take:

30 credits in Jewish Studies (chosen with the Program Advisor from a list of approved courses published yearly);	30
at least 3 credits in each of five other subject areas listed above	15

**PROFESSIONAL COMPONENT**

**75**

This component includes the practicum, theoretical aspects of pedagogy, the pedagogical support for the practicum and foundation courses, divided as follows:

<b>PROFESSIONAL SEMINARS</b>	<b>8</b>
455-201 First Year Professional Seminar	1
416-251 Second Year Prof. Sem. (K/Elem)	1
455-307 Third Year Prof. Sem. (K/Elem)	3
455-405 Fourth Year Prof. Sem. (K/Elem)	3

**FIELD EXPERIENCES 19**

<b>Required Courses</b>	
435-200 First Year Field Experience	2
435-252 Second Year Field Exp. (K/Elem) (Jewish Studies - Kindergarten)	2
435-303 Third Year Field Exp. (K/Elem)	7
435-403 Fourth Year Field Exp. (K/Elem) (Jewish Studies - Grades 1-6)	8

**FOUNDATIONS 15**

<b>Required Courses</b>	
411-405 Policy Issues in Quebec Education	3
414-309 Exceptional Students	3
414-341 Instruction in Inclusive Schools	3
416-300 Educational Psychology	3
<b>Complementary Courses</b>	<b>3</b>

one of:	
422-320 Visions and Realities of Jewish Education	
423-400 Philosophical Foundations	

**PEDAGOGY 21**

<b>Required Courses</b>	
422-250 Understanding and Teaching Jewish Living	3
422-400 Teaching Jewish Liturgy	3
422-401 Teaching the Bible 1	3
433-223 Language Arts	3
433-332 Teaching Mathematics	3
433-372 Teaching Elementary Science	3

<b>Complementary Courses</b>	<b>3</b>
one of:	
422-420 Teaching Jewish History	
433-382 Teaching Social Studies	
433-421 Teaching the Holocaust	
<b>PEDAGOGICAL SUPPORT</b>	<b>12</b>
<b>Required Course</b>	
455-302 Language & Learning - Curriculum	3
<b>Complementary Courses</b>	
one course in Multicultural Education chosen from:	3
423-464 Intercultural Education	
433-441 First Nations and Inuit Education	
455-410 Multi-cultured/Multi-racial Class	
one course in Media, Technology, Computers & Education chosen from:	3
416-310 Education Computer Applications	
432-200 Application Software	
432-204 Educational Media I	
455-402 Media, Technology & Education	
Students with a background in computers or other media applications in education may substitute the following course for one of the above four:	
432-341 Instructional Programming 1	
one course in Hebrew or Yiddish chosen from:	3
422-404 Teaching Hebrew as a Second Language	
422-405 Teaching Yiddish as a Second Language	
With the approval of Program Advisor, any course beginning with the prefix 422- may be replaced with a relevant course from the Faculty of Arts or the Faculty of Education.	
<b>ELECTIVE COURSES</b>	<b>6</b>
<b>TOTAL CREDITS</b>	<b>126</b>

**6.1.3 BACHELOR OF EDUCATION GENERAL  
SECONDARY TWO-SUBJECT OPTION PROGRAM  
(120 credits)**

This program applies to students admitted on or after September 1997. Students admitted to the 150-credit program in September 1996 must also follow this program.

The aim of the B.Ed. in Secondary Education is to prepare strong beginning teachers for the secondary school level. This integrated 120-credit program (150 credits for out-of-province students) consists of academic studies to provide background depth in two subject areas and professional studies centred on school-based practicum components which are supported by studies in pedagogy, curriculum and educational foundations.

The subjects are to be chosen from: Biology, Business Education, Chemistry, English, General Science, Geography, History, Mathematics, Physics and Technical Education, as well as Moral Education, Religious Education (Catholic, Jewish, Protestant) and Drama (not offered in 1999-2000) offered by the Department of Culture and Values in Education (section 4.1.1). Students may choose one or two of these subject areas as their first teaching option and/or their second teaching option.

**ACADEMIC COMPONENTS**  
**FIRST TEACHING OPTION:**

A sequence of courses normally to be taken in the Faculties of Arts, Science and Education showing a sequence of levels and totalling between 24-33 credits. This sequence will include required and complementary courses. Students who choose Religious Education (Jewish) as an option must take 33 academic credits in Jewish Studies.

**SECOND TEACHING OPTION:**

A sequence of courses normally to be taken in the Faculties of Arts, Science and Education showing a sequence of levels and totalling between 24-33 credits. This sequence will include required and complementary courses.

**CREDITS**  
**57**

<b>PROFESSIONAL COMPONENTS</b>	<b>57</b>
<b>PROFESSIONAL SEMINARS</b>	<b>8</b>
<b>Required Courses</b>	
455-201 First Year Professional Seminar	1
416-250 Second Year Professional Seminar	1
455-306 Third Year Professional Seminar	3
455-404 Fourth Year Professional Seminar	3
<b>FIELD EXPERIENCES</b>	<b>19</b>
<b>Required Courses</b>	
435-200 First Year Field Experience	2
435-251 Second Year Field Experience	2
435-302 Third Year Field Experience	7
435-402 Fourth Year Field Experience	8
<b>FOUNDATION COURSES</b>	<b>9</b>
<b>Required Courses</b>	
411-405 Policy Issues in Québec Education	3
416-300 Educational Psychology	3
<b>Complementary Course</b>	<b>3</b>
423-400* Philosophical Foundations or 415-398 Philosophy of Catholic Education	
* Students who choose Religious Education (Jewish) as an option may take 422-320 Visions and Realities of Jewish Education instead.	
<b>PEDAGOGY COURSES</b>	<b>9</b>
<b>Required Courses</b>	
414-309 Exceptional Students	3
First Teaching Option Methodology	3
Second Teaching Option Methodology	3
425-361 Secondary School English I	
425-353 Secondary School Mathematics I	
425-370 Teaching General Science*	
425-389 Issues in Social Studies**	
436-360 Teaching Business Subjects	
436-373 Teaching Technical Subjects	
455-334 Teaching Social Studies**	
455-335 Teaching Secondary Science*	
*Students taking one science subject as an option should take:	
455-335 Teaching Secondary Science	
Students taking a second science subject as an option should take:	
455-335 Teaching Secondary Science and 425-370 Teaching General Science	
**Students taking one social science subject as an option should take:	
455-334 Teaching Social Studies	
Students taking a second social science subject as an option should take:	
455-334 Teaching Social Studies and 425-389 Issues in Social Studies	
<b>PEDAGOGICAL SUPPORT COURSES</b>	<b>12</b>
<b>Required Courses</b>	
416-304 Measurement & Evaluation	3
455-302 Language and Learning-Curr.	3
<b>Complementary Courses</b>	
A 3-credit course in Multicultural Education from the following list:	3
423-464 Intercultural Education	
433-441 First Nations and Inuit Education	
455-410 Multi-cultured/Multi-racial Class	
A 3-credit course in Media, Technology, Computers and Education from the following list:	3
416-310 Educational Computer Applications	
432-200 Applications Software	
432-204 Educational Media I	
455-402 Media, Technology & Education	

**4.1 Bachelor of Education Programs**

**4.1.1 BACHELOR OF EDUCATION GENERAL  
SECONDARY TWO-SUBJECT OPTION PROGRAM  
(120 credits)**

This program applies to students admitted on or after September, 1997. Students admitted to the 150-credit program in September 1996 must also follow this program.

The aim of the B.Ed. in Secondary Education is to prepare strong beginning teachers for the secondary school level. This integrated 120-credit program (150 credits for out-of-province students) consists of academic studies to provide background depth in two subject areas and professional studies centred on school-based practicum components which are supported by studies in pedagogy, curriculum and educational foundations. The subjects are to be chosen from: Moral Education, Religious Education (Catholic, Jewish, Protestant) and Drama (not offered in 1999-2000) as well as Biology, Business Education, Chemistry, English, General Science, Geography, History, Mathematics, Physics and Technical Education offered by the Department of Educational Studies (section 6.1.3). Students may choose one or two of these subject areas as their first teaching option and/or their second teaching option.

**ACADEMIC COMPONENTS** **CREDITS**  
**57**

**FIRST TEACHING OPTION:**

A sequence of courses normally to be taken in the Faculties of Arts, Science and Education showing a sequence of levels and totalling between 24-33 credits. This sequence will include required and complementary courses. Students who choose Religious Education (Jewish) as an option must take 33 academic credits in Jewish Studies.

**SECOND TEACHING OPTION:**

A sequence of courses normally to be taken in the Faculties of Arts, Science and Education showing a sequence of levels and totalling between 24-33 credits. This sequence will include required and complementary courses.

**PROFESSIONAL COMPONENTS** **57**

**PROFESSIONAL SEMINARS** **8**

<b>Required Courses</b>		
455-201	First Year Professional Seminar	1
416-250	Second Year Professional Seminar	1
455-306	Third Year Professional Seminar	3
455-404	Fourth Year Professional Seminar	3

**FIELD EXPERIENCES** **19**

<b>Required Courses</b>		
435-200	First Year Field Experience	2
435-251	Second Year Field Experience	2
435-302	Third Year Field Experience	7
435-402	Fourth Year Field Experience	8

**FOUNDATION COURSES** **9**

<b>Required Courses</b>		
411-405	Policy Issues in Québec Education	3
416-300	Educational Psychology	3
<b>Complementary Courses</b> <span style="float: right;"><b>3</b></span>		
423-400*	Philosophical Foundations	
or 415-398	Philosophy of Catholic Education	

\* Students who choose Religious Education (Jewish) as an option may take 422-320 Visions and Realities of Jewish Education instead.

**PEDAGOGY COURSES** **9**

<b>Required Courses</b>		
414-309	Exceptional Students	3
	First Teaching Option Methodology	3
	Second Teaching Option Methodology	3

- Catholic Option takes:*  
415-392 Guiding Religious Response - Sec.
- Protestant Option takes:*  
421-372 Human & Rel. Values in Sec. School
- Jewish Option takes one of the following:*  
422-250 Understanding and Teaching Jewish Living  
422-400 Teaching the Jewish Liturgy  
422-401 Teaching the Bible I  
422-404 Teaching Hebrew as a Second Language  
422-405 Teaching Yiddish as a Second Language  
422-420 Teaching Jewish History  
422-421 Teaching the Holocaust
- Moral Education Option takes:*  
423-340 Moral Education C&I

**PEDAGOGICAL SUPPORT COURSES** **12**

**Required Courses**

416-304	Measurement & Evaluation	3
455-302	Language and Learning - Curr.	3

**Complementary Courses**

A 3-credit course in Multicultural Education from the following list: **3**

423-464	Intercultural Education	
433-441	First Nations and Inuit Education	
455-410	Multi-cultured/Multi-racial Class	

A 3-credit course in Media, Technology, Computers and Education from the following list: **3**

416-310	Educational Computer Applications	
432-200	Applications Software	
432-204	Educational Media I	
455-402	Media, Technology & Education	

For students with a background in computers or other media applications in education, the following courses may be substituted for the above:

432-341	Instructional Programming I	
432-420	Media Literacy for Education	

**ELECTIVE COURSES** **6**

**TOTAL CREDITS** **120**

**FOUR-YEAR PROGRAM OVERVIEW**

**A Academic Courses** **57**

**P Professional Courses** **57**

<b>PS</b>	Professional Seminars	8
<b>FE</b>	Field Experiences	19
<b>F</b>	Foundations	9
<b>PD</b>	Pedagogy	9
<b>Ps</b>	Pedagogical Support	12

**E Elective Courses** **6**

**TOTAL CREDITS** **120**

YEAR 1		
<b>Term A</b>		
<b>A</b>	Academics	12
<b>P/PS</b>	455-201 First Year Professional Seminar	1
<b>P/FE</b>	435-200 First Year Field Experience I	2
<b>Term B</b>		
<b>A</b>	Academics	12
<b>P/F</b>	423-400 Philosophical Foundations or 415-398 Philosophy of Catholic Education	3

YEAR 2		
<b>Term A</b>		
<b>A</b>	Academics	12
<b>P/Ps</b>	455-410 Multi-cultured/Multi-racial or 423-464 Intercultural Education or 433-441 First Nations and Inuit Education	3

For course symbol legends, see page 197

## 422 – Jewish Studies Courses

- 422-250A UNDERSTANDING & TEACHING JEWISH LIVING.** (3) An exploration of Jewish holidays and life cycle rituals. Emphasis is placed on their historical development and philosophical meaning. Curriculum developed for teaching this material in various Jewish educational frameworks is examined and evaluated.
- **422-300 COMPLEMENTARY ACTIVITIES IN JEWISH EDUCATION.** (3)
- 422-320B VISIONS & REALITIES OF JEWISH EDUCATION.** (3) A course in the philosophy of Jewish education. Various perspectives on the purpose of Jewish education are explored, and consideration is given to how contemporary Jewish ideologies can be translated into educational forms. Challenges facing Jewish education as it approaches the millennium are examined. Research in Jewish education is evaluated.
- **422-370 CLASSROOM STRATEGIES IN JEWISH STUDIES.** (3)
- **422-400 TEACHING THE JEWISH LITURGY.** (3)
- 422-401A TEACHING THE BIBLE I.** (3) Examination of Biblical passages raising theological, moral, historical, literary, or linguistic challenges, and their interpretation within the rabbinic tradition and modern scholarship. Methodologies for teaching such passages in Jewish studies classrooms are discussed. Some familiarity with Biblical and Rabbinic Hebrew is essential, but most texts are available in English.
- **422-402 TEACHING THE BIBLE II.** (3) (Prerequisite: 422-401 and permission of instructor.)
- 422-404B TEACHING HEBREW AS A SECOND LANGUAGE.** (3) (Prerequisite: 135-340D or its equivalent.) A study of the most up-to-date methods and theories related to the teaching of Hebrew as a second language in both day schools and supplementary settings.
- **422-420 TEACHING JEWISH HISTORY.** (3)
- 422-421 TEACHING THE HOLOCAUST.** (3) (Offered through Continuing Education.) Approaches, strategies and techniques of teaching the holocaust. Examination of the holocaust to learn how to teach about it and how to use it as a base of teaching about prejudice, cultural identity, racism, human rights and moral responsibility.
- 422-451A,B,C TUTORIAL IN JEWISH EDUCATION.** (3) A reading course for students who wish to explore intensively the literature in a particular area related to teaching Jewish studies.

## 423 – Philosophy of Education Courses

- **423-205 SOCIOLOGY OF EDUCATION.** (3)
- **423-250A,B PROFESSIONAL SEMINAR II.** (1) (Prerequisites: 455-201, 435-200. Corequisite: 435-250)
- ▲ 423-309 THE RELIGIOUS QUEST.** (3) (Offered through Continuing Education.) An approach to the study of religious experience as expressed in humanity's major religious traditions, especially Christianity, Judaism, Islam, Hinduism and Buddhism.
- ▲ 423-324 VALUES AND HUMAN SEXUALITY.** (3) (Offered through Distance Education.) Human sexuality in the context of society, moral and religious development. The course will focus on principles and goals underlying values and moral education as applied to sexual behaviour.
- \* **423-340A MORAL EDUCATION C&I.** (3) Critical assessment of theories and models of moral education, including cognitive and affective approaches; moral education curricula and teaching methods; aims, strategies and evaluation techniques.
- \* **423-400A,B PHILOSOPHICAL FOUNDATIONS.** (3) Ideas essential for the development of a coherent educational theory and sound professional practice. Reflections on: the nature of the per-

son, of reality, of knowledge, and of value; the aims of education, the nature of the school and the curriculum, the roles and responsibilities of professional educators.

- **423-403 EDUCATION OF MINORITY GROUPS.** (3)
  - ▲ 423-405A EDUCATIONAL AND SOCIAL CRITICISM.** (3) A study of contemporary social and educational criticism, and its impact on the teacher and the school. Readings will be drawn from the works of critics representing a variety of viewpoints.
  - ▲ 423-406B COMPARATIVE EDUCATION.** (3) Study of the dynamics of education in various societies throughout the world. The ideas and approaches of several disciplines are utilized in order to gain an understanding of educational systems and problems in comparative perspective.
  - ▲ 423-408 HUMAN VALUES AND EDUCATION.** (3) (Offered through Distance Education.) A study of selected works dealing with moral, religious, social, and political values with a view to determining their relevance to basic educational issues.
  - **423-409 WOMEN AND EDUCATION.** (3) (Core course for the Women's Studies Minor Program.)
  - **423-410 WOMEN IN HIGHER EDUCATION.** (3) (Core course for the Women's Studies Minor Program)
  - ▲ 423-461B SOCIETY AND CHANGE.** (3) Factors influencing patterns of stability and change in major social institutions and the implications for formal and non-formal education.
  - **423-462 LEARNING IN CONTEMPORARY SOCIETY.** (3)
  - \* **423-464A INTERCULTURAL EDUCATION.** (3) (Not for credit if 455-410 or 433-441 has been or is being taken.) Issues of learning and teaching in multicultural classrooms; development of understanding of different cultures and cultural perspectives.
  - 423-498A SEMINAR ON WOMEN'S STUDIES I.** (3) An interdisciplinary seminar on topics of common interest to the area of Women's Studies. This course is designed to allow students to undertake theoretical and applied projects which are based in the university and the community.
  - 423-499B SEMINAR ON WOMEN'S STUDIES II.** (3) An interdisciplinary research seminar on topics of common interest to the students and staff in the Women's Studies Major program. This seminar is designed to enable students to undertake a substantial research project and to contextualize their work within the spectrum of feminist research within the university and the community.
  - **▲ 423-505 EDUCATION AND SOCIAL ISSUES.** (3)
- 
- ## 424 – Education in Drama Courses
- †424-342B C&I IN DRAMA EDUCATION.** (3) (Prerequisite or corequisite: at least one course in Drama Education.) Pedagogical theory and practical applications in the teaching of developmental drama, dramatic forms, improvisation and theatre arts.
  - **▲ 424-394 CREATIVE DRAMATICS FOR THE CLASSROOM.** (3) (Offered through Continuing Education.)
  - ▲ 424-396 SPEECH IN DRAMA EDUCATION.** (3) (Offered through Continuing Education.) A study of the elements of voice production in teaching public speaking and drama, including training activities to develop the voice in speech and drama. Theoretical aspects of the structure and functioning of the voice and speech mechanism are included.
  - **▲ 424-494 IMPROVISATION & THEATRE ARTS FOR CLASS.** (3) (Prerequisite: 424-394)
  - **424-496 DRAMA/PLAY PRODUCTION IN EDUCATION.** (3) (Prerequisites: one or more of the following, or the permission of the instructor: 424-394, 424-494, 110-269.)

**135-199A FYS: IMAGES OF JEWISH IDENTITIES.** (3) (For First Year students only, maximum enrolment 25.) A seminar devoted to literary portrayals of Jews by Jews and non-Jews from Biblical times to the present. Both positive and negative understandings of Jewish identity and Judaism will be studied. **Professor Aberbach**

● **135-200D HEBREW LANGUAGE INTENSIVE.** (12) (Not open to students who have taken or are taking 135-220D or 320D.) (Normally offered in the summer.)

**135-206B INTRO. TO YIDDISH LITERATURE.** (3) (Readings are in English.) A survey of modern Yiddish literature from its beginnings in the 1880s to the present. Particular attention will be paid to representative themes, forms, and literary techniques. Emphasis will be put on relations between literary texts and historical and literary contexts. **E. Frank**

**135-211A JEWISH STUDIES I: THE BIBLICAL PERIOD.** (3) (All texts will be read in English.) The history, literature and beliefs of Judaism's formative period. Both Biblical and non-Biblical materials will be studied. The Bible in the context of cognate literatures of the Ancient Near East; non-Biblical documents will be analysed for their bearing on the Jewish tradition. **Staff**

**135-216A JEWISH STUDIES II: 400 B.C.E. TO 1000.** (3) (All texts and discussions will be in English.) The history, literature and intellectual developments in Judaism during late antiquity. Special emphasis will be placed on rabbinic literature e.g. Babylonian Talmud, Palestinian Talmud, the midrashim both as literary works and for the light they shed on the events and ideologies of the period. **Professor Kaplan**

**135-217B JEWISH STUDIES III: 1000 - 2000.** (3) (All texts will be read in English.) The Jewish experience from the rise of the European centres to the present. **Professor Orenstein**

**135-220D INTRODUCTORY HEBREW.** (6) **Staff**

● **135-240A THE HOLOCAUST.** (3) (Not open to students who have taken 135-252 "The Holocaust".)

● **135-252B INTERDISCIPLINARY LECTURES.** (3) (All texts will be read in English.)

**135-280D INTRODUCTORY YIDDISH.** (6) Introduction to basic structures of standard Yiddish. Intensive practice in speech and written structures. Emphasis on grammar, reading and writing. Selected readings to introduce Yiddish culture. **A. Gonshor**

**135-300B CHARISMA AND SOCIAL CHANGE.** (3) An introduction to charismatic phenomena in politics, religion and the media, and interpretation of them, from the ancient prophets to the modern period. Particular attention will be given to charisma as a general force for social change and also the lives of individuals such as Lenin, Krishnamurti and Chaplin. **Professor Aberbach**

● **135-301B HEBREW, EMPIRE AND CRISIS.** (3) (All texts will be read in English.)

**135-303B THE SOVIET JEWISH EXPERIENCE.** (3) (Readings in English.) Sovietization both fueled the modernization of Russian Jewry and contributed to its eventual suppression. This experience will be examined from two perspectives: history and literature. The interrelationship between culture and politics and the effects of ideology and censorship on literature will be discussed. **Professors Orenstein and Frank**

**135-305A AMER. JEWISH HIST./COLONIAL PER. TO W.W.I.** (3) The interaction of Jewish and American historical traditions in forging the American Jewish experience. The themes of acculturation, immigration and political behaviour will be treated. **Professor Orenstein**

**135-306B AMERICAN JEWISH COMMUNITY.** (3) Issues affecting American Jewry in the post-World War I era until today and the American Jewish community's responses to those issues. Special emphasis on understanding the community responses and reactions to developments in both the American society and in the Jewish world. **Professor Orenstein**

● **135-310B BELIEVERS, HERETICS AND CRITICS.** (3)

**135-316B SOCIAL AND ETHICAL ISSUES IN JEWISH LAW.** (3) A brief introduction to the nature and history of Jewish law. Topics are: abortion, collaboration with tyranny, ransom of hostages and blackmail. **Professor Kaplan**

● **135-319B JUDAISM AND THE OCCULT.** (3)

**135-320D INTERMEDIATE HEBREW.** (6) **Staff**

● **135-324A BIBLICAL INTERPRETATION - ANTIQUITY.** (3)

**135-327A/328/329/330 A BOOK OF THE BIBLE.** (3 credits each) (Prerequisite: A reading knowledge of Hebrew.) One book of the Bible will be studied in its entirety in Hebrew. Emphasis on the contributions of Ancient Near Eastern Studies (archaeology, comparative literature and Semitic linguistics) to understanding the text. To be offered in 1999-2000: 135-330B: TBA. **Staff**

● **135-331A BIBLE INTERP/MEDIEVAL ASHKENAZ.** (3) (Prerequisite: Knowledge of Hebrew.)

**135-332B BIBLE INTERP/SEFARDIC.** (3) (Prerequisite: Knowledge of Hebrew. Recommended: 135-331.) Readings from the Hebrew Bible and the commentaries of Ibn Ezra, Nachmanides, Abравanel, etc. **Staff**

**135-333B THE HEBREW LITURGY.** (3) (Prerequisite: Reading knowledge of Hebrew.) The structure, contents, foci and ideological assumptions of Jewish prayer. Texts will reflect the different approaches to prayer in Biblical, rabbinic, medieval and modern periods, with emphasis on the evolution of the classical Hebrew prayer book (Siddur) and the Passover Haggadah. **Professor Caplan**

**135-340D ADVANCED HEBREW.** (6) (Prerequisite: 135-200D or 135-320D or permission of the Hebrew Language Coordinator.) **Staff**

**135-345A INTRO. TO RABBINIC LITERATURE.** (3) (All readings in English.) An introduction to the study of Rabbinic texts, Midrash, Mishnah and Talmud. Twin foci will be on the Rabbis' reading of the Bible, e.g. the Binding of Isaac and "an eye for an eye" and Rabbinic spirituality, e.g. prayer, study of the Law and piety. **Professor Kaplan**

● **135-346A MODERN JEWISH STUDIES.** (3)

● **135-347B MODERN JEWISH STUDIES.** (3)

**135-348A MODERN JEWISH STUDIES.** (3) (Prerequisite: Permission of instructor.) Topics in Jewish Studies. Semesters will be devoted to specific issues and periods of the Jewish Experience since 1500 and the literature produced by Jews during this period. **Professors Orenstein and Hundert**

**135-349B MODERN JEWISH STUDIES.** (3) (Prerequisite: Permission of instructor.) Topics in Jewish Studies. Semesters will be devoted to specific issues and periods of the Jewish Experience since 1500 and the literature produced by Jews during this period. **Professors Orenstein and Hundert**

**135-351A STUDIES IN MODERN JEWISH LITERATURE.** (3) (All texts will be read in English.) Topic for 1999-2000: Jewish women's writing. How sexual difference contributed to the shape and subject of specific literary works in their social and historical contexts. Issues discussed will include masculine and feminine character, and the competing realms of family and world. **E. Frank**

**135-353B INTERDISCIPLINARY LECTURES.** (3) (3) Topic for 1999-2000: Jerusalem: Celestial and Terrestrial. A multi-disciplinary course on Jerusalem. The history of the city; its changing significance in various religions; its use as an artistic and literary symbol, will all be examined. **Staff**

● **135-354B INTERDISCIPLINARY LECTURES.** (3)

● **135-356A JEWISH LABOR MOVEMENT IN EAST EUROPE.** (3)

● **135-357B JEWISH LABOR MOVEMENT IN NORTH AMERICA.** (3)

**135-358A TOPICS IN JEWISH PHILOSOPHY I.** (3) (All texts in English.) Topic for 1999-2000: Non-orthodox thought in late 20th century North America. After consideration of the work of Abraham Joshua Heschel and Mordecai Kaplan, attention will be devoted to

several contemporary authors following feminist, mystical and postmodernist tendencies. **Professor Caplan**

**135-359B TOPICS IN JEWISH PHILOSOPHY II.** (3) (All texts in English.) Topic for 1999-2000: Medieval Jewish Philosophy. Among the issues to be discussed are: Reason and Revelation; Prophecy; Creation and Providence; and the purpose of the Law. **Professor Kaplan**

- **135-361A THE SHTETL: 1500-1897.** (3)
  - **135-362B THE SHTETL: 1897-1939.** (3) (Recommended: 135-361A)
  - **135-365A HISTORY OF MODERN JEWISH IDEOLOGIES.** (3) (Not open to students who have taken 135-553.)
  - **135-366B HISTORY OF ZIONISM.** (3) (Recommended: 135-365)
  - 135-367A/368B/369A/370B STUDIES IN HEBREW LANGUAGE & LIT.** (3 credits each) To expand knowledge of grammar, and vocabulary and idioms in order to enhance reading comprehension and facility in writing and speaking. Of value to those interested in all aspects of Hebrew literature, classical and modern. To be offered in 1999-2000: 135-367A and 135-368B **L. Fima**
  - **135-371D JEWS AND THE MODERN CITY.** (6)
  - 135-380D INTERMEDIATE YIDDISH.** (6) (Prerequisite: 135-280D or permission of instructor.) Intermediate level of study of structures of standard Yiddish. Emphasis on reading, composition and conversation. Selected readings and visual materials to expand knowledge of Yiddish culture. **A. Gonshor**
  - 135-383A HOLOCAUST LITERATURE.** (3) (Not open to students who have taken this topic under 135-381.) Readings from Holocaust literature in English translation. Writers include Primo Levi, Aharon Appelfeld, Elie Wiesel, Dan Pagis, Paul Celan, Nelly Sachs, U.Z. Greenberg and others. **Professor Aberbach**
  - **135-386A AMERICAN JEWISH NOVEL.** (3) (3) (Readings in English.)
  - **135-387B MODERN JEWISH AUTHORS.** (3)
- Note:** Courses at the 400 level and above are not normally available to U1 students.
- **135-402B READINGS IN RABBINIC LITERATURE.** (3) (Prerequisite: A reading knowledge of Hebrew and an introductory course in Rabbinic Judaism or permission of instructor.)
  - **135-404B LITERARY RESPONSE TO LOSS & SEPARATION.** (3) (Prerequisite: Some prior related university course at 300 level or higher, e.g. literature, psychology or social work. Permission of instructor required.) (All texts in English.)
  - **135-411A TOPICS IN MODERN HEBREW LIT. (1881-1948).** (3) (Prerequisite: Knowledge of advanced Hebrew essential.)
  - 135-412B TOPICS IN MOD. HEBREW LIT. (1948 TO PRESENT).** (3) (Prerequisite: Knowledge of advanced Hebrew essential.) Readings from Israeli prose and poetry illustrating some of the main concerns of the literature: the struggle for survival, the holocaust, the tension between the collective and the individual, the decline of orthodox Judaism and of Zionist ideology, the conflicts between the religious and the secular, Oriental and occidental, Jew and Arab. **Professor Aberbach**
  - **135-428A JEWISH INTERPRETATION OF THE BIBLE.** (3)
  - **135-429B BIBLICAL POETRY.** (3)
  - **135-438A SURVEY OF HEBREW LITERATURE.** (3) (Prerequisite: Advanced Hebrew or Equivalent.)
  - **135-439B SURVEY OF HEBREW LITERATURE II.** (3) (Prerequisite: Advanced Hebrew or equivalent.)
  - **135-445A THE POETRY OF NATIONALISM.** (3)
  - 135-456A/457B/458A/459B STUDIES IN THE HEBREW BIBLE.** (3 credits each) (Prerequisite: Permission of instructor.) Supervised independent research in Hebrew scripture and its interpretation. To be offered in 1999-2000: 135-456A/135-459B. **Staff**

**135-480D ADVANCED YIDDISH.** (6) (Prerequisite: 135-380D or permission of the instructor.) This course aims to develop advanced proficiency in Yiddish language skills and introduces the study of literary texts. **Professors Orenstein and Frank**

**135-485A/486B/487A/488B TUTORIAL IN YIDDISH LIT.** (3 credits each) **Staff**

**135-498D TUTORIAL IN YIDDISH LITERATURE.** (6) (Prerequisite: Third year Yiddish or permission of instructor.) **Staff**

**135-499D STUDIES IN YIDDISH LITERATURE.** (6) (Prerequisite: Third year Yiddish or permission of instructor.) **Staff**

**135-510A JEWISH BIBLE INTERPRETATION I.** (6) (Not open to students who have taken 135-512.) The issues, approaches, and texts of Jewish Bible interpretation between the Biblical and talmudic eras: Bible interpretation in the Bible; in Greco-Roman Jewish literature; in the Mishnah, Tosefta, Targumim, and Talmudim; early Samaritan interpretation, Bible interpretation in ancient synagogue art, and in the massoretic literature. **Professor Levy**

**135-511B JEWISH BIBLE INTERPRETATION II.** (3) (Not open to students who have taken 135-512.) The issues, problems, approaches, and texts of Jewish Bible interpretation in medieval, renaissance, early modern, and modern times. Interpretation in the Geonic, Ashkenazi, Sefardic, North African, Italian, European, Yemenite, North American and Israeli centres of Jewish Learning. **Professor Levy**

● **135-517B BIBLICAL POETRY.** (3)

● **135-523A/B ANCIENT BIBLE INTERPRETATION.** (3)

**135-530A/531B TOPICS IN YIDDISH LITERATURE.** (3 credits each) **Professor Orenstein**

**135-534A HOMILETICAL MIDRASH.** (3) Studies on Leviticus Rabbah. **Professor Kaplan**

**135-535A EXEGETICAL MIDRASH.** (3) **Professor Levy**

● **135-550B THE BIBLE IN HEBREW LITERATURE.** (3) (Readings in Hebrew.)

● **135-556B MODERN PARSHANUT I.** (3) (Not open to students who have taken 135-560.)

● **135-558B TOPICS IN MODERN JEWISH THOUGHT.** (3)

**135-573B HISTORY OF HEBREW BIBLE TEXT.** (3) (Not open to students who have taken 135-507.) The text of the Hebrew Bible as it evolved between antiquity and the most recent printed edition. Attention will be given to the accurate reconstruction of the Bible from primary and secondary witnesses: Greek and Aramic translations, Dead Sea Scrolls, and ancient quotations, and the Massoretic notes and lists. **Professor Levy**

**135-574A BIBLE IN RESPONSA LIT.** (3) The interpretation of the Bible as it emerges from the treatment received in rabbinic responsa literature between early post-talmudic times and today. Great emphasis is placed on doing original work with the responsa, their texts and their sources. **Professor Levy**

● **135-575A TOPICS IN PARSHANUT.** (3)

**135-581A ARAMAIC LANGUAGE.** (3) (Not open to students who have taken 135-506.) **Professor Levy**

**135-585A/586B TUTORIAL IN EAST EUROPEAN STUDIES I & II.** (3 credits each) **Professor Orenstein**

**135-589A/590B SEMINAR IN JEWISH STUDIES.** (3 credits each) Supervised research in Modern Jewish history. **Professors Hundert and Orenstein**

#### Areas of Study

It is possible to group the course offerings in Jewish Studies into a number of areas of study. The following is a representative but not exhaustive list.

#### Biblical Studies

135-211 Jewish Studies 1: The Biblical Period  
135-310 Believers, Heretics and Critics

135-324 Biblical Interpretation in Antiquity  
 135-327/28/29/30 A Book of the Bible  
 135-331 Interp. Of the Bible/Medieval Ashkenaz  
 135-332 Interp. Of the Bible/Sefarad  
 135-428 Jewish Interpretation of the Bible  
 135-429 Biblical Poetry  
 135-456/57/58/59 Studies in the Hebrew Bible  
 135-510 Jewish Bible Interpretation I  
 135-511 Jewish Bible Interpretation II  
 135-520 Bible Interpretation in Antiquity  
 135-521 The Bible in the Dead Sea Scrolls  
 135-523 Topics in Ancient Bible Interpretation  
 135-532 Narrative Midrash  
 135-533 Halakhic Midrash  
 135-534 Homiletical Midrash  
 135-535 Exegetical Midrash  
 135-536 Readings in Aramaic Bible Translations  
 135-537 The Bible in the Talmud Bavli  
 135-538 Early Rabbinic Parshanut  
 135-541 Medieval Ashkenazic Parshanut  
 135-542 Abraham ibn Ezra as Parshan  
 135-543 Maimonides as Parshan  
 135-544 Nachmanides as Parshan  
 135-545 Parshanut in Renaissance Italy  
 135-546 Innovative Medieval Parshanut  
 135-547 Mystical Biblical Interpretation  
 135-548 Medieval Parshanut  
 135-550 The Bible in Hebrew Literature  
 135-551 Twentieth-Century Parshanut  
 135-554 Modern Jewish Bible Scholars  
 135-555 The Bible in Jewish Philosophy  
 135-556 Modern Parshanut  
 135-571 Biblical Literature  
 135-572 Aggadah in Historical Scholarship  
 135-573 History of the Hebrew Bible Text  
 135-574 Bible in Responsa Literature  
 135-575 Topics in Parshanut  
 135-581 Aramaic Language  
 135-582 Hebrew and Aramaic Philology  
 260-307 Scriptural Interpretation

#### **Rabbinic Studies**

135-216 Jewish Studies II: 400 B.C.E. to 1000  
 135-217 Jewish Studies III: 1000-2000  
 135-316 Social and Ethical Issues in Jewish Law  
 135-319 Judaism and the Occult  
 135-333 The Hebrew Liturgy  
 135-345 Introduction to Rabbinic Literature  
 135-358 Topics in Jewish Philosophy I  
 135-359 Topics in Jewish Philosophy II  
 135-402 Readings in Rabbinic Literature  
 135-532 Narrative Midrash  
 135-533 Halakhic Midrash  
 135-534 Homiletical Midrash  
 135-535 Exegetical Midrash  
 135-537 The Bible in the Talmud Bavli  
 135-538 Early Rabbinic Parshanut  
 135-541 Medieval Ashkenazic Parshanut  
 135-542 Abraham ibn Ezra as Parshan  
 135-543 Maimonides as Parshan  
 135-544 Nachmanides as Parshan  
 135-572 Aggadah in Historical Scholarship  
 135-574 Bible in Responsa Literature  
 101-207 Jewish History: 400 B.C.E. to 1000  
 101-219 Jewish History: 1000 to 2000

#### **Language and Literature**

##### **1. Hebrew Language and Literature**

135-199 Images of Jewish Identities  
 135-200 Hebrew Language Intensive  
 135-205 Survey of Hebrew Literature from the Bible to the present  
 135-220 Introductory Hebrew  
 135-300 Charisma and Social Change

135-301 Hebrew, Empire and Crisis  
 135-320 Intermediate Hebrew  
 135-340 Advanced Hebrew  
 135-367/68/69/70 Studies in Hebrew Language and Literature  
 135-383 Holocaust Literature  
 135-404 Literary Responses to Loss and Separation  
 135-411/412 Topics in Modern Hebrew Literature  
 135-429 Biblical Poetry  
 135-439/439 Survey of Hebrew Literature  
 135-445 The Poetry of Nationalism  
 135-550 The Bible in Hebrew Literature  
 135-582 Hebrew and Aramaic Philology

##### **2. Yiddish Language and Literature**

135-206 Introduction to Yiddish Literature  
 135-280 Introductory Yiddish  
 135-351 Studies in Modern Jewish Literature  
 135-361 The Shtetl: 1500-1897  
 135-362 The Shtetl: 1897-1939  
 135-380 Intermediate Yiddish  
 135-381 Modern Yiddish Literature  
 135-383 Holocaust Literature  
 135-387 Modern Jewish Authors  
 135-480 Advanced Yiddish  
 135-485/86/87/88 Tutorial in Yiddish Literature  
 135-498/99 Studies in Yiddish Literature  
 135-530/531 Topics in Yiddish Literature  
 135-587 Seminar in Jewish Literature  
 135-588 Seminar in Jewish Literature

##### **Jewish Thought**

135-216 Jewish Studies II: 400 B.C.E. to 1000  
 135-217 Jewish Studies III: 1000-2000  
 135-301 Hebrew, Empire and Crisis  
 135-310 Believers, Heretics and Critics  
 135-358 Topics in Jewish Philosophy I  
 135-359 Topics in Jewish Philosophy II  
 135-365 History of Modern Jewish Ideologies  
 135-366 History of Zionism  
 135-542 Abraham ibn Ezra as Parshan  
 135-543 Maimonides as Parshan  
 135-544 Nachmanides as Parshan  
 135-558 Topics in Modern Jewish Thought  
 101-207 Jewish History: 400 B.C.E. to 1000  
 101-219 Jewish History: 1000-2000  
 101-427 The Hasidic Movement  
 422-400 Teaching the Jewish Liturgy

##### **Jewish History**

135-211 Jewish Studies I: The Biblical Period  
 135-216 Jewish Studies II: 400 B.C.E. to 1000  
 135-217 Jewish Studies III: 1000-2000  
 135-240 The Holocaust  
 135-305 American Jewish History: Colonial Period to WW I  
 135-306 American Jewish Community  
 135-356 Jewish Labour Movement in Eastern Europe  
 135-357 Jewish Labour Movement in North America  
 135-361 The Shtetl: 1500-1897  
 135-362 The Shtetl: 1897-1939  
 135-365 History of Modern Jewish Ideology  
 135-366 History of Zionism  
 135-371 Jews and the Modern City  
 101-207 Jewish History: 400 B.C.E. to 1000  
 101-219 Jewish History: 1000 to 2000  
 101-307 Jews in Poland  
 101-327 Jews in the Orbit of Islam  
 101-427 The Hasidic Movement  
 101-477 Seminar in Jewish History

##### **Modern Jewish Studies**

135-217 Jewish Studies III: 1000-2000  
 135-240 The Holocaust  
 135-301 Hebrew, Empire and Crisis  
 135-346/47/48/49 Modern Jewish Studies

- 135-351 Studies in Modern Jewish Literature  
 135-356 Jewish Labour Movement in Eastern Europe  
 135-357 Jewish Labour Movement in North America  
 135-359 Topics in Jewish Philosophy  
 135-361 The Shtetl: 1500-1897  
 135-362 The Shtetl: 1897-1939  
 135-365 History of Modern Jewish Ideologies  
 135-366 History of Zionism  
 135-371 Jews and the Modern City  
 135-383 Holocaust Literature  
 135-384 Images of Jewish Identities  
 135-386 American Jewish Novel  
 135-387 Modern Jewish Authors  
 135-404 Literary Responses to Loss and Separation  
 135-445 Poetry of Nationalism  
 135-556 Modern Parshanut  
 135-558 Topics in Modern Jewish Thought  
 135-585 Tutorial in East European Studies I  
 135-586 Tutorial in East European Studies II  
 101-219 Jewish History: 1000 to 2000  
 101-427 The Hasidic Movement  
 101-477 Jewish History: Seminar  
 160-347 Arab-Israeli Conflict  
 166-327 Sociology of Jews in North America  
 422-421 Teaching the Holocaust

### East European Studies

- 135-206 Introduction to Yiddish Literature  
 135-217 Jewish Studies III: 1000-2000  
 135-240 The Holocaust  
 135-351 Studies in Modern Jewish Literature  
 135-356 Jewish Labour Movement in Eastern Europe  
 135-357 Jewish Labour Movement in North America  
 135-361 The Shtetl: 1500-1897  
 135-362 The Shtetl: 1897-1939  
 135-365 History of Modern Jewish Ideologies  
 135-366 History of Zionism  
 135-371 Jews and the Modern City  
 135-381 Modern Yiddish Literature  
 135-383 Holocaust Literature  
 135-384 Images of Jewish Identities  
 135-404 Literary Responses to Loss and Separation  
 135-411/412 Topics in Modern Hebrew Literature  
 135-438/439 Survey of Hebrew Literature  
 135-445 Poetry of Nationalism  
 135-485/86/87/88 Tutorial in Yiddish Literature  
 135-498/99 Studies in Yiddish Literature  
 135-585 Tutorial in East European Studies I  
 135-586 Tutorial in East European Studies II  
 101-307 Jews in Poland  
 101-427 The Hasidic Movement

## 11.29 Latin-American and Caribbean Studies

*Advisory Committee Chair* — D. Boruchoff (*Hispanic Studies*)

### *Advisory Committee*

D. Boruchoff (*Hispanic Studies*), R. Castro (*Architecture*),  
 D. Cohn (*Hispanic Studies*), O. Coomes (*Geography*),  
 B. De Alba-Koch (*Hispanic Studies*), M. Dorsinville (*English*),  
 M. Frankman (*Economics*), C. LeGrand (*History*),  
 S. Lipp (*Hispanic Studies*), U. Locher (*Sociology*),  
 K. Norget (*Anthropology*), P. Oxhorn (*Political Science*),  
 Student Members

### *Advisers*

Professors D. Boruchoff and D. Cohn  
 Department of Hispanic Studies  
 680 Sherbrooke Street West, Room 385  
 Telephone: (514) 398-6683  
 Email: lacs@leacock.lan.mcgill.ca

Established in 1971, the Program in Latin-American and Caribbean Studies offers a comprehensive array of courses on the peoples, cultures, history, literature, politics, economy and geography

of Latin America and the Caribbean, providing students with a broad-based understanding of this geographic region, and with language and research skills that are indispensable for advanced scholarship. An interdisciplinary program, Latin-American and Caribbean Studies encourages the free exchange of ideas and perspectives so as to foster an environment suitable for serious reflection and critical analysis.

Students in the Program in Latin-American and Caribbean Studies are encouraged to consider the opportunities for foreign study and research made available by bilateral exchange agreements with the Universidad de Salamanca (Spain), the Universidad Nacional Autónoma de México, the Universidad de las Américas, Puebla (Mexico) and other universities in the Spanish and Portuguese-speaking world. These exchanges are open to all members of the McGill University community. Further information may be obtained from the Department of Hispanic Studies. Application forms are available from the Student Exchange Officer in the Admissions, Recruitment and Registrar's Office, James Building Annex.

An agreement of cooperation with the Center for Latin American Studies at Georgetown University (Washington D.C.) permits Honours students in Latin-American and Caribbean Studies at McGill to count a portion of their undergraduate coursework toward the degree requirements for Georgetown's M.A. in Latin American Studies, thus permitting completion of the M.A. in one calendar year. See the Program Adviser for additional information.

### UNDERGRADUATE DEGREE PROGRAMS

The program in Latin-American and Caribbean Studies offers an interdisciplinary Honours degree and an interdisciplinary Major Concentration as part of the Multi-track B.A. in Arts. Given the constraints of the Multi-track B.A. and our belief that an interdisciplinary program of area studies must include within it the language(s) used by the peoples and cultures under examination, there is at present no interdisciplinary Minor Concentration in Latin-American and Caribbean Studies. Students with more specialized interests may choose, however, to pursue the Minor Concentration in Spanish-American Literature and Culture offered by the Department of Hispanic Studies. This program can be expanded into the Major Concentration in Latin-American Studies with the addition of 18 credits from the Complementary Course List.

### MAJOR CONCENTRATION IN LATIN-AMERICAN STUDIES (36 credits) [MARS Program Code 8-601000]

#### Required Courses (18 credits)

- 138-497A,B (3) Research Seminar on Latin America and the Caribbean  
 101-309A,B (3) History of Latin America to 1810  
 101-360A,B (3) History of Latin America since 1810  
 144-243A (3) Survey of Spanish-American Literature I  
 144-244B (3) Survey of Spanish-American Literature II  
 160-319A,B (3) Politics of Latin America

#### Complementary Courses (18 credits)

18 credits selected from the Major Concentration and Honours Program Complementary Course List in consultation with the Program Adviser.

Courses from at least two disciplines or departments must be included; at least 6 of the 18 credits must be at the 300 level or above.

No more than 6 credits in Spanish or Portuguese language (144-202, 144-204, 144-210, 144-218, 144-219, 144-220, 144-222) shall count for the Major Concentration

#### Language Proficiency Requirement:

Students may meet this requirement either by passing an examination administered for this purpose by the Department of Hispanic Studies, or by passing with a grade of "C" or better a course at or above the intermediate level taught in Spanish or Portuguese at McGill. Students with no prior knowledge of Spanish or Portuguese are encouraged to meet the Language Proficiency Requirement by completing any of the Major or Minor Concentrations offered by the Department of Hispanic Studies.

# SECONDARY SCHOOL LEADERSHIP TRAINING INSTITUTE

# JTS

The opening of new day high schools throughout North America over the next few years indicates the increasing commitment on the part of Jewish families to provide their children with meaningful and substantive Jewish learning on the secondary level. However, it further exacerbates the problem of finding qualified educational leaders. The William Davidson Graduate School of the Jewish Theological Seminary of America is responding to this challenge by creating a program designed to train a select group with teaching and administrative experience to become the kinds educational leaders who can transform a community's vision of a Jewish day high school into a vibrant and successful reality.

Effective leaders inspire through vision and also possess the management skills to effect change. The Institute will offer participants a rich understanding of the contribution which Judaism can make to contemporary educational challenges by providing access to some of the finest educators in the fields of Jewish education, educational leadership and institutional transformation. Graduates of the Secondary School Leadership Training Institute will develop the ability to work collaboratively with their staff and communities to shape the values, policy structure and practices of a high school and effect change in both personnel and institutions. They will be prepared to assume senior administrative positions in Jewish day high schools throughout North America.

The program will bring together a small group of approximately 12 uniquely qualified participants for an introductory weekend retreat in the spring of 1998 to be followed by two four-week summer sessions in July of 1998 and 1999. In the intervening year there will be three additional weekend retreats. Four mentors who are currently heads of school will work with the participants throughout the program and into their initial tenure as administrators in the field.

## PROGRAM DESCRIPTION

- **Instructional Leadership:** Integrated curriculum development and assessment; theories and practice of adult and adolescent learning; Jewish leadership as a model of the learning professional; teacher supervision; school and faculty culture.
- **Organizational Leadership:** Organizational development and the process of change; the cultivation of leadership styles and their application to different contexts; the role of Jewish values in an institutional culture.
- **Integration:** A Jewish world view informed by educational theory and practice; the role of Jewish learning and values in the development of educational theory and practice; knowledge of adolescent behavior as a tool to strengthen Jewish identity and commitment.

## PROGRAM STRUCTURE

- Two four-week summer institutes held in consecutive years at JTS
- Four two-day (Sunday-Monday) retreats: one held prior to the first summer and three held during the intervening year
- Mentoring during the intervening year
- One year on the job mentor support

## SUMMER INSTITUTE

Each summer institute will be comprised of four weeks in residence at JTS. Three types of learning experiences will constitute the program: formal courses, workshops and seminars on special topics, and small group work with mentor trainers.

### A. Courses

Two courses will be offered each summer:

1. The core course, taught at JTS, will provide a framework for integrating a Jewish world view into different styles of leadership. It will be designed to reflect the contribution that the Jewish tradition can make to high school education. It will also focus on the nature of a pluralistic educational vision and the challenge of cultivating a serious Jewish commitment in students across the denominational spectrum. The actual classroom activities will be highly interactive, with case studies and problem-based learning as the main approach. This course will be team taught by principal-mentors and scholars in the fields of rabbinics, liturgy, Bible and Hebrew language who will be invited to lead *hevrutah* style study sessions modeling the dyadic form of learning that lies at the heart of traditional Jewish education.
2. Two courses (one each summer) will be offered in conjunction with the Klingenstein Center for Independent Schools at Teachers College, Columbia University. Here, participants will focus on issues and skills essential to school management and will have the opportunity to interact with counter parts in secular schools, thereby broadening their perspective.

### B. Workshops and Seminars

A broad range of workshops will be offered each summer on important topics that do not lend themselves to a full course of study. These programs will typically be of shorter duration, running from one or two sessions to a week or more. Instructors will be drawn from both academic experts and demonstrated school leaders.

## MENTORING

Central to leadership and personal growth is the mentor—an outstanding veteran day school principal who is a superb practitioner and teacher. Four (4) mentors will form the backbone of our leadership training staff. Each mentor will be teamed with several participants and work with them at summer institutes, retreats, and maintain contact during the training year and through students' first year of employment.

## INTERVENING TRAINING YEAR

Throughout the year, each student will be required to keep a reflective practice journal that will periodically be shared with his or her mentor. Where possible trainees will be asked to shadow secondary school administrators in their geographic area, preferably in Jewish day schools, but if one is not available, in an alternative independent school setting. Participants will select a specific project during the first summer and work on this throughout the school year. Institute participants will be linked electronically through the JTS website, enabling regular communication and sharing of experiences throughout the year.

Three two-day retreats will be heavily devoted to case studies supplied by participant's real experiences or constructed by the mentors. Intense deliberations and alternative strategies for dealing with these cases will be the focus of the two day retreats. An anticipated outcome of the program will be the evolution of a strong cohort group which will serve as a support network when trainees assume leadership positions.

The final component of the field work year will be the fulfillment of a customized learning plan developed in the first summer of study. It is expected that each participant will come to the program with different sets of expertise. Time during the summer will be spent meeting with a mentor and the project director to assess potential areas of deficiency that can be made up with course work or workshops in the home community. Topics would typically fall into such categories as curriculum development, facilities planning, personnel management, and concentration on a less well developed area of Judaica. Students will be required to arrange for these courses at their own expense.

## POST TRAINING MENTORING

A vital part of the overall training model will be a first year mentoring program provided for graduates of the Leadership Training Institute once they assume a position in the field. Regardless of when a person is actually hired to lead a school, JTS is committed to supplying a mentor.

## RECRUITMENT AND SELECTION

### *1. Requirements:*

- a) A minimum of three years teaching experience.
- b) Two years of administrative experience in a school setting [may overlap with "a"].
- c) Jewish literacy - textual facility, Hebrew language.
- d) Strong ability for reflective practice and high personal standards.
- e) Demonstrated potential to achieve program goals as evidenced in career achievements and recommendations.
- f) M.A. degree or equivalent in related field.
- g) In exceptional cases one or more of the above criteria may be waived.

## **2. Selection Process:**

The selection process will involve the following procedures:

- a) Candidates must complete the assessment tool designed by the Davidson School faculty to determine their leadership potential. This will be used to make final selections and will include three brief essays explaining why they want to participate and what possible contribution they hope to make.
- b) Written recommendations from three individuals familiar with the candidate professionally or academically must be submitted (at least one of each).
- c) Follow-up phone interviews will be made with these references.
- d) If selected, candidates must agree in writing to participate in all aspects of the program and to attend all courses, seminars, retreats, and take courses in the interim year at their own expense if necessary.

### **Finalists:**

- a) All final candidates will be interviewed by a selection committee comprised of the program director, two faculty members and an outside expert.
- b) An on site visit by the program director to observe the candidate in his or her current workplace will be conducted.

## **INSTITUTE REFERRAL POLICY**

The Leadership Institute will assist candidates in job placement after successfully completing the program. Schools hiring these individuals will know that they are backed by our network and mentoring program, designed to help the graduates through their initial transition stage in their new positions.

## **STAFFING**

The staff will include Dr. James Hyman, Project Director; Dr. Aryeh Davidson, Dean of the William Davidson Graduate School of Jewish Education; Dr. Steven M. Brown, Director, Melton Research Center; heads of school mentors; leaders in the fields of Jewish and general education.

## **FUNDING**

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