Course Description:
Our work in this course is divided into two components. In the first component, we will examine some important modern philosophers of Jewish education, in order to become familiar with some of the different approaches in this field and the purposes of Jewish education. In the second component, we will attempt to move from these more abstract levels of reflection to contemplate concrete areas and issues in contemporary Jewish education. This will give us a chance to explore how philosophical perspectives inform educational strategies and practices, whether explicitly or implicitly; it will also provide an opportunity for students to begin to spell out their own philosophical positions on real topics in day to day Jewish education, as they contemplate their educational leadership in these areas and challenges.

Learning Objectives:
- To develop understandings of philosophical approaches to Jewish education and their application to practice
- To apply methods of deliberation to decision making in Jewish Education
- To deepen a vision of Jewish education for a Jewish educational leader
- To construct a personal vision statement refined by reflection and critique

Required Texts:
All other materials will be posted on the course website.

Assessment:
Assessment for this course is divided into four areas which are weighted accordingly.

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<thead>
<tr>
<th>Assessment Category</th>
<th>Weight</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Discussion Board/Live Conversation Participation and Quality of intellectual engagement</td>
<td>40%</td>
<td>Ability to show evidence of critical reading and analysis of assigned reading as well as engagement in simulating conceptual conversation</td>
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<tr>
<td>Writing Assignment 1</td>
<td>15%</td>
<td>3-4 page paper</td>
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<tr>
<td>Writing Assignment 2</td>
<td>15%</td>
<td>3-4 page paper</td>
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<tr>
<td>Final Assignment</td>
<td>30%</td>
<td>5-7 page paper or 12 minute video</td>
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Course Accommodations for Disabilities:

Hebrew College is committed to ensuring the full participation of all students in programs. Accordingly, if a student has a documented disability, and as a result, needs a reasonable accommodation to attend, participate or complete course requirements, then he or she should inform the instructor at the beginning of the course. For further information, see the Student Handbook at http://hebrewcollege.edu/sites/default/files/student_handbook.pdf.

If you require course accommodations because of a documented disability or an emergency medical condition, please email your instructor as soon as possible. We are happy to work with you on any issues you have to ensure that you can participate fully in the class and complete the course requirements. Please do not wait until the assignments are due for a retroactive accommodation, but discuss the situation with your instructor before you experience difficulty.

Course Structure (Dates, Topics, Readings and Assignments):

This course runs over all the Hagim so it is a difficult time for all of us. I have decided therefore to work in two week units in which you will have reading assignments and discussion boards plus one short writing assignment for each unit. At the end of each unit, prior to doing the writing assignment, we shall have a live conversation (schedule to be confirmed) offering you support and guidance for the writing assignment. There will be a final writing assignment to be completed after the end of the class sessions but be aware that your Lesley class will have begun by then.

Unit 1: Thinking before Doing
Sept 8 – Sept 21
Live Conversation: Sunday Sept 21st
Writing Assignment due Sept 28th

Unit 2: Philosophy in Action: Deweyan Deliberation and Critical Thinking for Decision Making in Jewish Education
Sept 22 – October 12th
Live Conversation: Sunday October 12th
Writing Assignment due October 19th

Unit 3: The Vision of the Leader
Oct 13 – October 24th
Live Conversation: Sunday October 26th
Final Assignment due 2nd November

The live conversations are flexible dates and could be moved. I thought Sunday evening might be a good time for everyone to come together noting that weekdays may be difficult. The Live conversations will gather all the strands of the reading and provide prompts for the assignment connected to each unit. The live conversations will be recorded on webex so that anyone not able to join, can get the recorded version.