THE PROZDOR
FALL 2016
PROGRAM
GUIDE
Prozdor friends and families;

It gives us great pleasure to share the Fall 2016 Program Guide with you. For over 90 years, Prozdor has been our flagship academic program for teens, and as we eye the century mark on the horizon, we are proud to continue to offer a high-quality academic experience for students in grades 6-12. Beyond our traditional Sunday-and-weeknight academic model, you will note that we have wider range of new and alternative learning opportunities in our department.

Our programs reflect a wider view of Jewish education than models that focus on the formation of “Jewish identity” and the acquisition of “Jewish knowledge” in a brick-and-mortar academic classroom setting. Each program responds to differences among learners, and to the desires and interests that motivate young people to pursue knowledge, skills, and understanding within a supportive learning community. We are committed to providing a solid foundation for lifelong learning and to offering a variety of pathways and options for teens to be exploring their Judaism and satisfying their thirst for learning, experiences in a Jewish context.

Our students will learn with us on Sunday mornings, but also travel to Ukraine, Israel, and Poland. They will participate in double-period lab classes in topics such as Israel, new media, Hebrew, app design, and social justice. They will spend a gap year with us in Jerusalem on Hevruta and learn with us in the Sudbury Valley on Wednesday evenings. They will learn online as they prepare for Israel travel, either with us or with the Cohen Camps, and they will participate as members of a teen philanthropy board through the Jewish Teen Foundation of Greater Boston. There is something here for everyone...let us help you make the best choice for you.

B’shalom,

Dan Brosgol

Director of Prozdor
PROZDOR ACADEMIC CALENDAR 2016-2017

Period 1 – 9:30-10:15 / Period 2 - 10:20-11:05 / Bayit - 11:10-11:30 / Break – 11:30-11:50 / Period 3 - 11:55-12:40 / Period 4 - 12:45-1:30

(All dates are tentative and subject to change.)

SEPTEMBER
Sunday classes 11, 18, 25
Afternoon of Service September 18
JTFGB Fall Kick-Off September 25

OCTOBER
Sunday classes 16, 30
Fall Service Shabbaton October 7-10
College Fair October 30

NOVEMBER
Sunday classes 6, 13, 20
Day of Service November 11
AIPAC Teen Summit (grades 11-12) November 13-15

DECEMBER
Sunday classes 4, 11, 18
Parents in Prozdor December 11

JANUARY
Sunday classes 8, 22, 29
MLK Day of Service January 16
Last day of Fall Semester January 22
First day of Spring Semester January 29

FEBRUARY
Sunday classes 5, 12
Israel trip February 16-26

MARCH
Sunday classes 5, 19, 26
AIPAC Policy Conference March 26-28
Prospective Student Day March 19

APRIL
Sunday classes 2, 9, 30
Prospective Student Day April 30
Spring Service Trip April 16-20

MAY
Sunday classes 7, 14, 21
JTFGB Grant Presentations May 18
Graduation May 23
The Academic Program

Prozdor is the central address for teen learning and engagement in the Jewish community of Boston and southern New England. Prozdor’s vision of excellence in teaching, diverse curriculum, passionate teachers, and committed and energized students who take ownership of their Jewish education remain central to our mission. We offer a spectacular variety courses taught by professors, musicians, artists, dancers, scientists, lawyers, doctors, historians, writers, journalists, social activists, and rabbis, presenting our students with an unparalleled breadth of choices and depth of learning.

Student Choice
There is not one right way to receive a Jewish education. Every semester Prozdor offers a catalog of incredible, diverse, and interesting courses to choose from. Students follow their own desires and interests as they find their way through the landscape of Jewish learning.

Unique Academics
Hebrew College embraces its responsibility for promoting Jewish education for youth. In the spirit of pluralistic study, with a deep respect for traditions, and academic and artistic disciplines, Prozdor’s program is led by experienced teachers who continue their own learning and cultivate the art of teaching. Prozdor teachers are caring, thoughtful, talented, human beings who guide students as they explore problems and questions together with friends.

Labs (expanded double-period classes)
NEW FOR 2016-17
45-minute classes for 12 or 13 weeks can feel like not enough time to really delve into learning and creativity in the Prozdor classroom. In the fall of 2016 we will be introducing a selection of new double-period lab classes that allow more time for learning and doing in the classroom.

We strongly encourage all students to select at least one lab class during their Sunday hours.

- Students will have the time to record, write, and produce more content for our student-managed online portal under the guidance of Dan Brosgol
- Students will have two periods to create more complex artwork with Max Werber
- Students will continue to have double-period Hebrew to develop greater proficiency
- Students will have a double-period option for service learning that will allow them to volunteer once a month in a first-of-its-kind volunteer fellowship in partnership with JF&CS
- Students will learn about Israel and Middle East current event and produce weekly news broadcasts and travel guides with Ben Einsidler.
- Students may choose Gateways as a lab option

Netivot (Pathways)
As students enter 10th grade, they choose a nativ, a path or approach to their own Jewish education that goes a little deeper into the methods and knowledge of the Arts, Sciences, Humanities or Languages.
**Arts** – This nativ emphasizes the artistic disciplines of visual and performing arts. Students explore (a) the history and vocabulary of arts, (b) artistic skills and performance, and (c) expression, creativity, and imagination. Arts students take one or two courses each semester in any of the following: Visual Arts, Music, Dance, Theater, Language Arts (Poetry and Writing), and Design.

*Content Area Requirements for the Arts Path can be met with Courses such as:*
  - Israeli Folk Dance, Klezmer, Political Cartooning, Biblical Themes in Reggae,
  - Theater, Dramatic Scene Writing, Metallurgy, Gardening, Kosher Culinary Arts

**Sciences** – This nativ emphasizes observation and experimentalism. Students will (a) understand foundational concepts, theories, and knowledge derived from systematic study, and (b) consider science in the context of Jewish life. Sciences students take one or two courses each semester in any of the following: STEM, (Science, Technology, Engineering, and Mathematics) Astronomy, Cosmology, Psychology.

*Content Area Requirements for the Science Path can be met with Courses such as:*
  - Science and Judaism, Intergalactic Judaism, Science of Passover,
  - Molecular Biochemistry, Game Theory, Technology, Innovations in Israel

**Humanities** – This nativ concerns the academic disciplines of history, philosophy, social sciences, and includes traditional and modern ways of studying Judaism’s primary sources and philosophical writings. Humanities Students take one or two courses each semester in any of the following: History, Middle East Civilization, Theology, Philosophy, Politics, Law, Identity Studies, Social Studies, Bible, Jewish Studies, Jewish Thought, and Social Justice.

*Content Area Requirements for the Humanities Path can be met with Courses such as:*
  - Jewish History, Theology for Skeptics, Case Studies in Israeli Law, Identity Studies, Social Studies,
  - Torah in Film, Genesis, Book of Samuel, Judaism and Social Justice

**Languages** – This nativ invites students to understand the role of language, language arts, and linguistics in Judaism, especially as Hebrew plays a central role in Jewish life. Language students take one or two courses each semester in any of the following content areas: Hebrew, Languages (Yiddish, Arabic, Russian, German), Linguistics, Language Arts.

**Batim**

At Prozdor, students assigned a bayit, loosely translated as “homeroom.” In a casual setting students get to know classmates, develop friendships, address current issues, school and administrative questions, and have a little fun. Students are assigned to a bayit upon entering Prozdor and remain in that bayit until they graduate.

Each year, batim focus on different themes.
- 8th grade-students focus on getting to know Prozdor, and building a strong bayit identity.
- 9th grade-students focus on community-building activities.
- 10th grade-students begin to focus on academic planning with their advisors.
- 11th grade-students have opportunities to practice leadership skills.
12\textsuperscript{th} grade students engage in monthly programs for their age group, but otherwise have earned the privilege of an extended break.

**Graduation**

Students who attend regularly and participate in courses in good standing will graduate with a Prozdor degree after completing 12\textsuperscript{th} grade. Students must take eight courses in their nativ to graduate.
Prozdor’s Hebrew language curriculum is based on the proficiency approach to Hebrew, a nationally-recognized system for teaching a foreign language, which emphasizes that each school create its own curriculum based on student needs and interests, and that student needs be consistently evaluated on how they function with the language. Using this approach, we have developed various thematic units to maximize the learning in the class and achieve Hebrew language fluency. All Prozdor and Makor Hebrew teachers have been trained in this approach and involved in a variety of professional-development workshops.

In recent years, the Hebrew curriculum at Prozdor has been revised to meet the guidelines of the proficiency approach to language instruction. All Hebrew teachers have been trained to conduct an OPI (oral proficiency interview) and are required to undergo 24 hours per year of in-service training.

In our curriculum we offer a variety of Hebrew language classes across different levels and hour combinations, from novice learners to native speakers.

While all of our Hebrew classes feature the use of literature, poetry, music, and other Israeli cultural resources, we also offer advanced-level Hebrew classes that are focused on other topics of study (Bible, Israeli literature, et cetera) in which the only language spoken in class is Hebrew and there is less emphasis on grammar and composition. Students must possess a high degree of Hebrew proficiency to enroll in those classes and must be granted permission by the Hebrew Coordinator to enroll in them. Upon entry to Prozdor all students wishing to take Hebrew classes will take a Hebrew placement test (written and oral) and based on the outcomes, are placed in level appropriate groups. The sizes of the groups range from 3-12 students.

**Course Progression:**
- Novice Low-Novice Mid/High
- Intermediate Low-Intermediate Mid/High
- Advanced Low/Mid
- Hebrew SAT Preparation
- SAT II preparation
- Israeli Literature (taught in Hebrew)
- Israeli Poetry (taught in Hebrew)
- Foundations of Biblical Hebrew
- Tanakh b’Ivrit (taught in Hebrew)
- Israeli Current Events through Newspapers and Magazines (taught in Hebrew)
- Self Defense and Leadership (taught in Hebrew)
- Independent Study
Lab Offerings
9:30-11:05 am

On The Record: Prozdor New Media Lab
STEM 410
Dan Brosgol

Podcasting, blogging, website management, video production… any of those up your alley? If so, the media lab is for you. Taught by Dan Brosgol, Prozdor director and blogger extraordinaire, in this class you will get to work right away on creating an online portal for YOU and for the world. You’ll blog about topics, Jewish and not, record podcasts on critical questions about Judaism, Jewish identity, and the world, and help design and maintain a brand new website for the world to be dazzled by. You will create the central address for anyone curious about what YOU have to say about Judaism and the world. We’ll be creating content from day one, and the best part is that you’ll be in charge. This course follows the spring 2016 “Peoplehood Podcasts” class that was very successful and takes it to a whole new level.

Tech Lab: Designing Solutions For Today’s Judaism
STEM 420-01
Faculty

These days you can manage your entire Jewish life on your mobile device. You can book a flight to Israel from your phone, reserve an AirBNB in Zichron Yaakov in a few clicks, and share images and moments with the world in the blink of an eye. Your Jewish life is lived in real time, all the time. But the more we live and experience the world and our Jewish expressions at the speed of LTE, the more archaic some of our structures and learning environments feel. In Tech Lab you will be on the front lines, thinking and creating a variety of apps, programs, and solutions for today’s world will connect our traditions, both ancient and modern, with the age of connectivity. What you create is up to you— but you have to come ready to think outside the box.

Gateways
SJ 410-01
Mia Hyman

Prozdor students in grades 10-12 volunteer to support students in the Gateways Sunday Program as one-to-one aides or classroom assistants. Teens receive weekly training and support throughout their experience from on-site special education teachers and administrators. The teen training focuses on specific special education strategies that support student learning and includes the fundamentals of Applied Behavior Analysis, Structured Teaching, and Social Stories. Additionally, volunteers receive “on the job” support from the classroom teacher, from the Volunteer Coordinator, and from the Program Director. These experienced staff members support and guide volunteers in helping the students be their most successful. (You must apply and be selected as a teen volunteer by Gateways to be enrolled in this full-year course.)
Language Lab: Hebrew
Faculty

Please see the Hebrew program summary on page 7 for more information on Hebrew. Students will be assigned a section based on their performance on the Hebrew placement test.

Journalism Lab: Anti-Judaism and Newswriting
WRTNG-400
Charlie Radin

This course will have two distinct objectives. First, you will look at the development and uses of anti-Semitism from its origins in the early and middle Christian eras, to the Enlightenment and Nazi era, to current criticism of the State of Israel. Some outside reading will be essential. Second, you will learn the components and structure of news stories and both practice and product your own stories. You will learn and discuss how this structure affects the way news is presented, and consider how this method of organizing information may be of use in written communication that is not news-related. The content you produce will be published and featured in a variety of media, in conjunction with the New Media Lab and the Israel Lab.

Nilhav Dance Troupe
DANCE 341
Rachel Arcus-Goldberg

Have you ever wanted to be on stage? Well here’s your chance! Nilhav is a group of dedicated teenagers who love to dance. You’ll learn Israeli dance – ranging from the more traditional to hip-hop and salsa. In the spring semester we will perform at the amazing Boston and New York Israeli dance festivals as well as at Prozdor. All ability levels, genders, and dance backgrounds (or lack thereof) are welcome. Students participating in Nilhav must make a commitment to the rehearsal and performance schedule, which may include some time outside of Prozdor. Nilhav dances for joy, because what else do we need!

Jewish Film Lab
ART 410
Max Werber

Films can be funny, sad, breathtakingly beautiful, suspenseful, full of info... they can be all these things and Jewish as well. A film’s setting, the background that casts its shadow over the action, can be Jewish. A biopic, a film based on someone somewhat famous, might happen to be Jewish...

This course looks at all aspects of film together with its Jewishness. They don’t have to be as stereotypically Jewish as Woody Allen. Sometimes being Jewish in a place where there are no Jews and desperately trying to fit in can be the driving force behind a film or a life. (Bob Dylan, for example) Sometimes, a Jew doing something not Jewish can be the whole idea of a film, like a Jewish beat cop or a Jewish homicide detective.
There are a great many topics to talk about when it comes to Jews, Jewishness, Judaism, and film. We will look at many of them in depth in this double period lab. Bring an open mind and be prepared to take an active part in the class discussions. You will be entertained--especially if you leave your phone behind.

Lab Offerings
(11:55 am-1:30 pm)

Ma’abada: Israel Lab
ISR 400
Ben Einsidler

In the Israel Lab, students will learn about both the history of the State of Israel and current events affecting both it and the Middle East. They will learn about the land itself and how Israeli ingenuity has caused the country to blossom, and use their knowledge to create a travel guide for first-time travelers to Israel. Students will also be exploring current events affecting Israel and how the country is portrayed in the news, and will have the opportunity to create a weekly news podcast and video broadcast that breaks down complicated events into a short, digestible yet knowledgeable format. Students may also produce a pamphlet or short video which disrupts myths about Israel in order to counter anti-Israel bias and anti-Judaism.

Tech Lab: Designing Solutions For Today’s Judaism
STEM 420-02
Faculty

These days you can manage your entire Jewish life on your mobile device. You can book a flight to Israel from your phone, reserve an AirBNB in Zichron Yaakov in a few clicks, and share images and moments with the world in the blink of an eye. Your Jewish life is lived in real time, all the time. But the more we live and experience the world and our Jewish expressions at the speed of LTE, the more archaic some of our structures and learning environments feel. In Tech Lab you will be on the front lines, thinking and creating a variety of apps, programs, and solutions for today’s world will connect our traditions, both ancient and modern, with the age of connectivity. What you create is up to you- but you have to come ready to think outside the box.

Prozdor Teen Service Corps
SJ 400
Leah Goldstein

Episodic volunteering is a wonderful expression of Tikun Olam--but paired with weekly learning to frame the volunteering makes it become so much more. With the double-period lab time set aside for learning and action, you will be able to travel to volunteer sites at least once a month, while also going deep with learning and reflection. You will be connected to a wide variety of volunteer opportunities at different organizations around the greater Boston area, including Family Table (at JF&CS), Shabbat dinners for the
elderly, and many more. This is a new and unique opportunity for students and will allow them to be a part of a first-ever cohort of teen service fellows trained by Prozdor.

**Language Lab: Double-period Hebrew**

**Faculty**

Please see the Hebrew program summary on page 7 for more information on Hebrew. Students will be assigned a section based on their performance on the Hebrew placement test.

**Gateways**
**SJ 410-02**
**Mia Hyman**

Prozdor students in grades 10-12 volunteer to support students in the Gateways Sunday Program as one-to-one aides or classroom assistants. Teens receive weekly training and support throughout their experience from on-site special education teachers and administrators. The teen training focuses on specific special education strategies that support student learning and includes the fundamentals of Applied Behavior Analysis, Structured Teaching, and Social Stories. Additionally, volunteers receive “on the job” support from the classroom teacher, from the Volunteer Coordinator, and from the Program Director. These experienced staff members support and guide volunteers in helping the students be their most successful. *(You must apply and be selected as a teen volunteer by Gateways to be enrolled in this full-year course.)*

**Studio Art: An Investigatory Art Lab**
**ART 400**
**Max Werber**

For those willing to delve deeply into the nature of art materials and the visual effects caused by their manipulation, this course allows you (and even pushes you) to take the next step in your investigation of what happens when art materials are manipulated and worked with in a vigorous manner.

For example:
- **Crawl**: designs formed by the rejection of paint by an incompatible surface.
- **Splash**: designs formed by vigorous impact and gravity.
- **Flowers**: patterns formed by drops of pigment on a coated surface.
- **Cracks**: crackle patterns formed by layers of material in tension.
- **Trees**: branch formations formed by the movement of pigments and liquids.

These “chance aesthetics” which create random patterns are only the first step in the creative process for this course. This course asks you to take the next step: the conscious control and manipulation of the drips, drops, folds, wrinkles, cracks and crackle you create. You will be asked to bring your projects to a finished state. It is expected that you will be ready, willing and able to work on creating art for a good hour plus. If you are willing to take chances and create finished pieces then you can be successful in this art lab.
Period 1
(9:30-10:15 am)

Klezmer Band
MUSIC 330
Glenn Dickson

One of the most exciting art electives for our Prozdor musicians is the extraordinary Klezmer Band. This is an authentic Klezmer band and plays the vibrant music of Eastern European Jewish origin. Open to all students who play band or orchestra instruments including woodwinds, brass, strings, guitar, bass and piano. We especially need low brass, bass and drums, but all are welcome. Ability to read music on your instrument is important.

Did We Ever Truly Leave Egypt?
HIST 224
David Ehrenkranz

We will discuss and analyze what it was like to live in a foreign country with a fascistic dictator who essentially built a wall to keep immigrants from coming in and the natives from leaving. We will try to get a sense of how Jews interact with a government that is wary of us, hates us, but doesn't want us to leave.

Two Rabbis, Three (Or More) Opinions: Selections in Masechet Berakhot
JT 256
Ben Einsidler

Berakhot is the first tractate of the Talmud, and one of the most widely-studied texts when one begins to study Talmud in-depth. The topics covered in this tractate range from when and how to correctly say the Shema to which blessings to say for which foods to how to properly make havdalah, to a wide range of other topics. In this class we will study selections from this wonderful tractate (both Mishna and Gemara) individually, with hevrutot, and as a group.

From Borscht Belt to Broadway: How Popular Culture Reflects the American Jewish Experience
HIST 270
Norm Finkelstein

How did Jews become so visible in the worlds of literature, entertainment and media? We began the twentieth century as learners of American culture and here we are in the twenty-first as its leading creators. “Return with us now to those thrilling days of yesterday” as we explore the development of modern Jewish life through the lens of American popular culture. We will take a journey from Irving Berlin to Jerry Seinfeld and “Yid’l Mit ‘n Fiddle” to “Fiddler on the Roof.” Together, through music, theater, film, radio and television, we will discover a different way of looking at over a century of the Jewish American experience.
Is Life Meaningless: Ecclesiastes and Existentialism
BIBLE 312
Matthew Lowe

Learn about Kohelet, a biblical book sharing the wisdom of a very old and crotchety "King Solomon." We will read this book and explore some philosophical/emotional themes, including: life, death, time, happiness, anxiety, purpose, absurdity, and wisdom.

Bam! Pow! Holy Hebrews, Batman! Jewish Influence in Comics
HIST 351
Daniel Parmer

This course examines Jewish influence in the comic book industry and explores how the development of this medium is intertwined with American history and culture. From Superman to Maus, Jewish characters, themes, and values are embedded in comic narratives. We will discuss why Jews have been so prominent in creating and shaping the super-hero, and look at how comics have morphed as American Jews became integrated in American culture.

Period 2
(10:20-11:05 am)

Why Can't I Enjoy This Cheeseburger?
JT 278
David Ehrenkranz

In this course, we will study the underlying rules (social, religious, spiritual, etc.) regarding the concept of keeping kosher. Students will discover that it is not an esoteric command. Furthermore, each student will understand it is a relatively easy mitzvah to follow.

Not Just Woody Allen: A Crash Course in Text-based Jewish Humor
HIST 198
Ben Einsidler

Not simply reserved for holidays such as Purim, Judaism has engendered its own genre of humor that has become a part of the American cultural landscape. Humor and comedy in Jewish text actually dates back to the time of the Talmud. In this class we will look at examples of religious and secular humorous texts and examine the relationship between humor and Judaism. We will consider age-appropriate texts and examine how Jews, both in America and elsewhere, have come to define their own space in the world of comedy.
Arabic for Beginners
ARB 101-02
Faculty

In this course we will study the sound and writing systems of modern standard Arabic language. We will focus on vocabulary of everyday life to develop basic interaction and communication using the language. You will develop basic competence in the grammatical structure of the Arabic language. The course will include in-class activities, classroom interaction, and some out-of-classroom assignments.

Redt Mit Mir Yiddish! (Speak Yiddish with Me!)
YIDSH 101-02
Faculty

Yiddish was the language spoken by the majority of Ashkenazi Jews for about a thousand years. An estimated 40,000 books have been published in Yiddish, yet today, the vast majority of American Ashkenazi Jews only know a handful of Yiddish words -- mostly words that have made it into the English language, such as shmoze, schlep, and mensch. How did the Yiddish language arise and how did it recede? What literary, historical, and cultural treasures does the Yiddish language unlock? Is the Yiddish language relevant and useful today, and if so, how? If you want to explore these questions and get your feet wet with the study of the Yiddish language (and if you want to learn a bunch of Yiddish songs!), then this class is for you. Can't wait to redn Yiddish mit aykh!

Rough, Tough, and Unorthodox: The Jewish Gangster in America
HIST 173
Norm Finkelstein

In the early twentieth-century, no group provided more shame to Jewish Americans than headline-grabbing gangsters such as “Mother” Frederika Mandelbaum, “Bugsy” Siegel, “Dutch” Schultz and the Purple Gang. Jewish gangsters came out of the crowded immigrant ghettos of America’s largest cities. At a time when Jews faced discrimination in employment, a few turned to crime as a way to succeed in America. Many began their careers as juvenile delinquents. They were not nice people yet during the rise of Nazism in the 1930s and when Israel was fighting for independence in the 1940s, they were powerful defenders of the Jewish people. Their time of infamy did not last long and their children never followed them into lives of crime. In this course we will analyze the short yet turbulent era of the Jewish gangster in America through contemporary news accounts, memoirs and films. As Meyer Lansky is purported to have said – and as repeated in The Godfather, Part II - “We are larger than U.S. Steel!”

Be More Awesome
JT 300
Matthew Lowe

Would you like to become a better person? Would you like a chance to become more emotionally wise, relationally skilled, and even spiritually attuned? Join this expedition to learn about Mussar, the Jewish movement of spiritual self-improvement, through discussions, games, meditations, social interventions.
Contemporary Issues in Jewish Studies
HIST 310
Daniel Parmer

Each week we will cover a topic that is being researched, debated, and impacted in the American Jewish community. We'll cover everything from Jewish education and Israel, to marriage and raising children. No topic is off topic. We'll read real research that has been published by some of the top scholars in the field and we'll talk about what it all means for you. Yes, you!

Period 3
(11:55-12:40 pm)

Sex, Drugs and Rock N Roll
JT 286
David Ehrenkranz

This course will offer a variety of analyses of modern society from a religious perspective that is constantly evolving. A few of the topics we will cover will be modern music, illegal and legal drugs, and the overall sexual mores of modern society.

Arabic for Beginners
ARB 101-03
Faculty

In this course we will study the sound and writing systems of modern standard Arabic language. We will focus on vocabulary of everyday life to develop basic interaction and communication using the language. You will develop basic competence in the grammatical structure of the Arabic language. The course will include in-class activities, classroom interaction, and some out-of-classroom assignments.

Redt Mit Mir Yiddish! (Speak Yiddish with Me!)
YIDSH 101-03
Faculty

Yiddish was the language spoken by the majority of Ashkenazi Jews for about a thousand years. An estimated 40,000 books have been published in Yiddish, yet today, the vast majority of American Ashkenazi Jews only know a handful of Yiddish words -- mostly words that have made it into the English language, such as shmooze, schlep, and mensch. How did the Yiddish language arise and how did it recede? What literary, historical, and cultural treasures does the Yiddish language unlock? Is the Yiddish language relevant and useful today, and if so, how? If you want to explore these questions and get your feet wet with the study of the Yiddish language (and if you want to learn a bunch of Yiddish songs!), then this class is for you. Can't wait to redn Yiddish mit aykh!
Invisible in History: Jews in Colonial & Revolutionary America
HIST 121
Norm Finkelstein

Why was America different for Jews right from the beginning? Jews are often “written out” of American history textbooks. Yet, we have played active roles in every period of American life. The Colonial and Revolutionary periods provide an exciting backdrop for examining Jewish life in an emerging country. In this course we will examine primary source documents, letters and memoirs to help us discover an era in Jewish history that often goes unnoticed. It was a time when Jewish religious, cultural and social institutions developed in America. The lives of Colonial and Revolutionary era Jews were interesting and varied. Understanding who they were and how they lived adds a new dimension to our understanding of American history.

Shmoozin for Jews - Productive Arguments
JT 236
Matthew Lowe

This class will include a grab-bag of topics in Jewish philosophy including: politics, feminism, pluralism, science, theology, and more. The goal of each class will be to have lively, friendly, and productive conversations in which all parties are changed for the better.

We'll Call You, Maybe: Survey Research in the American Jewish Community
STEM 360
Daniel Parmer

Surveys are a useful tool to inform us about the attitudes, behaviors, and opinions of society. For the American Jewish community, surveys help us know who we are, our attitudes about religion, Israel, marriage, and almost anything else you can think of! But there's more to survey research than just asking questions. In this class, you will work with a professional researcher to understand the methodology, design, and implementation of surveys. Students will learn basic statistical analysis to make sense of data collection. The majority of the course will be spent designing, implementing, and analyzing a survey of their peers at Prozdor.

Campaign 2016: The Home Stretch
GOVT 324
Charlie Radin

This is a current events discussion class dedicated exclusively to the US presidential campaign, which will conclude during the fall 2016 semester. We will follow the race week by week until the vote is taken, analyze the results, and discuss the new president’s plans for the inauguration and first 100 days. After the campaign, we also will look at the roles that Jews played in the electoral process. Participants will receive selected media reports during the week to provide background for the coming Sunday’s discussion, and will be encouraged to circulate to the group information they find themselves. Students
will have the opportunity to select the focus of each week's discussion. The instructor, a veteran journalist, covered the McCain campaign in 2000.

**Period 4**
*(12:45-1:30 pm)*

**Rabbi E's Hero, Rabbi Joseph B. Soloveichick**

*JT 304*

David Ehrenkranz

In this course, we will analyze and discuss the thought of Rabbi Joseph B. Soloveichick, Rabbi E's educational and religious and ethical role model. If you want to see how and why Rabbi E. operates, sign up for this class and gain a better understanding of how a modern orthodox rabbi interacts with this ever changing world.

**Who Are They: Unsung Heroes of American Jewish History**

*HIST 152*

Norm Finkelstein

Why are Jewish personalities often missing from our school history books? In every generation, individual American Jewish men and women have risen to hero status only to be largely forgotten by succeeding generations. These were strong, daring individuals who played important roles in American history. Yet, no one remembers their names. Who were Clara Lemlich, Stephen S. Wise, Charles A. Levine and Eddie Jacobson and what made their contributions so important? In this course we will explore the lives and actions of these heroes, and others, in light of the times in which they lived and their extraordinary accomplishments.

**Don't Stop Believing**

*JT 392*

Matthew Lowe

In this course, we will study and discuss traditional responses to having a problem with God. Puzzled by God? So was Abraham! Angry at God? So was Job! Think God is either evil or nonexistent? Join the club - and discuss. (Please note: this class is identical to Theology for Skeptics, Part II and Recovering Tradition.)

**All in the (Jewish) Family: Explorations of Life, Love, and Loss in the American Jewish Family**

*HIST 255*

Daniel Parmer

Being a teen in America is hard. Juggling classes, homework, testing, friends, sports, clubs, testing, romantic interests, more testing...well, you get the picture. But imagine arriving on the docks of New York with nothing in your pockets, not knowing English, and not knowing anyone in the city. Where would you live? Work? Well, at least there's no tests to take! Imagine what it would be like to marry and
start a family at the age of 20, or to be considered "dead" to your family because you married someone who is not Jewish, or to lie about your age to serve in the military at age 17 (and face discrimination because you're still a Jew)? These experiences seem far removed from our own, yet they make up our shared history. Come explore what life was like for Jews and Jewish families in America through a variety of vignettes and historical readings.

Krav Maga
ISR 290
Yigal Pe’eri
Krav Maga is the Israeli self-defense method designed for face to face combat. We learn how to react to an attack while using the aggressor energy and power against him. Mostly we will train our brain in staying calm to stay calm in emergency situations.

The Middle East: Even Those Who Know the History Repeat It
HIST 355
Charlie Radin

This course traces the rise and fall of the great empires from prehistoric to modern times. There will be an extensive use of maps and a particular effort to relate history to geography and to contemporary events in Iran, Iraq, Israel, Egypt, Lebanon and other countries. Units include: prehistory, Greek/Roman times, the rise of Islam, origin and development of the Ottoman Empire, the gunpowder empires, ethnicities of the region (particularly Kurds, Shi’ites, Alawites and Druze), the Age of Imperialism, the aftermath of World War I and the aftermath of World War II.
Sofit: 12th Grade at Prozdor

12th graders at Prozdor may elect any of the following options to fulfill their 12th grade requirement for graduation. The 2016-17 year will be the final year that 12th grade will be optional.

1. Continuing coursework
   Students may elect to enroll in the regular Sunday program for 2 or 4 hours per week.

2. Gateways volunteering
   Students may elect to enroll in Gateways for credit through Prozdor.

3. Senior Research Seminar
   This capstone experience for 12th graders is a year-long research project with monthly sessions on Sunday afternoons in the fall and an independent work with an advisor in the spring. Upon successful completion of the research project, overseen by Daniel Parmer, students will receive one college credit.

Essential questions and research projects in the past have included:

How is journalism and mass media from the Middle East received and analyzed by American Jews?
*Student is taking parallel stories from news sources in Israel, the UK, and the US and asking subjects to read, and interpret the news based on those three differing sources.*

How do parent attitudes influence going to Minyan and laying tefillin for Jewish teens?
*Student is interviewing students at various area synagogues to understand how their parents relate to Jewish practice, and whether or not that influences their practice.*

What is the role of Holocaust survivors’ stories in the understanding of Jewish identity for middle school students?
*This student is teaching a class to middle schoolers in the Makor program that incorporates the arts, stories of the Shoah, and identity to explore what it means to be a Jew.*

Why do Jewish teens come to Prozdor?
*Student surveyed the entire Prozdor student body, and is following up with more in depth interviews, to understand the factors that impact participation in Prozdor.*

What is the role of Judaism in Special Education programs like Gateways?
*Student is conducting interviews to explore what it means to infuse a special education program with Judaism for young people.*

Do people from different generations interpret “Jewish images” in different ways?
*Student is using their own photography in interviews with Jews of different ages to try and understand how they relate images of different Jewish objects or moments to religion, culture, or politics.*

Do parents’ reasoning for sending their child to Hebrew school impact their child’s feelings about attending?
*Student is surveying families at their synagogues to see if there is a link between parental attitudes about Hebrew School and their child’s attitudes.*

Do Jewish values impact the way that young Jews see pre-natal genetic testing?
*This student is doing a wide survey of Jews in their 20s and 30s to see if they are impacted by Jewish values in the way they view testing for genetic diseases common to their ethnic group.*
Leadership and Community Engagement Programs

Jewish Teen Foundation of Greater Boston

Thanks to a generous incubator grant from Laura Lauder and the Maimonides Fund, we are excited to be partnering with Gann Academy in the second year of the Jewish Teen Foundation of Greater Boston (JTFGB) in 2016-17.

In the pilot year of 2015-16, the two boards raised over $33,000 from more than 440 unique donors, and distributed six grants to Boston area non-profits working to eradicate hunger and provide access to education for the disadvantaged.

This project, funded by Laura Lauder and the Maimonides Fund, brings the success and impact of Jewish teen philanthropy programs across North America into cities around the world. Teens engage in a group grant-making process guided by Jewish values and have opportunities to gain new leadership skills while employing the principles of strategic philanthropy. The JTFGB program focuses on launching teen foundations in community organizations, such as federations and community foundations, which allow for building pluralistic and diverse teen boards.

Our teens benefit from partnership in development and implementation of their programs, along with coaching on opportunities for scaling and growth. They receive leadership and guidance from a curricular framework for the teen foundation board, from orientation and mission statement development to fundraising and learning about nonprofit operations, proposal review and site visits, and ultimately a consensus-based allocations process.

Applications for the 2016-17 cohort opened in April of 2016 and will be accepted on a rolling basis throughout the spring and summer. Please contact Leah Goldstein at lgoldstein@hebrewcollege.edu for more information or to nominate an exceptional teen.

Gateways Volunteering

The Gateways Sunday Program offers a thematic Jewish education curriculum to students ages 5-18 who benefit from highly structured programming, individualized attention and small class sizes. Special education teachers utilize visual supports and differentiated instruction to present a multisensory curriculum that includes Jewish holidays, Torah stories, and Hebrew, as well as Jewish culture and traditions. Creative arts and music are included each week. All students receive one-to-one support from teen aides who receive weekly training in working with children with special needs. Each year, between 20-30 Prozdor students dedicate two hours of their Sunday morning to volunteering at the Sunday Program.
Classes take place on Sundays from 9:30 to 11:00 a.m. and from noon to 1:30 p.m., depending on class assignment. All classes take place at 60 Stein Circle in Newton (Solomon Schechter Day School, Lower School).

All Prozdor students who wish to volunteer as Gateways aides must take the preparatory course. This course will be open to both 8th and 9th grade students each semester.

The Gateways application process is facilitated through the Gateways office. If a Prozdor student is accepted to participate in Gateways, they will receive two hours of course credit for their work there. There are busses to and from Solomon Schechter for all Prozdor students who volunteer with Gateways.

The Hevruta Gap Year Program

The Hevruta Partnership in Global Jewish Learning and Leadership, a collaboration of the Shalom Hartman Institute and Hebrew College, is the first fully-integrated and balanced gap-year program for North American and Israeli student leaders from a diverse range of Jewish backgrounds and perspectives. Hevruta invites young men and women from throughout Israel and North America, those with religious or secular backgrounds, to participate in the program.

This exciting and dynamic learning opportunity addresses both Israeli and North American cultures and contexts as compelling centers of contemporary Jewish leadership and discovery.

Over the course of their 10-month experience, Hevruta participants engage in rigorous inquiry and text study, while taking advantage of Jerusalem’s rich intellectual and spiritual resources.

After completing the program, Hevruta alumni are well-positioned to use their influential voices to shape the Jewish people’s most important conversations and communal decisions.

Following a pilot year in 2014-15 with 28 participants from Israel and North America, Hevruta had a fully-populated 40-student cohort in 2015-16 and will be at capacity again in 2016-17.
Faculty and Staff Biographies

Adva Alpert joined the Hebrew College and Prozdor faculty in 2003 as a Modern Hebrew teacher for Prozdor and Ulpan. Born in Jerusalem, Adva has taught Hebrew at many different levels within many different curriculums for more than 15 years, both in Jerusalem and in the Boston area. She holds a bachelor’s degree from the Hebrew University and a teaching certificate from David Yallin, Jerusalem. Additionally, she attended post graduate classes in psychology, education and Hebrew as a second language from Boston University, Lesley and The Hebrew College. Adva is currently teaching Hebrew Online and Prozdor (Hebrew College).

Mira Angrist has extensive experience teaching Hebrew, mentoring and providing professional development workshops for Hebrew teachers. In addition to her work at Makor and Prozdor, she is a full time Hebrew instructor and the head of the Hebrew program at Boston University. Mira has presented in national conferences and has been involved in developing Hebrew curriculum both for Jewish day schools, supplementary schools and higher education settings. Mira's main interests in Hebrew education are: assessment of students' language abilities, integration of technology in Hebrew education and modalities in professional development. Mira enjoys traveling and the art of Mosaics.

Rachel Arcus-Goldberg is the Dean of the 9th Grade at Gann Academy in Waltham. She has been dancing and performing Israeli Dance for 32 years and teaching for 23 years. Most recently, she has been teaching repertoire and performance Israeli Dance classes at Gann Academy, training the oldest campers to teach Israeli Dance at Camp Ramah in New England, running the Israeli Dance program at Temple Emanuel in Newton - including organizing their after-school performance groups Sucaria and Katzefet and organizing their end of year Zimkudiya. Rachel is excited to return to teaching Israeli Dance at Prozdor after a 10 year hiatus.

Limor Cohen-Melul has been involved in Hebrew language and Jewish education for the last 23 years in various settings; as a home teacher, a teachers’ coordinator in Israel, Rosh Ivrit in a different Jewish overnight camps, a freelance writer at Israeli newspaper Children Magazines, a student mentor at Brandeis University, and currently as a specialist teacher for Judaic and Hebrew studies in Maimonides school. She came to the US 14 years ago as a שליחת (ambassador) of the Jewish Agency to work in the Maimonides school, Brookline.

Dan Brosgol is the Director of Prozdor. He holds a BA in Politics from Brandeis University and both a certificate in Jewish Day School Education and an MA in Jewish Education from Hebrew College. Dan is also pursuing a doctorate in Education at Northeastern University. He is an avid runner and Boston sports fan, and lives in Bedford, where he is serving a three-year term on School Committee, with his wife and five children.

Glenn Dickson, renowned clarinetist and bandleader of the traditional klezmer band Shirim Klezmer Orchestra and the klezmer-rock band Naftule’s Dream, has recorded 11 CDs with his bands, including a
collaboration with Maurice Sendak, “Pincus and the Pig” and the “Klezmer Nutcracker.” He has toured Europe and North America playing everywhere from bars and bowling alleys to the Berlin Jazz Festival and with the Philly Pops. His websites are www.shirim.com and www.naftulesdream.com.

Rabbi David Ehrenkranz ("Rabbi E") will be starting his seventeenth year at Prozdor. He received his rabbinical ordination from Yeshiva University in 1993 and a master's degree in English literature (Renaissance) from City University of New York Graduate Center in 1996. Rabbi Ehrenkranz is in the Who’s Who of American High School Teachers (1998–1999). Orthodox rabbinical advisor at Brandeis University from 1998 to 2000, Limudei Kodesh faculty at Maimonides High School (since 1996) in Brookline and participant in the innovative teacher training/mentor program under the auspices of the Rabbi Joseph B. Soloveitchik Institute, Rabbi Ehrenkranz also taught for the Ma'ayan Women’s Institute and was an active participant in Unity Shabbaton for the Rabbinical Council of America. Rabbi Ehrenkranz received the BJE Keter Torah Award for his contribution to Jewish education in the Boston area.

Ben Einsidler is an active member and educator at Temple Emunah in Lexington, MA. He holds a B.A. in Spanish and International Relations from Salisbury University, and is currently enrolled in the dual MJEd/MAJS graduate program at Hebrew College. He is the Campus Coordinator for CAMERA (Committee for Accuracy in Middle East Reporting in America).

Norman Finkelstein enters his thirty-fourth year of teaching at Prozdor, where he was a student over fifty years ago. He holds undergraduate and graduate degrees from both Hebrew College and Boston University and recently retired as a librarian in the Brookline Public Schools. Mr. Finkelstein is the author of 18 nonfiction books on history and biography, several of which are used in the history courses he teaches at Prozdor. He is the recipient of a number of prestigious writing and teaching awards, including two National Jewish Book Awards, the Golden Kite Honor Award for Nonfiction and Hebrew College’s Louis Hillson Memorial Award.

Revital Ganzi teaches Hebrew at several Greater Boston institutions and organizations, including the Jewish Community Day School, Merkaz Ivri and Ulpan at Hebrew College. She formerly served as an immigration officer in the Israeli Defense Forces, where she specialized in teaching Hebrew to new immigrants and introducing them to Israeli culture. Ganzi has also taught Hebrew at the University of Tennessee, the Knoxville Jewish Day School, Heska Amuna Synagogue and at Temple Beth El, all in Knoxville, TN. She is a graduate of the College of Management in Israel and holds a Master of Arts in Teaching from Brandeis University. In her free time, Revital enjoys traveling. She enjoys seeing new places and exploring New England. But more than anything else, she loves relaxing on the beaches of her home town, Tel Aviv.

Leah Goldstein is the Associate Director of Prozdor and Program Coordinator for the Jewish Teen Foundation of Greater Boston. A native of Austin, Texas, Leah brings a passion for Judaism and a unique Texas flair to our team. Prior to coming to Prozdor, Leah served as the New England Coordinator for Gift of Life and interned at CJP, Mayyim Hayyim Living Waters Community Mikveh and Education Center, and the Jewish National Fund. Leah lives in Brookline and is a master of crafting.
**Jason Happel** is a teacher and lawyer in the Boston area. He is a mock trial coach and judge for high school and college competitions, and has taught comparative law, political philosophy, and classics in various settings. He currently studies how legal analysis can be enlightened by literary imagination and classical ethics.

**Mor-Li Hartman** is a loving mom to three children, ages 21, 16, and 8 years old, and when not teaching Hebrew is a scientist working on studying obesity and Type 2 Diabetes. Mor-Li has a PhD from Tel Aviv University. She worked in the past with children in different educational programs and loves to teach Hebrew. She has worked in Prozdor and Makor since 2007. In her free time she loves to visit the Museum of Fine Arts, read books, and take walks in nature.

**Matthew Lowe** completed the Master of Theological Studies program at Harvard Divinity School in 2009, and has since gone on to become a public school Health teacher. Matthew is ready and willing to talk about God (or the absence thereof), wisdom, health, or relationships at any hour of the day or night. He also enjoys reading, music, cartoons, and hula-hooping.

**Daniel Parmer** is a perpetual student, entering his 26th year of school. When not doing homework, he is changing diapers (two kids!), cooking, and watching YouTube clips of llamas screaming. If Daniel could be anything he wanted, he would have a job as a procrastinator. Since people don’t get paid for that, he instead decided to be a researcher of American Jewry at the Cohen Center for Modern Jewish Studies at Brandeis University. Currently, he is getting his PhD in Social Policy at Brandeis University. Daniel is married, lives in Belmont, and does his part in saving the earth by riding his bike to school.

**Rivka Pe’eri** was born and brought up in Israel. Rivka has an extensive experience as a Jewish educator in various settings. She holds a Bachelor’s Degree in Sociology and Anthropology from Tel-Aviv University, as well as many academic courses in Teaching and Education. Gaining these tools, allowed her to be a teacher of Judaic Studies and Arts in King David High School in Liverpool England, (where she also established and lead a thriving Jewish youth movement HaNoar HaZioni). In Israel, while managing the family business she was also active teaching Judaic Art classes in several community centers. In 1995 she arrived in Pittsburgh, PA where she taught Hebrew, Judaic studies and Arts at the Jewish Education Institute (day school), The Chabad school and the JCC. Since her arrival to the North Shore in 2000, she has been teaching at The Cohen Hillel Academy, Hebrew College – Prozdor, North shore Hebrew school and served within the Jewish Inspirational Teaching as the Instructor for "Fun with Holiday Art". Rivka lives in Swampscott with her husband, Yigal. She’s a mother of two: son Shachack UNH professor (geophysics) and daughter Inbal, a biologist in Israel. In her "spare time" she enjoys the arts and her 4 grandsons.

**Yigal M. Pe’eri**, was born and brought up in Israel. Inspired by Frost’s *The Road Not Taken*, he devoted his career to both the business world and education. On the business path he served as President and VP Marketing & Sales of various government, banking, HiTech and paper companies. On the educational side, Yigal was the Executive Director of several community centers as well as the Israeli Representative to Liverpool (UK) and Pittsburgh. Yigal has taught Hebrew to young and adults, run workshops on strategic planning, negotiation, leadership, “Management The Samurai Way”, “Israel: The country, its people and culture” and the Israeli-Arab conflict. Yigal is also a certified and experienced instructor of
GoJuRiu Karate (2nd Dan), Judo (4th Dan) and TaiChi. Yigal loves his family, flying single-engine aircraft, classical music and study of religions.

**Allison Poirier** is starting her third year of rabbinical school at Hebrew College. She is a 2013 graduate of both Barnard College of Columbia University and the Albert A. List College of the Jewish Theological Seminary, with majors in Religion and Talmud. Most recently, Allison spent two years working as an Education Fellow at the Institute of Southern Jewish Life, supporting Jewish educators all across the South. She loves to hike, read, and travel, and is also an avid Boston sports fan. Allison is a proud 2008 graduate of Prozdor.

**Charles Radin**, a journalist for the Boston Globe from 1974-2007, covered the fall of various communisms, the Balkan wars and conflicts in Africa in the 1980s and 1990s. He was Tokyo Bureau chief of The Globe from 1993-1996, and Middle East Bureau chief from 2001-2005, reporting on the nuclear standoff with North Korea, the emergence of China as an economic superpower, the second intifada, the invasion of Iraq and the 2006 Israeli-Lebanese war. He received the Freedom of the Press Award from the National Press Club (1989), the Pass Award from the National Council on Crime and Delinquency (1998) and the American Academy of Religion prize for writing on religion (2006). He is currently director of publications and public information at the National Bureau of Economic Research in Cambridge.

**Esther Shorr** is a senior lecturer in the Hebrew program since 1986. She has taught and developed a variety of Hebrew courses specializing in beginning and intermediate levels. She also worked with the “Delet” program at Brandeis as a field instructor and mentors coordinator. For 12 years Shorr taught Hebrew at the Brandeis Hebrew Language Summer Institute and lectured on the development of the Israeli folk songs. Since the summer of 2008 Esther Shorr has been teaching Hebrew and Israeli songs at the Middlebury School of Languages at Middlebury College in Middlebury, Vermont. Shorr, along with her colleagues, published "Brandeis Modern Hebrew," which has instantly become the standard college Hebrew textbook in America. She is also the co-author of "Brandeis Modern Hebrew - Intermediate to Advanced," which was released in pilot edition in July 2013.

**Max Werber** earned his degree in fine arts from Bezalel Academy of Art and Design at Hebrew University in Jerusalem. He lived in Jerusalem for ten years, where he exhibited sculptures and paintings at the Israel Museum of Jerusalem as well as the Tel Aviv Museum of Art. During that time, he owned and operated an art supply import business. He was also a soldier in the anti-aircraft unit of the Israeli Air Force. Max returned to the United States and worked in sales and in management training. He and his family moved back to Maccabim, Israel for two years, where he became a certified Israel tour guide at Hebrew Union College. He also taught English as a second language to both children and adults. Max, his wife Renee, and their three daughters live in Sharon. Max enjoys biking, swimming, hiking, as well as reading and translating Hebrew biblical commentary into English.
Appendix
All Course Offerings and Projected Offerings, 2013-2018

Performing Arts and Theater
Foundations in Jewish Performing Arts
Jewish American Drama and the Jewish Experience
The Diary of Anne Frank: The Script, the Graphic Novel, the Book
Jewish Readers' Theatre: Fiddler on the Roof
Oral Interpretation of Jewish Literature
Stories of the Holocaust through Music and Story
Playwriting
Behind the Curtain: Theatre Production and Design
Reflections of Jewish Society on Stage, Film, and Television
Holocaust in Theater
History of Jewish and Yiddish Theater
American Jewish Theatre
Jews and Musical Theatre in America

Music
Music in Israel
Cantillation (Torah Trope)
A Capella
JewbiGLEE
Jewish Songwriting
Songleading Techniques
Klezmer Band / Advanced Klezmer

Dance
Israeli Dance for Non-Dancers
Nilhav Dance Troupe
Dance Choreography
Modern Dance
Dance on Broadway
Torah Yoga

Visual Arts
The History of Art
Diversified Palette: Multiple Art Techniques
Art and the Big Bang
The Jewish-American Experience through the Graphic Novel
Jewish Influence in Comics
Kabbalah and Art
Illuminated Manuscripts
Everything is Illuminated

Art and Mysticism
Basics of Photography
Photography and Identity
Portfolio Development
Jewish Paper Cutting
Calligraphy
Graphic Design
Collage and Decoupage
Sketching and Pencil Drawing
Textiles
Mosaics

Science, STEM, Mathematics, Physics, Chemistry, Biology, Astronomy, Psychology
Science and Judaism
Einstein
Bioethics
Genesis and the Big Bang
Computer programming
Jewish Architecture
The Design and Geometry of Sacred Spaces
Model Design
The Human Genome and Life on the Edge
We'll Call You, Maybe: Survey Research in the American Jewish Community
Natural Resources, Ecology, and the Sun- Case Studies in Israeli Science, Innovation, and Discovery
Einstein’s Dreams
The Beginning of Time, Part One
Intergalactic Judaism

Bible and Rabbinics
Biblical Literacy
Biblical History
Torah and Prophets
Is this Why We Left Egypt?
Exile and Return
Kings I & Kings II
Bad Men
The Book of Judges
Genesis
The Book of Numbers: Why Did We Wander for So Long
Deutero-Isaiah
Life is Meaningless: Wisdom from Kohelet
The Book of Daniel: Dreams, Magic, and the End of the World
Ancient Dreams
Prophecy, Magic and Witchcraft in Biblical Times
The Unfamiliar Megillot: Shir haShirim, Kohelet, Eicha
The Books of Samuel
The Documentary Hypothesis
Rashi and Rambam
Bible and Current Events
Tales of Love and War: Ancient Mythology
Performing Magic: Cult and Ritual in the Bible
Violence and Redemption
The Real Housewives of the Bible
Everything is Illuminated
The Apocrypha
Biblical Hebrew (taught in Hebrew)
Tanakh b’Ivrit (taught in Hebrew)
Intro to Rabbinic Literature
Great Commentators
Meeting the Mishna: Reading Rabbinic Texts
Pirke Avot
Shulchan Aruch
Meet the Rambam
Daf Yomi
For the Sake of Argument: Debates of the Rabbis
The Limitations of Honoring Your Parents: When Not to Listen to Them
Ethics and Values
Times and Values: An Exploration
Jewish Thought in the 20th century: Four Important Philosophers
Tefilah
Praying for the Perplexed
Everything You Wanted to know about Shabbat but were Afraid to Ask

Israel
The History of Israel and Zionism (foundation course)
American and Israeli history (foundation course)
Israel Advocacy
Krav Maga
Making the Case for Israel: Web 3.0 and the Future of the Jewish State
Israeli Geography
Boston-Haifa Projects
The Hi-Bo Online Radio Station
Social Justice Leadership in Israel and America

Popular Israeli Music
The History of Israel Through Music
Moving Pictures: Israeli Cinema
Paint the Town Blue and White - Israeli Visual Arts
Israel Current Events
The Prozdor Israel Report
Model Knesset
Shaping Israel’s Military: The Story of Two Generals – Marcus and Sharon
Do the Jews Need a State? An Exploration of Zionist Ideas
Natural Resources, Ecology, and the Sun: Case Studies in Israeli Science, Innovation, and Discovery

Social Justice
American Jewish Social Justice History (foundation course)
Contemporary Issues in Tikun Olam (foundation course)
Judaism and Sustainability
Food for Thought
Food Justice
Granola and Gemara: Judaism and Environmentalism
Urban Gardening
Adamah v’Adam (Earth and Humanity): Ecological and Social Health in America
Principles of Community Organizing
You Gotta Fight for your Right: Jews in Action
Advocacy and Social Justice in the Digital Age
Race, America, and the Jews
TELEM: Hunger & Homelessness
Literacy Volunteering
Leadership and Social Justice
Making a Difference in Your Community
Jews, Judaism, and Human Rights
Interfaith Studies
Beyond the Freedom Riders and Heschel
Collaboration and Covenant: Judaism and Religious/Political Polarization in America
How to Get Arrested: History of Jewish Civil Disobedience

Politics and Government
Politics and Jewish Political Thought
The American Jew in Democratic Society
The World in Real Time: Staying Informed
Tools for Knowledge and Advocacy: How to Lead
Gathering Intelligence and Making Informed Decisions

World Political Systems
Comparing Governments and Societies
And, if Elected... Jews in American Political Life
Jews and Revolutions
America and Israel in the Developing World
You Gotta Fight for your Right: Jews in Action
Model Knesset
Model UN
Conflict Resolution
The Prozdor Israel Report
Case studies in Israeli Law
Debate Midrash
Separation of Church and State in America
Your Ox Gored My Wookie: Legal Concepts in Judaism
The Halacha of Superheroes: Can a Superhero Transform on Shabbat?
Pluralism in Action
The Bible and Current Events

Jewish Thought
Jewish Philosophy
World Philosophy
Rabbinic philosophy
Is religion rational? Philosophy, science and ethics in the radical Judaism of Maimonides
How we explain the “Why” in Judaism
Classical Jewish Thought
A Reactionary and a Radical: the philosophy of Yehuda Halevi and Moses Maimonides
Jewish Thought in the 20th century: Four Important Philosophers
Does Judaism need to change? Two modern Jewish philosophers
Chasing Truth: Modern Jewish Thought & You
Times and Values - An Exploration
For the Sake of the Argument: Debates of the Rabbis
Do the Jews Need a State? An Exploration of Zionist Ideas
The Limitations of Honoring Your Parents: When not to listen to them.
Everything you wanted to know about Shabbat but were afraid to ask
Did God Really Do That? Problematic Biblical texts and modern morality
Sacred Mind and Body – Jewish Bioethics
Is it Ethical to Steal Second Base? Ethics and Sports

Comparative Religions
Piece by Piece

God and Philosophy
What is God?
Theology for Skeptics
Choose Your Own (Jewish Philosophical) Adventure
Challenging God and Religion
Ecclesiastes and Existentialism
The 613 Mitzvot - Their Origin and How They Change the World
Bioethics
Unorthodox Sexual Ethics
Sex, Sensuality, and Modesty in Rabbinic Thought
What Not to Wear
Virtual Minyanim and Skyped Shacharit: The Ethics of Online Judaism
Who Am I Really? Jewish Ideas about the Soul and the Self

History
From Sinai to Today
American Jewish History
The Ancient Near East
Biblical History
Medieval Jewish History
The Jewish Experience in the Islamic World
Jewish Pirates of the Caribbean
The Spanish Inquisition
Jews in Medieval Europe
The Jewish Enlightenment
Who We Are: The Shaping of Jewish Civilization
The Industrial Revolution and the Jews
Invisible in History: Jews in Colonial and Revolutionary America
Here Since 1654: American Jewish Myths and Realities
The Jews and the 20th Century
Safe and Afraid: American Jews during the Holocaust Era
Rough, Tough and Unorthodox: The Jewish Gangster in America
The Holocaust in Children’s Literature
Stories of the Holocaust through Music and Story
The Jews of Boston
The Jewish-American Experience through the Graphic Novel
The Holocaust and the United States (1933 to the present)
Friends Indeed: The Special Relationship Between the United States and Israel

Three Cases of Anti-Semitism: Dreyfus, Beilis and Frank
Trending Now
Beyond Anne Frank
The Jewish 1960s
Bagels and Donuts: Issues in Contemporary Jewish Life
And, if Elected... Jews in American Political Life
Jewish Life Around the World
Becoming Like Everyone Else: Jewish Assimilation in America
We'll Call You, Maybe: Survey Research in the American Jewish Community
From Sea to Shining Sea: Jewish Communities in the U.S.
Leadership track
Creating a Virtual Jewish Museum

Media and Design
Jewish Citizenship in the Digital World
Foundations of Writing
Web Design
What Would Google Do?
Web 2.0 and Beyond
The World in Real Time: Staying Informed
Writing Workshop- Children’s Literature
TEI- Teen Entrepreneur Incubator
Virtual Minyanim and Skyped Shacharit: The Ethics of Online Judaism
Movie Production
Filmmaking in the Digital Age
The Prozdor Israel Report
Advocacy and Social Justice in the Digital Age
The Hi-Bo Online Radio Station
Programming Code
Basics of Java
App Design
Play Your Way: Designing Expeditionary Learning through Technology