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Winter Retreat. "Crisis and Leadership in Jewish History." 1989-1990.

For more information on this collection, please see the finding aid on the
American Jewish Archives website.

The Wexner Heritage Foundation

551 Madison Avenue
New York, New York 10022

Huntington Center Suite 3710
41 South High Street
Columbus, Ohio 43215

212 355 8115 New York
614 464 2772 Ohio

November 30, 1989

Dear Les:

The February 9-11 week-end retreat will be held at the Woodlands Conference Center, near Houston. It is a lovely place, with all the good technical facilities we once spoke about, plus good residential and dining quarters.

The cities in attendance will be Houston, Miami, Boca Raton, Atlanta and Washington - approximately 100 students and 50 spouses.

The theme is CRISIS IN LEADERSHIP, and each faculty member has been asked to select two Jewish historical personalities and a crisis which each one experienced in his lifetime. This crisis will then be analyzed:

1. What happened.
2. How did the personality handle it.
3. Was it resolved successfully.
4. Could he have done it any other way.
5. Did he make any mistakes.
6. What was the risk.
7. What degree of courage was required.
8. Any other way of looking at the problem.
Etc. etc. etc.

These workshops will take place Friday and Saturday afternoons.

We wanted you to speak Friday night, after dinner, on the same theme, with specific reference to the major financial crisis which you and The Limited went through about 10 years ago. Many news articles have alluded to this episode, and you yourself mentioned it in passing during one of your talks at Snowmass two years ago. But your audience, which loves it when you reveal your inner thoughts to them, would learn much from a detailed description of how you lived and worked your way through a major crisis in your life and business. Would you be willing to undertake this assignment? Please let me know as soon as possible.

We will do the Pinchas Peli memorial Saturday night, in the presence of his widow and the President of Ben Gurion University where he taught. President Elata will be in the U.S. for a fortnight at the very time of our retreat, so he readily accepted our invitation.

It will be a very nice program, in toto, and I know you will enjoy it.

Fond regards,

Hub

Herbert A. Friedman

HAF/jf



The Wexner Heritage Foundation

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October 26, 1989

Dear Elie,

A long time ago you had a conversation with me on the subject of the Young Leadership Cabinet, which I was then organizing for the UJA. Your thesis was that it was more important to teach them Judaism than anything else.

In my second gilgul I am doing exactly that. The Wexner Heritage Foundation was established by Leslie Wexner and myself a few years ago, to provide a deep and serious Jewish education to small groups of 40-year olds. We have such groups functioning already in 13 cities.

The curriculum is Bible, history, thought, Talmud, religion and modern Israel. The teachers are very good, and you would know many of them. The groups meet in seminar fashion bi-weekly over a two year period in their home communities. It is a joy to watch them soak up the readings and discussions.

Periodically we gather several cities together for a weekend retreat. The next date for such a gathering is February 10-12, 1990 at a conference center near Houston. The audience will be about 200 of these carefully chosen adults. A dozen faculty people will be leading small workshops. The overall theme is "Crisis and Leadership in Jewish History". Each faculty person will offer his group of students two examples of great leaders and the crises they faced - then the analysis will start.

This conference will have only one speaker addressing the entire student body. We want that speaker to be you, on Saturday night February 10.

I will call you within a few days, to answer any questions you may have, discuss any details and receive your reply.

With best regards,



(Rabbi) Herbert A. Friedman
President

Attn: Rabbi Nathan Laufer

From: Haim Shaked

November 28, 1989

Dear Nathan,

Greetings.

I have just received your notice of October 26 re the Winter Retreat.

I am presently in Israel, at the Dayan Center.

I plan to be back in Miami by February 2, and will be very happy to actively participate in the retreat.

The workshops which I propose are:

(a) David Ben Gurion -- May 1948: To announce Israel's independence or to postpone it?

(b) Golda Meir -- October 1973: To go for a Preemptive attack or not?

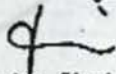
Alternatives:

(c) Levi Eshkol -- June 1967: To strike or talk?

(d) Menachem Begin -- 1977: Peace at what price?

Please fax your choice and I shall then fax your filled questionnaires forthwith. My fax No: 972-3-415802.

Best regards, also to Herb,


Haim Shaked

FEB Retreat

✓	Resp.	PROJECT	Comment
		Crisis in leadership	
1.		Send the leadership book (or chapter), as well as the charts (on easels)	
2.		Check the crisis subjects of each teacher, to make sure it is they are based on a person and an event.	

AMERICAN JEWISH
ARCHIVES



יהדות ארצות
ישראל



The Wexner Heritage Foundation Winter Retreat

FEBRUARY

9 through 11

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Woodlands Inn

HOUSTON, TEXAS

CRISIS AND LEADERSHIP IN JEWISH HISTORY

What Crises have confronted our People over the Millennia?

Who were the Leaders who Responded to these Crises?

How Effectively did they Respond?
What other Options were Available?

What can we Learn about Leadership
from these case studies in Jewish History?

This Retreat is dedicated to the Memory of

Rabbi Dr. Pinchas Peli

Scholar, Teacher, Beloved Friend

The Wexner Heritage Foundation

551 Madison Avenue
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December 28, 1989

TO: Members of The Wexner Heritage Foundation
FROM: Herb, Nathan, Ramie and Lori
RE: Winter Retreat

In every generation, dedicated leaders have emerged to bring our people through the crises they faced. This year we take as the theme of our Winter Retreat: "Crisis and Leadership In Jewish History." We will explore specific leaders who faced critical dilemmas in our history. In each situation, we will discover what we can learn about leadership from Jewish leaders who have exercised it.

With leadership as our theme, it is only fitting that we dedicate this Winter Retreat to the memory of Rabbi Pinchas Peli, one of the great intellectual leaders of our generation. Rabbi Peli was a teacher with the Foundation and was loved by students and faculty alike. Several months prior to his passing, he dedicated his weekly Torah column to "Leslie Wexner and the over 200 young Jewish leaders of the Wexner Heritage Foundation." As a matter of "Hakarat ha-tov" (reciprocating his kindness to us), we are honoring his life's work and his memory.

WORKSHOP REGISTRATION

In the course of the weekend retreat, each student will have an opportunity to study four specific leadership responses to crises. A listing of each workshop is enclosed, on the colored pages that follow. Note that each color represents a single block of workshop time. Within each colored listing, the workshops are listed and described in historical order. Please review the listings carefully. For each workshop time, indicate your first, second and third choices in the appropriate space on the enclosed registration form. There will be a maximum of 12 members assigned to each workshop. WORKSHOPS WILL BE ASSIGNED ON A FIRST RECEIVED BASIS.

The workshops represent an unusually rich and diverse array of learning opportunities. We recognize that with so much to choose from, making choices may be difficult. We encourage you to include among your workshop selections, several that cover crises and/or leaders who may not already be familiar to you.

HOTEL REGISTRATION

The Retreat is being held at the:

Woodlands Resort and Conference Center
2301 North Millbend Drive
The Woodlands, Texas 77380
713-367-1100

To confirm your participation and reserve your hotel room, complete the enclosed registration form. Be sure to include your spouse's name only if s/he is attending. All rooms are double occupancy; those attending without a spouse will be assigned a roommate. If you desire a single room, it is available at an additional charge. Use the form to indicate whether you or your spouse requires vegetarian food.

If you are unable to attend, please return the registration form with a note of explanation.

TRAVEL INFORMATION

Airline ticketing will be handled by Adelman Travel. Please call our contact, Nan Schmidt, at 1-800-231-3999 to reserve your flights. To secure special group rates, we will be using Delta and Continental Airlines exclusively. Below is the flight information by city:

<u>CITY</u>	<u>FLIGHT</u>	<u>DEPARTS</u>	<u>ARRIVES HOUSTON INTERCONTINENTAL</u>
ATLANTA	Delta 1115	11:51 am	12:55 pm
BOCA RATON (Ft. Lauderdale)	Cont 63	7:05 am	8:43 am
MIAMI	Cont 147	7:00 am	8:52 am
WASHINGTON	Cont 423	10:10 am	12:52 pm

SUNDAY'S RETURN FLIGHTS

<u>CITY</u>	<u>FLIGHT</u>	<u>DEPARTS</u>	<u>ARRIVES</u>
ATLANTA	Cont 1194	3:00 pm	5:56 pm
BOCA RATON	Cont 450	1:45 pm	5:12 pm
MIAMI	Cont 98	1:45 pm	5:01 pm
WASHINGTON	Cont 146	3:15 pm	7:01 pm

Transportation between Houston Intercontinental Airport and the Woodlands Resort and Conference Center will be supplied for the above flights only. The Wexner Heritage Foundation will cover all costs for members and spouses, except incidentals and spouses' airfare. Members whose spouses are attending must contact Nan at Adelman Travel, to arrange payment. Nan will provide rate information.

Members who do not plan on arriving and/or departing with the group must contact Lori Baron at the Wexner Heritage Foundation Office, 212-355-6115, to make alternative arrangements. Members are responsible for any additional land or air costs that may result.

The Retreat will begin on Friday, February 9, 1990, promptly at 3:00 pm. Flights from all cities must arrive no later than 1:00 pm. The Retreat will conclude on Sunday, February 11, 1990, at 12:30 pm.

PLEASE RETURN YOUR COMPLETED RESERVATION FORM, INCLUDING WORKSHOP SELECTIONS, IMMEDIATELY (no later than January 10, 1990).



WORKSHOPS A

1. Rape, Honor and the Generation Gap: The Story of Dina from a Leadership Perspective. Ronald Brauner

Genesis 34 tells the story of the rape of Dina, and the alternative responses proposed by Jacob and his sons. This workshop will analyse varying views of response to a crisis, especially when the alternatives are all reasonable.

2. Separating Church and State: Samuel's Opposition to the Coronation of Monarchy. Henoch Millen

Samuel opposed the people's request that a king of Israel be anointed. An analysis of the crisis throws light on Biblical and Rabbinic views of monarchy versus theocratic forms of government. The workshop will examine a leader's response to the masses when he disagrees with their requests; when he feels rejection of his form and style of leadership.

3. Crimes and Misdemeanors: The Crises of King Saul and King David. Reuven Kimelman

The stories of Saul and David will raise the question: when is the leader above the law? When do personal transgressions serve to disqualify political leadership? Parallels with current situations will be explored.

4. The Lure of Martyrdom: A Critique of the Story of "Hannah and Her Seven Sons". Daniel Landes

In the story from the Book of the Maccabees, Hannah and her sons choose martyrdom rather than eat pork. Today, we view the sanctity of life as a primary value. Which is more important, life or attachment to ideals? In a crisis, how would a leader decide?

5. Dealing With Dissent: How Far Can Dissenters Go Without Leaving Judaism -- A Gaonic Response to the Karaites.
Lawrence Hoffman

In the 9th century, Rav Amram Gaon, the principle editor of our siddur, and his predecessor, Natronai, excommunicated the Karaites and fought fiercely against the rabbanites in Eretz Yisrael. This workshop will examine the limits of licit debate within the Jewish people. To what extent must leaders accept differences of opinion in a pluralistic Jewish community? Is excommunication ever acceptable today? How should leaders react to Jews who "go too far"?

6. The Golden Age is Over: Three Jewish Responses to the Christian Conquest of Toledo in 1085. Benjamin Gampel

The Christian conquest brought the dissolution of the Muslim society that hosted the Golden Age of the Jews in Spain. This workshop will examine the response of three major Jewish leaders -- Yehuda ha-Levi, Moshe ibn Ezra, and Abraham ibn Daud -- to this cataclysmic change in the cultural context of their community's life.

7. Rabbenu Tam's Response to the Christian Atrocities Against Franco-German Jewry in the 12th Century.
David Ruderman

The period of the Crusades brought many atrocities against the Jews. The prevailing Jewish reaction to these provides the context for an examination of Rabbenu Tam's response to the Blood Libel of Blois in 1171. The workshop will examine religious leaders who could live in and respond to a real political crisis, and how they shaped a Jewish response based on "this-worldly" and "other-worldly" considerations.

8. The Cost of Leadership and the Limits of Pidyon Shvuyim: Individual v. Communal Responsibility In the Life of Rabbi Meir of Rothenberg.
Michael Chernick

Rabbi Meir was the rabbinical leader of Germany in the 13th century. He was arrested by Rudolph, Roman Holy Emperor, in order to extract an exorbitant ransom for him from the Jewish community. Rather than impoverish the community and create a dangerous precedent, he prohibited the community from ransoming him. He died in prison after seven years. This workshop will examine the nature of his decision and its implications.

9. The Jew as Humpty Dumpty: Franz Rosenzweig's Creation of the Lehrhaus. Tsvi Blanchard

In response to the wholesale assimilation of German Jewry to German culture in the early 20th century, and the accompanying virtual collapse of communal educational institutions for adults, Franz Rosenzweig created a new educational institution called the "Lehrhaus". This workshop will examine the process by which institutions are created as a solution to a larger problem and will seek to draw the relevant lessons for American Jewry.

10. Wear the Yellow Star With Pride: A German Jew's Response to Hitler's Rise to Power in 1933. Jeffrey Gurock

The April 1, 1933 Nazi boycott of Jewish businesses shocked the sensibilities of that community. Jewish newspaper editor Robert Weltsch responded with a call for Jewish pride, provoking widespread debate within German Jewry. The workshop will examine that crisis and response, as a means of highlighting the difficulty modern leaders have in identifying a crisis, and bringing a diverse community together in a common response.

11. German Jewry on the Eve of Catastrophe: Leo Baeck's Response to the Nuremberg Laws. Alvin Rosenfeld

With the imposition of Nazi racial laws against the Jews, German Jewish leadership was faced with its severest crisis. The response of Leo Baeck will be contrasted with other responses (assimilationists, Zionists, etc.)

12. Israel on Both Sides of the Jordan: Vladimir Jabotinsky's Response to the Peel Commission's Proposal to Partition Palestine. Hava Tirosh-Rothschild

This 1937 crisis will provide the springboard for an examination of Jabotinsky's views on the nature of Zionism, the problem of Jewish existence, and the inevitable clash between Zionism and Arab Nationalism. Jabotinsky's position has shaped the views of Revisionist Zionism for the past 50 years, and is the ideological basis of the current Likud government in Israel.

13. Priorities in Leadership: Ben Gurion's Decision to Sink the Altalena. Herbert Friedman

In June of 1948, during Israel's War of Independence, when every gun was precious, Ben Gurion ordered the sinking of a ship loaded with arms, in full view of the crowds on the Tel Aviv beach. This workshop will examine his decision in terms of leadership issues, including: setting priorities, courage, when to (and not to) compromise.



WORKSHOPS B

1. Joseph v. Judah: A Crisis of Succession Amongst the Founding Fathers. Reuven Kimelman

The workshop will use the Joseph stories to examine the relationships among power, revenge and rehabilitation. The text and discussion will illuminate cognate issues in a modern context.

2. The First Jewish Revolt Against Political Authority: Korach's Rebellion Against Mosaic Leadership in the Book of Numbers. Daniel Landes

We usually think of "egalitarianism/democracy" as a positive value and "authority" as negative. The story presents an interesting reversal. The workshop will examine the leader as an authority figure. What steps should a leader be prepared to take to end conflict? To preserve his/her authority? What are the limits of egalitarianism?

3. Radical Evil and Divine Retribution: King Saul and the Battle Against Amalek. Henoch Millen

King Saul was commanded by God to "utterly destroy" the Amalekites. His failure to obey this command cost him his claim to the monarchy. The workshop will examine the ethical significance of the concept of irredeemable evil. It will investigate a leader's responsibility to his constituents as opposed to his obedience to what he perceives as a higher authority, and will examine the leader's right to suspend certain laws or regulations when, in his judgement, the situation so requires.

4. God, Torah and the Rabbis - Who calls the shots? Rabban Gamliel's Response to the Fall of Jerusalem in 70 C.E. Ronald Brauner

With the destruction of the Temple, the basis for traditional Jewish religious and communal authority was lost. This workshop will examine Rabban Gamliel's response in terms of the steps that were necessary to reestablish and stabilize authority in the absence of Jewish autonomy.

5. Polygamous Men, Free Women, and Unopened Letters: Rabeynu Gershom's Halachic Revolution. Michael Chernick

In the 10th Century, certain German Jewish communities, under the leadership of R. Gershom, promulgated ordinances which permanently changed Talmudic law: polygamy and unilateral divorce by men were prohibited. These changes were probably in response to the improved condition of Christian noblewomen in the feudal Franco-German empire. This workshop will examine whether, and when, Jewish culture, tradition and law should bow to the trends of the gentile world.

6. The Limits of Jewish Heroism: Moses Maimonides' Response to Muslim Persecution in the 12th Century. Hava Tirosh-Rothschild

The Muslim persecutions of the Jews of Morocco in the 1160's demanded a response by the Jewish leadership of that era. An analysis of Maimonides' response sheds light on the inherent tension between religious ideals and the value of life. Which value should a leader choose when the two are in conflict? This workshop will explore Maimonide's response.

7. Exile or Apostasy: The Choices Between Religion and Homeland Made by Two Jewish Leaders During the Spanish Expulsion. Benjamin Gampel

The edict of expulsion of the Jews from Spain in 1492 presented the Jews with a difficult choice. This workshop will examine the divergent paths chosen by two major community leaders, Don Abraham Senior and Don Yitchak Abravanel, and their implications for community and leadership.

8. The Breakdown of Jewish Law in an Era of Freedom: Three Jewish Responses. Lawrence Hoffman

With the onset of modernity, many Jews stopped observing Shabbat and other aspects of halacha. Various authorities attempted to convince them that they should continue their observance of Jewish Traditions. This workshop will examine and critique the markedly different responses of Rabbi Solomon Molcho (18th century Salonika), the liberal Rabbis of 19th Century Germany, and contemporary American Rabbis. Particular emphasis will be placed on the models they provide for lay-rabbinical relationships.

9. Two Responses to Communal Disintegration: The Leadership of the Hasidic Tzaddik and the Mitnagid Rosh Yeshiva in the 19th Century.
David Ruderman

The workshop will consider two divergent religious and social solutions to the problems of communal disintegration, social schism, and spiritual malaise at the beginning of the 19th century -- those of Yaakov Yosef of Polnae and Hayyim of Volozin. Among the questions raised by their solutions is the issue of what qualifies someone to be a leader -- great scholarship, or personal charisma.

10. But Why Would Jews Want to Stay at a Gentile Hotel? Louis Marshall's Response to Anti-Jewish Discrimination at the Turn of the 20th Century.
Jeffrey Gurock

The exclusion in 1906 of the sister of Jewish U.S. Senator Isidor Raynor from an Atlantic City resort hotel stunned many American Jews who felt so secure in America. The incident motivated AJC leader Louis Marshall to fight for a Civil Rights bill for Jews. The occurrence underscores the limits of American freedom both then and today, and raises questions about Jewish integration. The workshop will explore those limits and those questions.

11. The Odd Couple: Rabbi Stephen Wise and "Jesus the Jew".
Herbert Friedman

Rabbi Wise, a pre-eminent American Jewish and Zionist leader in the first half of this century, preached a sermon in Carnegie Hall, the Sunday before Christmas in 1925, designating Jesus as a Jew who should be accepted as such by the Jewish community. A storm broke out, including threats of excommunication, and demands that Wise resign as Chairman of the United Palestine Appeal. The workshop will deal with the response to that outcry, and its implications for our understanding of "leadership."

12. To Resist or Acquiesce: The Dynamics which Led to the Warsaw Ghetto Uprising.
Alvin Rosenfeld

The Warsaw Ghetto helps to define Jewish heroism and Jewish real-politick today. The workshop will contrast Mordechai Anilewicz and Adam Czerniakow as two divergent examples of Jewish leadership under extreme stress: The Nazi siege of the Warsaw Ghetto.

13. Jews and Racism: Abraham Joshua Heschel's Decision to March in Selma. Tsvi Blanchard

The American Civil Rights movement forced Jews to confront their emerging, independent role in American society. How are Jews to relate to non-Jews? Should Jews take risks and make sacrifices for Blacks and other ethnic groups? This workshop will examine Heschel's response to these questions.



WORKSHOPS C

1. The "Virtue" of Extremism: The Leadership of Moses vs the Leadership of Pinchas. David Silber

The people of Israel became involved in a pagan ritual, and Moses, their leader, was powerless to stop it. Pinchas, a zealot, assassinated the ringleaders and redeemed the people. The workshop will examine the role of the extremist and of extremism in the life of a group. When may/should a leader take extreme measures?

2. Winning By Surrendering: Rabban Yochanan ben Zakkai and His Escape from Jerusalem. Joseph Telushkin

Yochanan ben Zakkai's dramatic escape from Jerusalem just before its destruction in 70 C.E. is generally credited with the re-shaping of post-Temple rabbinic Judaism, and thus with saving our people. Yet many within the city would have killed him had they known of his plan to "desert the cause". The workshop will examine his decision. When is a strategic surrender the best course of action, providing the best chance for an opportunity to move forward? What lesson do ben Zakkai's actions hold for today's leaders?

3. Fantasy and Realism in Jewish Politics: Bar Kokhba and the Decision to Revolt. Irwin Kula

Bar Kokhba's rebellion in 132 C.E. was supported by no less a figure than Rabbi Akiva, who said Bar Kokhba was the Messiah. The war ended in catastrophe, pushing the Jewish people to the margins of history for the next 1800 years. To what extent was the decision to revolt based on a realistic assessment of the situation, and how much by a messianic vision? What are the implications for politics in the Jewish state today?

4. Martyrdom as a Response to Persecution: Solomon bar Simson and the Crusades. Michael Signer

Writing some fifty years after the first crusade in 1096, with Crusader activity still in full swing, Solomon bar Simson used the vehicle of a historical chronicle to argue vigorously for his vision of an appropriate response: the Jews should hold themselves apart from general society, preferring martyrdom to submission to tyranny. What circumstances provoked this response? How does it compare with others in similar circumstances before and since? When is a leader justified in calling his community to martyrdom?

5. A Spiritual Response to Crisis: The Mysticism of Isaac Luria. Bernard Steinberg

The expulsion of the Jews from Spain in 1492 was the most traumatic event in Jewish history since the destruction of the second Temple, and prior to the Holocaust. Its impact caused not only great physical trauma, but also a deep crisis of meaning. The teachings of Isaac Luria provided a new, and for many, powerfully meaningful way to understand the crisis. The workshop will examine Luria's response in terms of the intellectual and spiritual needs it fulfilled, and in terms of his personal charismatic (mystical) style as a model for Jewish leadership in a crisis.

6. The Power of Jewish Unity - A Look at the Ancona Boycott. Jeffrey Woolf

In 1556, the Catholic Church began a systematic persecution of Marranos, Jews who had escaped the Spanish Inquisition and had returned to Judaism. In order to stop the Church, and to punish the Papacy, World Jewry attempted a mass boycott of the International Port of Ancona, the Pope's major seaport. Led by a woman, Dona Gracia Nasi, the Jewish Merchants of the world banded together to assert that they would not stand by while their brethren were tortured. We will follow this exciting story, the issues faced by Dona Gracia and the questions regarding her leadership.

7. Dissent as a Threat: The Excommunication of Spinoza. Charles Raffel

The Sephardic leadership perceived Baruch Spinoza as a threat to the Jewish community, and responded by excommunicating him. Was so radical a response necessary? How does leadership deal with radical dissent? What alternatives to coercive measures exist? The workshop will examine these issues.

8. The Baal Shem Tov and the Crisis of Shabbatianism.
Steven Katz

Jewish life in the early modern period reached its nadir at the end of the 17th and at the beginning of the 18th centuries. The crisis was precipitated by the pseudo-messianism of Shabbatai Zevi, the 1648-1649 persecution of Chmeilnitzki, and the growing antisemitism of the Polish and larger Eastern European milieu. Could Judaism survive these calamitous internal and external pressures, and if so, how? The answers to these very real challenges was provided by R. Israel ben Eliezer, better known as the Baal Shem Tov, through the movement he founded known as Hasidism. This study group will focus on those innovations that characterize Hasidism and that allowed it to provide a survivalist response to the challenges of its day.

9. In Defense of Disunity: Samson Raphael Hirsch and the Communal Crisis of 1876.
Regina Stein

In 1876 it became legal to break away from a religious community. Hirsch demanded a separate Orthodox community, and most of his followers did not agree. The workshop will examine questions that flow from the incident. How far should one movement go to preserve unity? What is the cost of "least common denominator" communal unity? How should a leader react when he has misread his constituency?

10. Would you Take Africa? Herzl's Response to the British Offer of Uganda.
Marsha Rozenblit

In 1903, the British government offered Theodore Herzl the possibility of a Jewish homeland in East Africa. Herzl wanted to accept the offer, but the Russian Zionists refused. The incident nearly destroyed the new Zionist movement. The workshop will examine how the crisis helped the nascent movement to clarify both its goals and its relationship to its great leader.

11. An End to Quiet Diplomacy: Heschel Speaks Out on Soviet Jewry. Leonid Feldman

As the plight of Soviet Jewry became known in the 1960's, the Jewish establishment was against public protest, preferring a course of "quiet diplomacy". Abraham Joshua Heschel was one of the very few Jewish leaders who had the vision to understand the urgency of the moment, and to break the public silence. The workshop will examine the question of how a leader evaluates the severity of a crisis, and chooses his strategy for responding. Alternative responses of various interested parties will be put to the test.

12. Peace At What Price: Begin's Dilemma at Camp David. Haim Shaked

Often a leader faces a situation in which the details of the immediate crisis obscure the true meaning of the opportunity when viewed through a longer lens. He must then make a choice between statesmanship and politicking. Menachem Begin faced such a situation at Camp David. We will examine and learn from his response.

13. How Do You Make a Jew: Rabbi Alexander Schindler Redefines Reform Judaism. Lavey Derby

At the beginning of the 1980's, sociologists noted that the intermarriage rate was rising above 40%, and predicted a severe decrease in the Jewish population as a result. Rabbi Alexander Schindler led the Reform movement in a radical response: actively to proselytize the non-Jewish spouses of interfaith couples, and to accept the principle of patrilineal descent. The workshop will critically examine those decisions.

WORKSHOPS D

1. Succession and Continuity: Prominent Biblical Failures.

David Silber

Both Elijah and Moses were unable to identify a leader who would succeed them. The workshop will examine the relevant texts, with an eye towards understanding a leader's responsibility for the continuity of the community. What should a leader's role be in leadership training, and in relating to his or her potential successors?

2. The Art of Renewal: Ezra and the Reconstruction of the Community.

Irwin Kula

In the 5th century B.C.E., the Jewish people returned from exile in Babylonia, rebuilt the Temple, and found itself in a deep religious, political and spiritual crisis. Ezra took decisive action, redefining for all time what it means to be a Jew. The workshop will examine his ability to understand the nature of the crisis, and to create new symbols, institutions and norms that allowed the community to survive.

3. Yohannan ben Zakkai and the Crisis of 70 C.E.

Steve Katz

The defeat of 70 C.E. and the destruction of the second Temple gave rise to one of the greatest crises in the history of the Jewish people. Would, could, the Jewish people survive these catastrophes? Rabbi Yohannan ben Zakkai gave an affirmative answer to this challenge -- Judaism could and would continue, and he showed how such survival could be assured. The answer that he gave is at the root of what we call rabbinic Judaism. The essential elements that make up this response, that define rabbinic Judaism, that have characterized Jewish survival for the last two millenia, will be the focus of this study group.

4. The Jewish Jonestown: Eleazar ben Yair and the Zealots at Masada. Leonid Feldman

Faced with certain defeat, the Zealots preferred death to slavery; 960 of them committed mass suicide at Masada rather than be captured by the Romans. The philosophy of "we shall fight to the death, no matter what" is still very much alive in certain Jewish circles today. The workshop will examine these situations, and will consider whether, and when, compromise is a preferable solution.

5. Jesus Double Crossed? Rabbinic Responses to Jesus and the Jewish Christians. Regina Stein

The workshop will examine mishnaic and talmudic responses to Jesus and his followers. It will note the need to identify a crisis in a timely manner, and the danger of losing credibility by failure to do so. It will note the importance of perception as a basis for people's actions, regardless of the relationship between that perception and objective reality.

6. Strength in Unity: The Origins of Jewish Communal Structure. Michael Signer

In Northern Europe before the First Crusade, Jews were invited to establish communities in numerous newly settled Christian cities. No tradition of communal discipline existed, and anarchy was a potential threat. Rabbis Judah ben Meir Cohen and Eliezer ben Judah exerted forceful leadership to impose communal discipline, and to lay the groundwork for an organized communal life. The workshop will examine their actions, and seek lessons that can be applied in modern situations by Jewish communal leadership.

7. A Jew is a Jew is a Jew: Rashi and the Crusades. Jeffrey Woolf

The First Crusade of 1096 saw many Jews forced to convert to Christianity. After the riots, Emperor Henry IV allowed these Jews to return to Judaism. The Jewish community of France and Germany, however, was not ready to accept them, arguing that they had betrayed Judaism and forfeited their Jewishness. Rashi, the Biblical and Talmudic commentator, led the fight for recognition of these people as Jews. We will examine his motives, arguments and dilemmas.

8. Rationalism as a Threat to Judaism: Moses de Leon and the Zohar. Lavey Derby

In the latter half of the 13th century, Maimonides' Guide for the Perplexed reached the height of popularity. Moses de Leon, a Spanish rabbi, worried that Maimonidean rationalism was becoming the justification, not for the pursuit of truth, but for the neglect of traditional Jewish life. He wrote the Zohar, which became the foundation of all further mystical interpretations of Judaism, as a radical, spiritual interpretation intended to reinvigorate the tradition. The workshop will ask: Was the threat real? Did De Leon's response produce the intended result?

9. In Defense of Censorship: R. Solomon ben Adret's Ban on the Study of Philosophy. Charles Raffel

The popularity of philosophy as a discipline, and the perceived threat to the Jewish community, caused Rashba to ban its study by Jews in Barcelona in 1305. The workshop will examine the gap between the anticipated effect of an action and its actual consequences. Is a leader ever justified in censoring what is perceived to threaten the community?

10. Making a "Sophie's Choice": Nazi Demands on Jewish Community Leaders. Marsha Rosenblit

During the Holocaust, Jewish community leaders were sometimes required by the Nazis to make the selection of whom to deport. This workshop will examine the dilemma of Chaim Rumkowski, head of the Jewish Council in the Lodz Ghetto, when presented with such a demand. This response will be evaluated in terms of a leader's responsibility in a situation of extreme crisis.

11. Taking Money from a Nation of Murderers: Ben Gurion's Acceptance of German Reparations. Joseph Telushkin

David Ben Gurion's decision to accept reparations payments from the Germans was highly controversial. Made less than a decade after the Holocaust, the decision was furiously opposed by many, most forcefully by Menachem Begin. Ben Gurion felt the money was due to Israel, and was desperately needed; Begin felt its acceptance was a betrayal of the victims. What were/should have been the criteria for the decision? Was the decision justified? What do we learn from it as communal leaders today?

12. To Attack or Not To Attack: Golda Meir's Decision on the Eve of the Yom Kippur War. Haim Shaked

On Friday, the day before the Yom Kippur war began, Golda Meir faced a critical decision: whether or not to launch a preemptive strike. Political/military doctrine dictated one decision; instinct dictated the opposite. The workshop will examine the crisis, her response, and the implications for leadership and leaders.

13. The Uninvited Leader: Elie Wiesel Responds to Reagan's Bitburg Itinerary. Bernard Steinberg

In 1985, as part of the 40th anniversary commemoration of VE Day, President Reagan visited Germany. His itinerary included a stop at the German military cemetery at Bitburg, where 49 soldiers of the SS Waffen are buried. Elie Wiesel undertook to intercede with Reagan, who responded by adding to his itinerary a stop to lay a wreath at the concentration camp at Bergen-Belson. The workshop will examine Wiesel's actions. Did a true crisis exist? Was it the business of the Jewish community to attempt to influence the President's itinerary? What can we learn from Wiesel's actions?

The Wexner Heritage Foundation

551 Madison Avenue
New York, New York 10022

Huntington Center Suite 3710
41 South High Street
Columbus, Ohio 43215

212 355 6115 New York
614 484 2772 Ohio

November 16, 1989

TO: Rabbi Friedman
~~Wexner Faculty Members~~

FROM: Rabbi Nathan Laufer

RE: February 8 - 11, 1990
Winter Retreat
Woodlands Inn, Texas



AMERICAN JEWISH

Last year the Jewish world and the Foundation lost one of our generations great teachers, Professor Pinchas Peli. Pinchas was a "regular" faculty member of the Foundation and was loved by students and faculty alike. Several months prior to his demise, he dedicated his weekly Torah column to "Leslie Wexner and the over 200 young Jewish leaders of the Wexner Heritage Foundation."

As a matter of "Hakarat Hatov" we have decided to reciprocate his kindness by dedicating our Winter retreat this year to his memory. Moreover since a major concern of his and our own *raison d'etre* is the quality of Jewish leadership, the theme of the Retreat will be: Crisis and Leadership in Jewish History. Even the format of the weekend will be done "Pinchas style": small intimate workshops (10-12 students) studying and vigorously discussing Jewish texts and events. We think it is a topic and format that would have pleased him a great deal.

All this is by way of introduction; now on to Tachlis. Each member of our faculty including yourself, is being assigned two 1 1/2 hour workshops. For each workshop I would like you to choose a figure in Jewish history and a specific crisis or dilemma which that figure faced at a specific moment of time (not how Mr. X responded to "modernity"). Then choose a short (1 or 2 pages) primary text or secondary reading which documents the crisis, the leader's response and the consequences/aftermath of that response.

The text/reading which will be given out at the workshop will serve as the focal point around which discussion will follow. There will be no readings sent out in advance of the workshops.

- 2 -

- Points to raise within the discussion would include a critique of
1. the correctness or incorrectness of the leader's response; other
 2. alternatives the leader could have taken and their consequences;
 3. the nature of the risk and the degree of courage which the leader
 4. demonstrated; how the leader's decision reflected his/her larger
 5. vision; how well or poorly the leader positioned him/herself for
 6. the decision; a careful scrutiny and critique of the process by which the leader achieved his/her goal; and any contemporary analogies or situations which contrast to or parallel the crisis which the leader faced.

The students will register in advance for the workshops of their choice. Therefore please choose a "sexy title" for each workshop if you wish to attract the maximum number of student members for your groups. One other point - you will want to use historical figures or events which are not covered in-depth during our regular seminars, yet, which are not so obscure as to make the workshop unattractive. As a rule of thumb, we are looking for leaders and events which influenced Jewish history.

In order to avoid duplication of workshop topics, I would appreciate your calling me in the next couple of days with your preliminary choice of leaders and events. Once that has been settled over the phone, please fill out the attached two forms (one for each workshop) and mail or fax to us so that we receive them completed no later than November 30th (Fax # 212-751-3739). This does not give you much time but is a necessary deadline to allow for student pre-registration. Thanks in advance for your cooperation.

26 people teaching

A + B ²

C + D

Ron BRAUNER
Henoch MILLEN
Reuven KIMELMAN
Dan LANDES
Larry HOFFMAN
Benj. GAMPEL
David RUDERMAN
Michael CHERNICK
Zvi BLANCHARD
Jeff GURICK
Alvin ROSENFELD
Hava TIROSH-ROTHSCHILD
Herb FRIEDMAN

David SILBER
Joe TEZUSHKIN
Irwin KULA
Michael SIGNER
Bernie STEINBERG
Jeff WOLF
Chas. RAFFEL
Steve KATZ
Regina STEIN
Marsha ROSENBLIT
Leonid FELDMAN
Haim SHAKED
Laney DERBY

MEMORANDUM

TO: Les Wexner
FROM: Herb Friedman
SUBJECT: Prof. Pinchas Peli
DATE: November 15, 1989

1. We have received a letter from the President of Ben Gurion University, where Pinchas Peli occupied a chair in Jewish Traditions and Values, indicating the desire of the University to perpetuate his scholarly achievements in some concrete fashion.
2. Peli was unique. The last book he published, shortly before his death (age 59), on the Torah portions of the week, was wonderful in its clarity and brevity. Two years ago, Gideon Kaufman's mother arranged for Peli to be in Washington for 4 months - during which time he made almost 500 appearances before various groups.
3. Our students loved him. He told stories from the Midrash, explained difficult concepts, made them laugh and cry. Several called the office and asked if there was any way they could perpetuate his memory.
4. We are dedicating the February 1990 week-end retreat to his memory, and will have an appropriate reference to that in the program. Also, we are inviting his widow to attend and will present her with a plaque of remembrance.
5. Finally, I would like to ask two questions:
 - a) How would you feel about the Heritage Foundation making a one-time allocation of \$25,000 to the Peli Memorial Fund of Ben Gurion University for the express purpose of publishing his unpublished writings? Thus the remainder of his creativity would not die with him.
 - b) How would you feel about the Heritage Foundation permitting President Elata to write to all our students telling them of the existence of this publication Fund and inviting them to participate in it?
6. Awaiting your reply.

As ever,

JAMES A. RUDOLPH

249 N. CRAIG STREET
PITTSBURGH, PA 15213

412/681-8200

May 3, 1990

Mr. Herb Friedman
WEXNER FOUNDATION
551 Madison Avenue
9th Floor
New York, NY 10022

Dear Herb:

I am sorry that I will not be able to attend the retreat in Houston because of my added responsibilities for the Operation Exodus and the 1991 United Jewish Federation campaign. I have taken to heart what you stated so well in your letter of March 27, 1990, and I am communicating your thoughts to the leadership of the Pittsburgh Community.

You are an inspiration to me and a person that I will always look up to. Thank you for everything you have done. I wish you a successful retreat in Houston.

Sincerely,



Jim Rudolph

JAR/jl
enclosure



United
Jewish
Federation



234 McKee Place
Pittsburgh, PA 15213
412-681-8000
FAX 412-681-3980

memo

DATE: April 27, 1990

TO: Leadership of the Pittsburgh Jewish Community

FROM: Ed Berman and Jim Rudolph, Cochairs,
Exodus 90 and the 91 Annual UJF Campaign

RE: The Rescue and Resettlement of Soviet Jews

=====

We urge you to take time to read these two informative
and interesting perspectives on the rescue and
resettlement of Soviet Jews.

/cm

March 27, 1990

Dear Alumnus/a:

If you think of history as a stage across which events unroll, then the question is where in the theatre you want to be. There are only two locations - either in the audience as a spectator or on the stage as a player. Where do you want to be in the current drama of Russian Jewish migration?

"Current" started in 1971. That was the first year of major movement. You may have been too young then to have taken notice. There is a strange phenomenon about history. It can happen all around you, without your even being aware. Many people miss many moves, which occur in front of their eyes, literally, in 20-second news-bites, and are as quickly forgotten, never recognized as part of a pattern or a trend or a larger tapestry.

The Soviet government started to open its doors in 1971; closed temporarily in 1974, after the Yom Kippur War, as a sign of Russian solidarity with their Arab client states; reopened a year later, and reached the high point of more than 50,000 persons in 1979; following which it scaled downward to 0 rather quickly. During that period of less than a decade, when you were possibly not looking, a quarter-million Russian Jews came out, 2/3 to Israel, 1/3 to U.S. Isn't that unbelievable? How many migrations of that size took place in earlier decades? Only two - Morocco and Rumania.

I think the Jewish State and the Jewish people made a mistake regarding that first wave. The Russians presented a sort of price list, and we should have accepted it. They explained that their government had spent money on the education of the Jews, who were leaving and taking their knowledge and skills with them. These emigrants would never be making any future contribution to the Soviet G.N.P., therefore the Russian government would like to recover its investment in them. The reasoning sounded logical to me; the "prices" seemed fair (the highest amount was \$45,000, for a person who had earned a doctorate after approximately 20 years of educational investment); and I felt that if we (the Jewish nation) agreed

graciously and quietly, we would enjoy a steady, uninterrupted flow of people over a longish time until the reservoir of those who wanted to emigrate was exhausted. Other American and Israeli leaders, in positions of authority and responsibility, felt we should not give in to this "blackmail" on principle. I was a lone voice and lost.

Well, for the next decade, of the 80's, there was constant pressure on the Soviets, from the U.S. and other governments, from world Jewry and many non-Jewish supporters, pressure as well from the internal Gorbachev liberalization moves - and finally at the end of the 80's emigration began again, swelling almost immediately to a flood. So, here we are today, and this time you are fully aware of it. Daily articles in the press tell all the details. Open advertisements in the Anglo-Jewish papers trumpet the huge campaign to raise the money. The Arabs threaten to blow up Hungarian airplanes carrying Jews en route to Israel. (By the way, do you remember the Arab attack in October 1973 on a train carrying Jews from Moscow to Vienna, killing several emigrants plus some Austrians? Chancellor Bruno Kreisky talked about closing Austria as a transit point and Golda Meir flew to Vienna the same day, in a failed attempt to dissuade him. This was the Wednesday before the Saturday of the Yom Kippur War.) Arafat protests against Russian Jews going to live in the West Bank settlements. What business is it of his where Jews settle? Once again, the whole world talks about Jewish matters. We are always the object of public scrutiny. How curious. They can never seem to get enough of us. Should we be pleased or annoyed?

Leaving such questions aside, the real issue now, with history swirling all around us, is the significance of our participation, yours and mine. No one of us should be sitting in the audience. Everyone of us is a player, and should be on the stage, in whatever role. Be a bit player with a small part, if that is all you can do because of constraints, or be a lead player, if you can. Don't wait to be asked. Call your Federation director and volunteer to raise money. Volunteer your own money. Beg for an assignment. Call your Family Agency director and ask what you can do. Find apartments or furniture or provide transportation? Call the day school or the congregational school and offer to help in whatever way with the intake of immigrant kids for a year or two. Call the Vocational Agency and offer to find jobs. There will still be 40,000-or-so Russian Jews coming into U.S. communities during 1990, in addition to the multitudes into Israel.

The Jews are leaving Russia out of fear of an uncertain future. Welcome them with a love which will wipe out their fear. You are leaders - well, go out and lead. I feel in my heart that you are probably already heavily engaged. But I'm writing this letter, just to make sure. Raising an extra \$420 million, above and beyond the normal campaign, is not an impossible target. If enough people work hard enough, it is quite do-able. Put other things aside, for a few months. Get this job done. Give to Israel the moral support which a successful financial campaign represents. Lots of money and high morale usually go together. Then we can catch our breath, and see what the next phase demands.

I think we need a ship, travelling weekly between Odessa and Haifa, carrying 2000 passengers. In a year that means 100,000 people. Two ships means 200,000. I am pressing for that.

Each of you has ideas. Put your leadership hormones into high gear - your adrenalin will take you to whatever goal your brain directs you. Don't miss this historic moment. The emigration of Russian Jewry, mainly to Israel, is the major post-Holocaust move of the century, second only to the establishment of the State itself. Go - be part of it. God bless.

As ever,



Herbert A. Friedman

HAF/jf

Workshop # 1

Faculty Member Name: Rabbi Herbert Friedman

Proposed Title of Workshop: Ben Gurion Sank a Ship Filled with Jewish Arms

Figure and Crisis Selected: David Ben Gurion, Prime Minister of Israel, ordered the "Altalena" to be sunk in full view of the crowds on the Tel Aviv beach. The ship was full of arms, the time was the war of independence June 1948 when every gun was precious.

OBJECTIVES:

1. What is the Relevance of studying this crisis and response?

To illustrate the principle that a Sense of Priorities is one of the most important attributes of real leadership. Ben Gurion's priority was building a military system. He had to do it at all costs.

2. What aspects of leadership do you wish to highlight in this workshop?

a. That extraordinary courage is mandatory in order to execute difficult decisions.

b. That sometimes compromise is the worst solution, not necessarily the best.

3. What secondary issues do you expect to raise within this workshop?

Please attach the text(s) you wish to use in the workshop and mail or fax both back to us by November 15th.

"Ben Gurion" by Robert St. John, page 158 bottom-page 162 bottom



The Wexner Heritage Foundation Winter Retreat

FEBRUARY

9 *through* 11

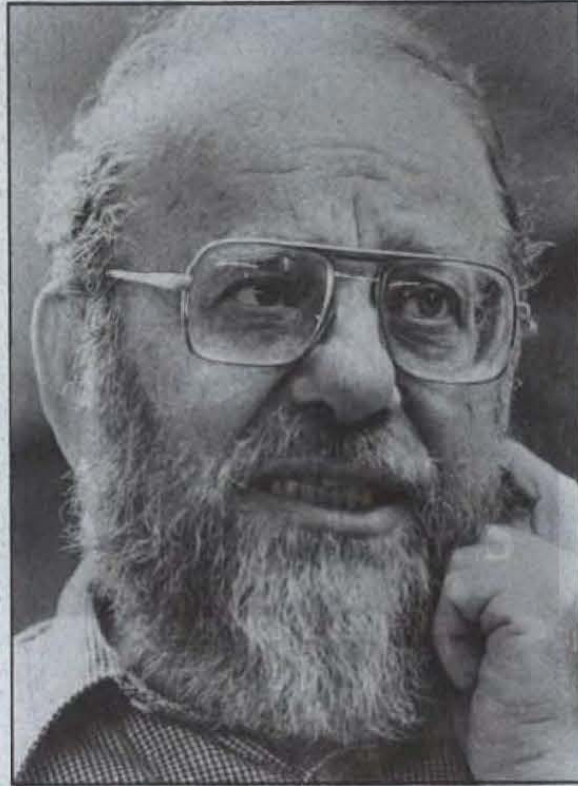
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Woodlands Inn

HOUSTON, TEXAS

AMERICAN JEWISH
A FOR JEWES

CRISIS AND LEADERSHIP IN JEWISH HISTORY



This Retreat is dedicated to the Memory of

Rabbi Dr. Pinchas Peli

Scholar, Teacher, Beloved Friend

1930 - 1989

PROGRAM

FRIDAY, FEBRUARY 9TH, 1990

Meeting Room

9:30 - 3:00 pm	Registration and Key Distribution	Lobby
3:00 - 3:15 pm	Welcome and Introduction Rabbi Nathan Laufer Vice President Wexner Heritage Foundation	Lakeside
3:30 - 5:00 pm	Workshop A	
	1. <i>Rape, Honor and the Generation Gap: The Story of Dina from a Leadership Perspective.</i> Ronald Brauner	San Felipe
	2. <i>Separating Church and State: Samuel's Opposition to the Coronation of Monarchy.</i> Henoeh Millen	States
	3. <i>Crimes and Misdemeanors: The Crises of King Saul and King David.</i> Reuven Kimelman	San Jacinto
	4. <i>The Lure of Martyrdom: A Critique of the Story of "Hannah and Her Seven Sons".</i> Daniel Landes	Evergreen
	5. <i>Dealing With Dissent: How Far Can Dissenters Go Without Leaving Judaism — A Gaonic Response to the Karaites.</i> Lawrence Hoffman	Sycamore
	6. <i>The Golden Age is Over: Three Jewish Responses to the Christian Conquest of Toledo in 1085.</i> Benjamin Gampel	Willow
	7. <i>Rabbenu Tam's Response to the Christian Atrocities Against Franco-German Jewry in the 12th Century.</i> David Ruderman	Mexico
	8. <i>The Cost of Leadership and the Limits of Pidyon Shvuyim: Individual v. Communal Responsibility In the Life of Rabbi Meir of Rothenberg.</i> Michael Chernick	Oak
	9. <i>The Jew as Humpty Dumpty: Franz Rosenzweig's Creation of the Lehrhaus.</i> Tsvi Blanchard	Travis

	10. <i>Wear the Yellow Star With Pride: A German Jew's Response to Hitler's Rise to Power in 1933.</i> Jeffrey Gurock	Cypress
	11. <i>German Jewry on the Eve of Catastrophe: Leo Baeck's Response to the Nuremberg Laws.</i> Alvin Rosenfeld	Persimmon
	12. <i>Israel on Both Sides of the Jordan: Vladimir Jabotinsky's Response to the Peel Commission's Proposal to Partition Palestine.</i> Hava Tirosh Rothschild	Hawthorne
	13. <i>Priorities in Leadership: Ben Gurion's Decision to Sink the Altalena.</i> Herbert Friedman	Magnolia
5:00 - 5:45 pm	Free Time to Prepare for Shabbat	
5:45 - 6:00 pm	Candle Lighting Rabbi Ramie and Merri L. Arian	Republic/ Spanish
6:00 - 6:45 pm	Orthodox Services Rabbi Daniel Landes	San Jacinto
	Conservative Services Rabbi Irwin Kula	Confederate
	Reform Services Rabbi Ramie Arian	Crocket
7:00 - 8:30 pm	Shabbat Dinner	Rio Grande
8:45 - 10:15 pm	Plenary: The Current State of Soviet Jewry Speakers: Dr. David Harris Washington Representative of American Jewish Committee Rabbi Herbert Friedman President Wexner Heritage Foundation	Lakeside
10:30 - 12:00 pm	Oneg Shabbat	Rio Grande

SATURDAY, FEBRUARY 10TH, 1990

7:30 - 9:00 am	Breakfast	Rio Grande
8:30 - 11:00 am	Orthodox Services Rabbi Nathan Laufer Rabbi Henoeh Millen	San Jacinto
	Conservative Services Rabbi Irwin Kula	Confederate
9:30 - 11:00 am	Reform Services Rabbi Ramie Arian Rabbi Herbert Friedman	Crocket
11:00 - 11:15 am	Kiddush	Outside Services
11:30 - 1:00 pm	Workshop B	
	1. <i>Joseph v. Judah: A Crisis of Succession Amongst the Founding Fathers.</i> Reuven Kimelman	Texas
	2. <i>The First Jewish Revolt Against Political Authority: Korach's Rebellion Against Mosaic Leadership in the Book of Numbers.</i> Daniel Landes	Evergreen
	3. <i>Radical Evil and Divine Retribution: King Saul and the Battle Against Amalek.</i> Henoeh Millen	States
	4. <i>God, Torah and the Rabbis - Who calls the shots? Rabban Gamliel's Response to the Fall of Jerusalem in 70 C.E.</i> Ronald Brauner	San Felipe
	5. <i>Polygamous Men, Free Women, and Unopened Letters: Rabeynu Gershom's Halachic Revolution.</i> Michael Chernick	Oak
	6. <i>The Limits of Jewish Heroism: Moses Maimonides' Response to Muslim Persecution in the 12th Century.</i> Hava Tirosh Rothschild	Hawthorne
	7. <i>Exile or Apostasy: The Choices Between Religion and Homeland Made by Two Jewish Leaders During the Spanish Expulsion.</i> Benjamin Gampel	Willow

8. *The Breakdown of Jewish Law in an Era of Freedom: Three Jewish Responses.*
Lawrence Hoffman Sycamore

9. *Two Responses to Communal Disintegration: The Leadership of the Hasidic Tzaddik and the Mitnagid Rosh Yeshiva in the 19th Century.*
David Ruderman Mexico

10. *But Why Would Jews Want to Stay at a Gentile Hotel? Louis Marshall's Response to Anti-Jewish Discrimination at the Turn of the 20th Century.*
Jeffrey Gurock Cypress

11. *The Odd Couple: Rabbi Stephen Wise and "Jesus the Jew".*
Herbert Friedman Magnolia

12. *To Resist or Acquiesce: The Dynamics which Led to the Warsaw Ghetto Uprising.*
Alvin Rosenfeld Persimmon

13. *Jews and Racism: Abraham Joshua Heschel's Decision to March in Selma.*
Tsvi Blanchard Travis

1:15 - 2:15 pm Shabbat Lunch Rio Grande

2:30 - 4:00 pm Workshop C

1. *The "Virtue" of Extremism: The Leadership of Moses v. the Leadership of Pinchas.*
David Silber Texas

2. *Winning By Surrendering: Rabban Yochanan ben Zakkai and His Escape from Jerusalem.*
Joseph Telushkin Willow

3. *Fantasy and Realism in Jewish Politics: Bar Kokhba and the Decision to Revolt.*
Irwin Kula Magnolia

4. *A Spiritual Response to Crisis: The Mysticism of Isaac Luria.*
Bernard Steinberg Sycamore

5. *The Power of Jewish Unity - A Look at the Ancona Boycott.*
Jeffrey Woolf Travis

6. *Dissent as a Threat: The Excommunication of Spinoza.*
Charles Raffel Mexico

	7. <i>The Baal Shem Tov and the Crisis of Sabbatianism.</i>	Steven Katz	Cypress
	8. <i>In Defense of Disunity: Samson Raphael Hirsch and the Communal Crisis of 1876.</i>	Regina Stein	States
	9. <i>Would You Take Africa? Herzl's Response to the British Offer of Uganda.</i>	Marsha Rozenblit	Evergreen
	10. <i>An End to Quiet Diplomacy: Heschel Speaks Out on Soviet Jewry.</i>	Leonid Feldman	Hawthorne
	11. <i>Peace At What Price: Begin's Dilemma at Camp David.</i>	Haim Shaked	Oak
	12. <i>How Do You Make a Jew: Rabbi Alexander Schindler Redefines Judaism.</i>	Lavey Derby	Persimmon
4:00 - 5:45 pm	Free Time		
5:45 - 6:45 pm	Orthodox Mincha - Ma'ariv Services (optional)		San Jacinto
6:50 - 7:00 pm	Havdalah		Rio Grande
7:00 - 8:30 pm	Dinner		Rio Grande
8:30 - 9:15 pm	Presentation in Remembrance of Rabbi Dr. Pinchas Peli Presenter: Louis Weiss Pittsburgh Alumni Member Recipient: Mrs. Pnina Peli		Rio Grande
9:30 - 11:30 pm	Cabaret Concert Yoel Sharabi Israeli Vocalist and Musician		Lakeside

SUNDAY, FEBRUARY 11TH, 1990

7:15 - 8:00 am	Orthodox Services (optional)		San Jacinto
7:30 - 8:30 am	Breakfast		Rio Grande
8:45 - 10:15 am	Workshop D		
	1. <i>Succession and Continuity: Prominent Biblical Failures.</i>	David Silber	Texas

SUNDAY, FEBRUARY 11TH, 1990

2. *The Art of Renewal: Ezra and the Reconstruction of the Community.*
Irwin Kula Magnolia
3. *Yohannan ben Zakkai and the Crisis of 70 C.E.*
Steven Katz Cypress
4. *The Jewish Jonestown: Eleazar ben Yair and the Zealots at Masada.*
Leonid Feldman Hawthorne
5. *Jesus Double Crossed? Rabbinic Responses to Jesus and the Jewish Christians.*
Regina Stein States
6. *Strength in Unity: The Origins of Jewish Communal Structure.* Michael Signer Mexico
7. *A Jew is a Jew is a Jew: Rashi and the Crusades.* Jeffrey Woolf Travis
8. *Rationalism as a Threat to Judaism: Moses de Leon and the Zohar.* Lavey Derby Persimmon
9. *Making a "Sophie's Choice": Nazi Demands on Jewish Community Leaders.*
Marsha Rosenblit Evergreen
10. *Taking Money from a Nation of Murderers: Ben Gurion's Acceptance of German Reparations.* Joseph Telushkin Willow
11. *To Attack or Not To Attack: Golda Meir's Decision on the Eve of the Yom Kippur War.*
Haim Shaked Oak
12. *The Uninvited Leader: Elie Wiesel Responds to Reagan's Bitburg Itinerary.*
Bernard Steinberg Sycamore

10:15 - 10:30 am Evaluations (In Workshop Area)

10:45 - 11:15 am Summation and Conclusion
Rabbi Herbert Friedman Lakeside
President
Wexner Heritage Foundation

11:30 - 12:30 pm Brunch Rio Grande

12:30 - 2:00 pm Departure

WEXNER HERITAGE FOUNDATION

WINTER RETREAT FEBRUARY 8 - 11, 1990
WOODLANDS INN

DAY	TIME	SESSION	ROOM	SET UP	SPECIAL INSTRUCTIONS
Thur 2/8	9:00 am 11:00 am	Tie Down Mtg David Deck (Photographer)		review agenda	
	Noon-2:00 pm	Faculty Registration	Lobby	6 foot table 3 chairs	Rooms pre-assigned Keys available Light snack available
	3:00-6:00 pm	Faculty Meeting	Rio East	Hollow Square for 30	Flip Chart/Markers
	7:00-8:00 pm	Dinner	Willow	Rounds of 8 for 40	1 washing station
	8:00-10:00 pm	Faculty Mtg Cont.	Rio East		
Fri 2/9	8:00-9:00 am	Breakfast	Rio Center/ West	Rounds of 8 for 40	1 washing station
	9:00-Noon	Faculty Mtg Cont.	Rio East		
	Noon-1:00 pm	Lunch	Rio Center/ West	Rounds of 8 for 40	1 washing station
	9:30-3:00 pm	Member Registration	Lobby	2 - 6 ft tbls 4 chairs	Rooms pre-assigned Keys available Sandwiches/Snack avail
	3:00-3:15 pm	Opening Session	Lakeside	Classroom for 185	Podium/Mike on Platform

DAY	TIME	SESSION	ROOM	SET UP	SPECIAL INSTRUCTIONS
Fri 2/9	3:30-5:00 pm	Workshops A		Conference for:	Flip Chart/Markers
		# 1	San Felipe	14	
		# 2	States	9	
		# 3	San Jacinto	16	
		# 4	Evergreen	12	
		# 5	Sycamore	16	
		# 6	Willow	14	
		# 7	Mexico	9	
		# 8	Oak	15	
		# 9	Travis	10	
		# 10	Cypress	15	
		# 11	Persimmon	12	
		# 12	Hawthorne	15	
		# 13	Magnolia	15	
	5:45-6:00 pm	Candle lighting	Republic/ Spanish	Hollow U No Chairs	4 ft table by door
	6:00-6:45 pm	Services	San Jacinto	Theatre for 50	4 ft table at frnt&bck of room
		Orthodox 48" curtain			
		Conservative	Confederate	Theatre for 60	4 ft table at frnt&bck of room
		Reform	Crocket	Theatre for 60	4 ft table at frnt&bck of room

DAY	TIME	SESSION	ROOM	SET UP	SPECIAL INSTRUCTIONS
Fri 2/9	7:00-8:30 pm	Dinner	Rio Grande	Rounds of 10 for 185	4ft table outside door for seating cards/ 4 washing stations inside platform/podium/mike
	8:45-10:15 pm	Plenary	Lakeside	Classroom for 185	standing Podium & Mike Dais on platform for 2 mikes/videotaping
	10:30-12:00 pm	Oneg Shabbat	Rio Grande	Cocktail tables	Open Bar/Chips Cookies/Coffee/Tea
Sat 2/10	7:30-9:00 am	Breakfast	Rio Grande	Rounds of 10 for 185	2 washing stations
	8:30-11:00 am	Services			4 ft table at frnt&bck of room
		Orthodox	San Jacinto	Theatre for 50	
		Conservative	Confederate	Theatre for 60	
	9:30-11:00 am	Reform	Crocket	Theatre for 60	
	11:00-11:15 am	Kiddush	Hallway outside of services	Coffee Break Style	Wine, crackers, pound cake, coffee, tea
	11:30-1:00 pm	Workshops B		Conference for:	Flip Chart/Markers
		# 1	Texas	9	
		# 2	Evergreen	9	
		# 3	States	8	
		# 4	San Felipe	15	
		# 5	Oak	15	

DAY	TIME	SESSION	ROOM	SET UP	SPECIAL INSTRUCTIONS
Sat 2/10	11:30-1:00 pm	Workshops B cont.		Conference for:	Flip Chart/Markers
		# 6	Hawthorne	9	
		# 7	Willow	15	
		# 8	Sycamore	16	
		# 9	Mexico	13	
		# 10	Cypress	15	
		# 11	Magnolia	14	
		# 12	Persimmon	15	
		# 13	Travis	16	
	1:15-2:15 pm	Lunch	Rio Grande	Rounds of 10 for 185	4ft table outside room for seating cards/4 washing stations inside Platform/Podium/Mike
	2:30-4:00 pm	Workshops C		Conference for:	Flip Chart/Markers
		# 1	Texas	13	
		# 2	Willow	16	
		# 3	Magnolia	16	
		# 4	Sycamore	14	
		# 5	Travis	14	
		# 6	Mexico	10	
		# 7	Cypress	15	
		# 8	States	9	

DAY	TIME	SESSION	ROOM	SET UP	SPECIAL INSTRUCTIONS
Sat 2/10	2:30-4:00 pm	Workshops C cont.	Evergreen Hawthorne Oak Persimmon	Conference for: 12	Flip Chart/Markers
		# 9			
		# 10		16	
		# 11		15	
		# 12		16	
	4:00-5:45 pm	Free Time			
	5:45-6:45 pm	Mincha Ma'ariv Services	San Jacinto	Theatre for 50	4 ft table at frnt&bck of room
	6:50-7:00 pm	Havdallah	Rio Grande		Havdallah candle, wine spices at each table
	7:00-8:30 pm	Dinner	Rio Grande	Rounds of 10 for 185	4ft table outside door for seating cards/4 washing stations inside
	8:30-9:00 pm	Awards	Rio Grande		Platform/podium/mike
	9:15-11:30 pm	Entertainment Yoel Sharabi	Lakeside	Cabaret style for 185	Platform/mike/Cocktail tables around a dance floor/ bars & dessert tables at back of room Dry Snacks

DAY	TIME	SESSION	ROOM	SET UP	SPECIAL INSTRUCTIONS
Sun 2/11	7:15-8:00 am	Orthodox Services	San Jacinto	Theatre for 40	4 ft table at frnt&bck of room
	8:00-9:00 am	Breakfast	Rio Grande	Rounds of 10 for 185	Platform/Podium/Mike 2 washing stations
	9:00-10:30 am	Workshops D		Conference for:	Flip Chart/Markers
		# 1	Texas	11	
		# 2	Magnolia	15	
		# 3	Cypress	14	
		# 4	Hawthorne	15	
		# 5	States	14	
		# 6	Mexico	11	
		# 7	Travis	10	
		# 8	Persimmon	12	
		# 9	Evergreen	15	
		# 10	Willow	15	
		# 11	Oak	16	
		# 12	Sycamore	13	
	10:45-11:15 am	Closing	Lakeside	Classroom for 185	Platform/Podium/Mike
	11:30-12:30 pm	Brunch	Rio Grande	Rounds of 10 for 185	Platform/Podium/Mike 2 washing stations
	12:30-2:00 pm	Departure	Lobby		Buses leave for Airport

TABLE OF CONTENTS

1. Agenda -- February 8
2. Faculty Attendees
3. City-by-City Roster
4. Curricula, Years 1 - 5
5. Outline for Proposed Book
6. Reimbursement Guidelines
7. Preparing Course Outlines
8. Being a Master Teacher
9. List of Enlarged Folding Maps

TAPES

CULTURAL LITERACY

Ten Reference Books each student should have.

WEXNER HERITAGE FOUNDATION
FACULTY MEETING
HOUSTON, TEXAS
FEBRUARY 8, 1990

AMERICAN JEWISH
ARCHIVES
AGENDA

- I. The Wexner Heritage Foundation -- where are we?
- II. Faculty Reports
- III. Curricular Feedback
 - Refining and augmenting the existing curriculum (Years 1-4)
 - Suggestions for Year 5 curriculum
- IV. Proposed Publications
 - A. Profiles in Jewish Leadership, based on Houston retreat
 - B. Textbook on Jewish History (?)
- V. Expense Reimbursements -- A Clarification
- VI. Preparing Your Course Outline
- VII. Being a Master Teacher
- VIII. Good and Welfare

Tapes - Role Models
Cultural Literacy
Ten Reference Books

1989-1990 Faculty Meeting
ATTENDANCE

Rabbi Herbert A. Friedman
Rabbi Nathan Laufer
Rabbi Ramie Arian

Dr. Tsvi E. Blanchard
Dr. Ronald A. Brauner
Dr. Michael Chernick
Rabbi Lavey Derby
Rabbi Leonid Feldman
Dr. Benjamin Gampel
Dr. Jeffrey S. Gurock
Dr. Lawrence A. Hoffman
Dr. Steven T. Katz
Rabbi Irwin J. Kula
Rabbi Daniel Landes
Rabbi Henoch Millen
Dr. Charles Raffel
Dr. Marsha L. Rosenblit
Dr. Alvin H. Rosenfeld
Dr. Hava Tirosh Rothschild
Dr. David Ruderman
Dr. Haim Shaked
Dr. Michael A. Signer
Rabbi David Silber
Regina Stein
Dr. Bernard Steinberg
Rabbi Joseph Teluskin
Rabbi Jeffrey Woolf



Wexner Heritage Foundation
1989-1990 CITY ROSTER

YEAR ONE

Atlanta
Boca Raton
Washington

YEAR TWO

Miami
Houston

YEAR THREE

Chicago I
Chicago II
Indianapolis
St. Louis

YEAR FOUR

Pittsburgh
Detroit
* Minneapolis
* Milwaukee

YEAR FIVE

*Columbus

* Not active or not studying under WHF auspices



Wexner Heritage Foundation
FACULTY DISTRIBUTION 1989-1990

YEAR ONE

City Students Instructor

Atlanta 21 Laufer
 Friedman
 Gampel
 Telushkin
 Gurock

Boca Raton 16 Laufer
 Friedman
 Kula
 Gampel
 Rozenblit

Washington 21 Laufer
 Friedman
 Kimelman
 Ruderman
 Katz

YEAR TWO

City Students Instructor

Houston 20 Laufer
 Silber
 Chernick
 Hoffman
 Landes
 Friedman

Miami 18 Laufer
 Feldman
 Brauner
 Hoffman
 Friedman



Wexner Heritage Foundation
FACULTY DISTRIBUTION 1989-1990

YEAR THREE

City Students

Chicago I 22

Chicago II 21

Indianapolis 22

St. Louis 22

Instructor

Kimelman
Blanchard

Kimelman
Blanchard

Steinberg
Brauner

Derby
Kula

YEAR FOUR

City

Detroit

Pittsburgh

Students

15

16

Instructor

Brauner
Steinberg

Stein
Millen



YEAR ONE CURRICULUM
THE HISTORY OF THE JEWISH PEOPLE

Objectives:

- (1) To know the factual outline and major events of Jewish history
- (2) To understand our "root experiences" and our people's uniqueness
- (3) To analyze our people's key leaders and their decisions
- (4) To track the interaction of Jews and non-Jews throughout the millennia
- (5) To internalize our historical experience and form a coherent identity

NINETEEN SESSIONS TOTAL

I. The Biblical and Rabbinic Periods

- (1) Genesis: Cosmology & Covenant
- (2) Exodus-Numbers: The Beginning of Peoplehood
- (3) Deuteronomy, Joshua, Judges, Samuel I: Land & Political Power
- (4) Samuel II, Kings I&II: The Rise & Fall of the Monarchies
- (5) The Second Commonwealth
- (6) 70 CE to 622 CE: Destruction and Renewal: The Emergence of Rabbinic Judaism

II. The Medieval & Early Modern Periods

- (7) Medieval history under Christianity: From Constantine (325 CE) to Luther (16th century)
- (8) Medieval history under Islam: From Mohammed (622) to Spanish Expulsion (1492)
- (9) Early Modern History: Expulsion and it's Consequences (1492-1789)
- (10) The Era of Emancipation in Western Europe (1750-1881)
- (11) East European Jewry from 1500-1881

III. The Modern Period

- (12) From Europe to America and Palestine, 1881-1914
- (13) Modern Anti-Semitism and the Holocaust, 1870-1945
- (14) Zionism and Palestine, 1914-1948
- (15) Israel and World Jewries, 1948-1991
- (16) U.S. Jewry, 1914-1991

Plus three sessions given by Rabbis Friedman, Laufer and Arian

YEAR TWO CURRICULUM
THE THOUGHT OF THE JEWISH PEOPLE

Objectives:

- (1) To acquaint students with the literature and fundamentals of Jewish thought from the prophetic period to the present
- (2) To help students understand how thought responds to history
- (3) To trace development and change in Jewish thought over the millenia
- (4) To recognize the influence of other cultures on Jewish thinkers, and to gain an appreciation of those aspects of our people's thought that are uniquely Jewish

NINETEEN SESSIONS TOTAL

I. Biblical Thought: Prophets and Writings

- (1) Intro Session - Moses and Aaron as political leaders
- (2) Prophetic Leadership: Prophet vs. King and Priest
- (3) The Prophetic Critique: Social Justice
Texts: Amos, Hosea, Jeremiah, et al.
- (4) Theodicy
Texts: Job, Koheleth, Psalms
- (5) Jewish Identity
Texts: The Book of Ruth, Ezra and Nehemiah
- (6) Living in the Diaspora
Text: The Book of Esther

II. Rabbinic Thought

- (7) The Mishnah
- (8) The Talmud
- (9) The Codes & Responsa
- (10) The Anatomy of the Prayerbook
- (11) The Sabbath and Holiday Liturgy
- (12) The Haggadah

III. Medieval and Modern Thought

- (13) Saadya, HaLevi and Maimonides
 - (14) Mysticism and Hasidut
 - (15) Twentieth Century Jewish Thinkers I
 - (16) Twentieth Century Jewish Thinkers II
 - (17) Theological Responses to the Holocaust
 - (18)&(19) Concluding sessions on Leadership given
by Rabbi Friedman
-

YEAR THREE CURRICULUM
JEWISH ISSUES

Objectives:

- (1) To offer our members a Jewish approach to issues of personal, familial, communal concerns
- (2) To trace the development of that approach through time and space
- (3) To focus on those aspects which are unique to Jewish ethics and experience
- (4) To develop a healthy respect for different points of view within the Jewish heritage

ELEVEN SESSIONS TOTAL

-
- (1) The Four Denominations & Jewish Pluralism
 - (2) The Process of Conversion and Who is a Jew?
 - (3) Marriage & Divorce
 - (4) Parent/Child Relations
 - (5) Death & Mourning
 - (6) The Ethics of Language
 - (7) Business Ethics
 - (8) Bio-Medical Ethics
 - (9) The Ethics of Power
 - (10) Israel-Diaspora Relations
 - (11) Jewish - Gentile Relations
-

YEAR FOUR CURRICULUM
BIBLICAL NARRATIVE

Objective:

- (1) To offer our alumni an in-depth study of the narrative portions of the five books of Moses.
Texts: The Books of Genesis, Exodus, (Leviticus), Numbers, (Deuteronomy)
- (2) To extract ethical, political and leadership lessons from the text
- (3) To reinterpret the text so that text conveys meaning to our members
- (4) To encourage members' own future study of biblical text and commentaries

TEN SESSIONS TOTAL

-
- (1) The Creation and Noah Stories
 - (2) Abraham & Isaac
 - (3) Jacob
 - (4) Joseph and his Brothers
 - (5) The Women of Genesis
 - (6) Israel in Egypt
 - (7) Drawing Israel out of Egypt
 - (8) Drawing Egypt out of Israel
 - (9) Sustaining Israel in the Wilderness
 - (10) Bringing Israel to the Promised Land

YEAR FIVE CURRICULUM

Option One: FROM CONQUEST TO EXILE

Objective:

To offer our alumni an opportunity to examine and analyze the experience of the Jewish People on their land from Joshua's conquest until 586 BCE

Texts: The books of Joshua, Judges, Samuel I&II, Kings I&II

Option Two: THE DEVELOPMENT OF JEWISH LAW

Objective:

- a) To demonstrate to our members the continuity and change which marks the Jewish legal system
- b) To analyze from within the system the advantages of continuity over time as well as the need for flexibility and accomodation to changing circumstances
- c) To examine the "reasonableness" of divergent paths of halakhic interpretation and legislation

Texts: To be developed by faculty

CASE STUDIES IN JEWISH LEADERSHIP

OUTLINE FOR PROPOSED WEXNER HERITAGE FOUNDATION BOOK

Our faculty has prepared a unique and highly interesting set of materials for the Houston retreat. They have selected Jewish leaders throughout history who have faced specific crisis situations, and analysed their responses. Applying the case study approach to these historical leaders and situations, they are prepared to extract important lessons for leadership in a uniquely Jewish context.

In order to record the best of what has been prepared, the Wexner Heritage Foundation is asking each member of the faculty to "write up" one of the topics he or she is presenting, creating a collection that the Foundation will publish. This is an altogether novel approach to the study of Jewish leadership, and will be an important new contribution to Jewish scholarship.

The case studies proposed for inclusion in the book are given below. Selections have been made with a view towards diversity, maximizing coverage of all historical periods, and interest. Faculty members are asked to notify Rabbi Ramie Arian of their intention to participate, no later than February 20. Faculty members who wish to propose changes in their assigned cases should speak with Ramie privately.

Case studies should be submitted according to the following guidelines:

- 1] The case should be given a title, which may or may not correspond to the title of the equivalent Houston workshop.
- 2] Cases should be submitted as prose essays (no outlines, please).
- 3] The case study should begin by succinctly setting the historical context of the situation in question. This should include a description of the time and place in which the situation occurred; the position and (where applicable) a brief biography of the leader; and the specific crisis the leader faced.
- 4] The case study should clearly state the leader's response to the crisis.
- 5] The case study should analyse the response. Why was this particular response chosen? What other options were available? How successful was the response selected? Using historical hindsight, was it the right choice?

6] The case study should conclude by drawing whatever lessons are applicable from this situation that apply to modern Jewish leaders.

7] Each case study should be limited to about 2500 words -- about 10 typed, double-spaced pages.

8] Completed case studies should be submitted to Rabbi Ramie Arian at WHF no later than March 15, 1990. They should be submitted in typed, paper copy. In addition, it would be helpful for faculty members who write on an IBM compatible computer with a 5-1/4" disk drive to submit the case study on disk as well. Those who use WordPerfect should submit a disk with a WordPerfect file. Others should have their word processors convert the document to an ASCII file.

9] Documents will be subjected to the minimum possible editing. Documents will be edited for brevity, clarity, and stylistic consistency.

10] The completed book will be published during the 1990-91 academic year.

The case study assignments are as follows:

Dina	Brauner
Moses and Pinchas	Silber
Samuel Opposes Monarchy	Millen
Saul and David	Kimelman
Ezra	Kula
Hannah and her Sons	Landes
Yohanan ben Zakkai	Telushkin
Massada	Feldman
Geonim and Karaites	Hoffman
Communal Structure in N. Europe	Signer
Rashi and the Crusades	Woolf
Maimonides and Muslim Persecution	Rothschild
Meir of Rothenberg	Chernick
Spanish Expulsion	Gampel
Isaac Luria	Steinberg
Spinoza	Raffel
Baal Shem Tov and Sabbatianism	Katz
Hasid and Mitnagid	Ruderman
Samson Raphael Hirsch	Stein
Herzl and Uganda	Rozenblit
Response to Hitler's Rise	Gurock
Warsaw Ghetto	Rosenfeld
Ben Gurion and the Altalena	Friedman
Heschel and Selma	Blanchard
Golda Meir and the Yom Kippur War	Shaked
Schindler Redefines Judaism	Derby

WEXNER HERITAGE FOUNDATION

POLICY ON INCIDENTAL EXPENSE REIMBURSEMENT

When travelling on Wexner Heritage Foundation business, faculty members are reimbursed for reasonable expenses related to that travel, for lodging in approved facilities, and for meals. Within reason, telephone charges incurred while travelling are also reimbursed.

Other incidental expenses, including health club charges, in-room movies and the like are not reimbursed, as per IRS regulations.

When faculty members incur non-reimbursable expenses that are billed to the Wexner Heritage Foundation (e.g., in-room movies), they should either pay the hotel for those expenses by credit card before checking out, or enclose a check for such items at the time they mail in their forms for travel reimbursement.

When faculty members combine travel on Wexner Heritage Foundation business with other travel, either on other business or of a personal nature, the Wexner Heritage Foundation will cover the cost of travel for the normal itinerary required. Any additional costs incurred will be the responsibility of the faculty member.

WEXNER HERITAGE FOUNDATION
FACULTY MEETING
HOUSTON, TEXAS
FEBRUARY 8-9, 1990

PREPARING YOUR COURSE OUTLINE

AMERICAN JEWISH

Your course outline, submitted for our approval after you receive your teaching assignments for 1990-91, should contain the following elements:

1. An introductory paragraph for the entire series
2. For each session:
 - a. Title
 - b. Short introductory paragraph
 - c. Readings
 - d. Questions & issues to keep in mind while reading
 - e. Cultural Literacy terms
 - f. Time Line
 - g. Relevant maps or charts
 - h. Suggestions for further reading

WEXNER HERITAGE FOUNDATION
FACULTY MEETING
HOUSTON, TEXAS
FEBRUARY 8-9, 1990

ON BEING A MASTER TEACHER

A Master Teacher employs the following teaching methodologies:

1. Starts each class with a question
2. Uses Socratic Method throughout, employing and encouraging questions
3. Uses the blackboard with regularity
4. Stands, and moves around the room, especially during the second half of the class session
5. Refers to maps, time-lines, Cultural Literacy terms
6. Focuses on how decision-making by leaders influences history and texts
7. Works from not more than 2 pages of outline; does not read from notes
8. Organizes each session with a clear beginning, middle and end
9. Makes explicit the relevance of the materials being taught
10. Assigns students (not faculty) to read texts aloud in class
11. Makes good eye contact, and some physical contact with students, whenever appropriate
12. Exudes friendliness, warmth and approachability before, during and after each session

SET OF
ENLARGED FOLDING MAPS
to be displayed on easels
as references during
history seminars as taken
from Martin Gilbert's books.

<u>NUMBER</u>	<u>TITLE</u>	<u>Source Page</u> <u>"Jewish History"</u>	<u>Use</u>
A - I	KINGDOM OF DAVID AND SOLOMON	5	I
B - II	JEWS OF NORTH AFRICA	12	II
C - II	KHAZAR JEWISH KINGDOM	24	II
D -III	EXPULSIONS	47	III
1 - V	NAPOLEON AND THE JEWS	58	V
2 - V	ZIONISM 1860 - 1939	63	V
3 - VI	BRITAIN AND THE JEWISH NATIONAL HOME - 1917-1923	88	VI
4 - VI	JEWISH OWNED LAND - 1942	106	VI
5 -VII	CONCENTRATION CAMPS	98	VII
6 -VII	THE SEARCH FOR SAFETY	100	VII
7 -VIII	U.N.PARTITION PLAN - 1947	108	VIII
8 -VIII	FRONTIERS - 1949 - 1967	"Arab-Israeli Conflict"	
		52	VIII
9 - VIII	ISRAELI CONQUESTS - 1967	70	VIII
10 - VIII	OCTOBER WAR	92	VIII
11 - IX	JEWS IN THE AMERICAS 1492 - 1654	"Jewish History" 48	IX
12 - IX	JEWS OF NORTH AMERICA 1654 - 1860	62	IX

THREE GENERAL MAPS

- 13 - THE DIASPORA
- 14 - THE MEDITERRANEAN AND NEAR EAST
- 15 - THE DAILY TELEGRAPH - MIDDLE EAST