Contact Information:  dlehmann@hebrewcollege.edu

Course Description

This seminar will explore the philosophies, purposes, and aspirations of Jewish day school education in North America. The general landscape of Jewish day school education will be an important backdrop to our discussions. Through the lens of Joseph Schwab’s four commonplaces (learners, teachers, subject matter and milieu) we will examine the context and content of Jewish day schools, with special emphasis on curricular integration, in preparation for a career in day school teaching. We will also look at Jewish experiential education as it addresses issues of spirituality, community and identity within the day school and consider different models employed by day schools to impact on the Jewish life choices of its students.

The visions and missions of Jewish day schools will be a focus of our attention as we reflect on the broader goals and visions of Jewish day schools. We will also address issues of curricular integration and the relationships among content areas in light of the unique opportunities presented by day school education. The role of the teacher will be a central concern as we reflect on the practical and ideational challenges in day school teacher. Students will be guided through an inquiry into their own day school professional experiences.

Requirements: attendance, readings, discussion participation and two short papers.
I. Introduction to the course

History and landscape of Jewish education
  Jonathan D. Sarna “American Jewish Education in Historical Perspective,”
  Reports by Avi Chai and PEJE on census of Jewish day schools

Why Jewish Day Schools
School Mission Statements review

II. Visions of Excellence in Jewish Day Schools

  Cynthia Ozick, The Cannibal Galaxy, (Syracuse University Press, 1995)
  Svi Shapiro, “What is the Real Vision of Excellence” Sh’mah, October 2000

  Vision as an educational centerpiece of Jewish Day Schools
  Daniel Pekarsky, Vision at Work: The Theory and Practice of Beit Rabban
    (New York: Jewish Theological Seminary of America, 2006)
  Daniel Lehmann, Review of Daniel Pekarsky’s, Vision at Work: The
    Theory and Practice of Beit Rabban (Journal of Jewish Education, volume
    73, number 2)
  Daniel Marom, “Developing Educational Vision from Practice,” Visions of

III. Pluralism in Jewish day schools

  Rahel Wasserfall, Susan Shevitz, “The language of Pluralism in a Jewish
    Day School,” Mandel Center for Studies in Jewish Education, Brandeis
    University
  RAVSAK Hayidion articles
  Case studies
  Hineni, Film

IV. The Jewish Community High School

  Michael Kress, Development, Learning and Community: Educating for
    Identity in Pluraisitic Jewish High Schools, Chapter 2, (Academic Studies
    Press, 2012)
  Bruce Powell, “Building New Kinds of Day Schools for New Kinds of Kids,”
    Contact, The Journal of the Steinhardt Foundation for Jewish Life,
    Summer 2005
    Contact, Autumn 2000
  Daniel Lehmann,
    “The Full Day Jewish High School,” The Jewish Educational Leader’s
Introduction to Schwab’s commonplaces
Cultural and educational observations of schools

V. PreK-8 Jewish Day School Education

VI. Experiential Education in Jewish Day Schools
   Reimer and Bryfman, *What we Know about Experiential Jewish Education Jewish Teenagers
   Jewish Teens in North America*, Institute for Jewish Informal Education, Brandeis

VII. Parents in Jewish Day Schools
   Alex Pomson, *Day School Parents and their Children’s Schools* (Association for the Social Scientific Study of Jewr y (ASSJ), 2004)
   Sara Heitler Bamberger, “Day School as Hub of Adult Jewish Education,” *Hayidion*

   The Impact of Jewish Day School Education
   *The Impact of Jewish day School Education: A Comparative Analysis of College Students* (Waltham, MA: Brandeis University, 2007)

VII. Jewish Day School Teachers and Leaders
   Carol Ingall, *Down the Up Staircase: Tales of Teaching in Jewish Day School*, (New York: JTS, 2006)
   *Hayidion* issue on Day School Teachers

Wrap up and reflections

**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.

If you require course accommodations because of a documented disability or an emergency situation, please email me as soon as possible. I am 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 me before you experience difficulty.