



“I never realized how important it was for me to have a Jewish community around me until I was given the privilege to be a part one.”

Adi Volosov, P' 18





December 6, 2018

Prozdor friends and families;

It gives us great pleasure to share Prozdor's Spring 2019 Program Guide with you. I know I speak for all of our faculty and staff when I thank you for your continued support of our program and our mission to provide meaningful, high-quality Jewish education for Jewish teens in Greater Boston and beyond.

It's been a remarkable fall semester here, and not just because the Red Sox won the World Series again. Our students have engaged in intense discussions with Charlie Radin about the midterm elections, grappled with anti-Semitism in both the Holocaust and today with Samantha Pickette, deconstructed machinery and technology with Max Werber and reassembled it with Jewish themes, looked back at the heady days of the Jewish 1960s with Daniel Parmer, learned about Jewish gangsters with Norm Finkelstein, and looked into details of halakha with Rabbi E. They have also studied Hebrew with our incredible faculty, volunteered for Gateways, and even taken a hard look at the metaphor and eschatology of The Book of Daniel with yours truly. There is always something new and different going on and I hope you have felt informed about the goings-on through our weekly newsletter.

As we position ourselves for the spring semester we are very proud of our new course offerings, including a handful of brand new ones that have never before been offered, and are already proud and melancholy about the impending graduation of our 12th graders on May 5. We also look forward to the visit of our friends from The Hebrew Reali School in Haifa from April 4-8 and are excited to host them and show them Jewish Boston as well.

Beyond that we are also in the planning stages for our February 2020 Israel trip, which will be offered in partnership with Temple Reyim and other local congregations, and are thrilled with all of the news out of the Jewish Teen Foundation of Greater Boston, which is about to kick off its 2019 fundraising campaign and allocate grants in the issue areas of immigration, child abuse, and climate change.

Our work is ongoing, never-ending, and exceptionally fulfilling, and we appreciate having you with us as we continue our work of making Jewish education a community priority in the age of Jewish engagement. As our associate director, Leah Goldstein, said at last year's graduation ceremony:

"Prozdor is a place to come and be you and discover who you can be, who you are, and who you will continue to be as a Jew. Each of you and your transformative Jewish experiences over the years is what makes this the ever-evolving institution a place that we all love."

Have a wonderful spring semester at Prozdor, and as always, please reach out to me at any time if you have any questions, comments, concerns... or even compliments!

B'shalom,

Dan Brosgol
Director of Prozdor



PROZDOR ACADEMIC CALENDAR 2018-2019

**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**

(Subject to change)

SEPTEMBER

Sunday classes 16, 23
JTFGB Fall Kick-Off September 23

OCTOBER

Sunday classes 14, 21, 28

NOVEMBER

Sunday classes 4, 18

DECEMBER

Sunday classes 2, 9, 16
Parents in Prozdor December 2

JANUARY

Sunday classes 6, 13, 27
Last day of First Semester January 13
First day of Spring Semester January 27

FEBRUARY

Sunday classes 3, 10

MARCH

Sunday classes 3, 10, 17, 24, 31

APRIL

Sunday classes 7, 28

MAY

Sunday classes 5, 12, 19
12th grade graduation May 5
JTFGB Grant Presentation May 30



The Academic Program

Prozdor is the central address for teen learning 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 of 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.

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 Nativ – 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 Nativ can be met with courses such as: Israeli Folk Dance, Klezmer, Political Cartooning, Biblical Themes in Reggae, Theater, Dramatic Scene Writing, Metallurgy, Gardening,

Sciences Nativ – 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 Nativ can be met with courses such as: Science and Judaism, Intergalactic Judaism, Science of Passover, Molecular Biochemistry, Game Theory, Technology, Innovations in Israel

Humanities Nativ – 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 Nativ 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 Nativ – 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), Linguistics, Language Arts.**

Batim

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

Graduation

Students who attend regularly and participate in courses in good standing will graduate with a Prozdor degree after completing 12th grade. Students must take **eight courses** in their nativ to graduate.



Hebrew Language at Prozdor

Prozdor's Hebrew language program is a longstanding tradition that dates back to the 1920s. Our curriculum is based on the proficiency approach to teaching Hebrew, a nationally-recognized pedagogy 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.



Period 1 (9:30-10:15am)

Creation, evolution, and the beginning of the universe

David Ehrenkranz

In this class we will explore and examine the beginning of the book of Genesis and the conflicts that arise within the narrative and scientific theory. We will discuss evolution and intelligent design as well as what the Torah is actually trying to teach us, specifically what role we are supposed to play in this world, and why God gave us the power to create as well.

Funny Jews: the shaping of American comedy

Norm Finkelstein

Just what is Jewish humor? Is it the nice-but-clueless-guy-making-his-way-in-the-world humor of Woody Allen or Jerry Seinfeld? Could it be the loveable character roles of Sid Caesar, the charming boyish humor of Adam Sandler, or the wacky-to-the-extreme humor Sacha Baron Cohen or Sarah Silverman? From the vaudeville stage and silent films, to radio and television, and up to the viral video of today, the small population of American Jews has always been a force in show business. Jewish comedians heavily influenced the entertainment industry in the twentieth and early twenty-first centuries and mirrored on-going American history. Let's go back in time and share some corny jokes together and meet classic celebrities ranging from George Jessel, the Three Stooges, and the Marx Brothers to Mel Brooks, Jon Stewart, and beyond.

Jews of Beantown: a historical tour of Boston's Jewish community

Daniel Parmer

Over the course of American history, Boston is a relative latecomer in establishing a vibrant Jewish community. In fact, it wasn't until the 1850s—nearly 200 years after the first Jewish community set foot on American soil! This course explores the establishment of Boston's Jewish community, from its initial tenuous beginnings, the scandals that rocked the community, and its momentous achievements. Students will discover how their community has been shaped and where it's going next.

The Holocaust in History, Literature, and Film

Samantha Pickette

The atrocities of the Holocaust were so horrifying that scholars at the time struggled to find a word to describe the annihilation of European Jewry by Hitler's Nazi regime. The word "genocide"—defined as the deliberate and systematic extermination of an entire ethnic group—was coined in 1944 to describe the horrors of the Holocaust and the Jewish suffering that took place as a result of Hitler's "Final Solution." Looking at survivor testimony, documentary footage, and historical accounts, this course will explore the social, political, and economic factors that led to the Holocaust, focusing on the



disintegration of Jewish life in Europe from 1933-1945, and specifically considering the plight of Jewish children during this time.

Ethnicities of the Middle East

Charlie Radin

Who gives a Huthi? Kurds and why? All the traffic will Alawi? The Middle East is chock-a-block full of ethnic groups, and their issues are deeply entwined with the conflicts in Israel, Syria, Turkey, and Yemen- to name just a few. This course will cover who the groups are, where their members are mostly located, and what they have to do with regional conflicts.

Art & Kabbalah

Max Werber

As strange as it may seem, Art and *Kabbalah* are really very similar- they both ask us to look inside ourselves to find meaning. In this art course, we will use artistic techniques that require no prior art experience. This class will use methods designed to jog the mind and speak to the soul. We will learn and use art methods employed by 20th century artists as well as Stone Age man to try and discover deeper levels of meaning in this world. This class comes with a disclaimer and a warning: the disclaimer is that you don't need to know anything about art in order to take this class; the warning is that this class is designed to inspire your imagination!



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

Why bad things happen to good people: evil and suffering in Jewish thought David Ehrenkranz

In this class we will try to gain some understanding what roles suffering and evil play in this world, how we should react to suffering and why some people suffer more than others. Using classical rabbinic texts, we will attempt to decipher several ways of understanding evil in this world.

The long road from Ellis Island to Harvard: Jewish America in the twentieth century Norm Finkelstein

Jewish immigration to America increased dramatically in the 1880s. Jews not only created a New World for themselves but also became a driving force in shaping America. This course will let you discover how in little over one hundred years, Jews went from marginalization to sophistication: from learners of American culture to creators of it. We will explore the development of American Judaism and the increasing concerns about intermarriage, assimilation, and loss of Jewish literacy and communal cohesion. During our classes you will be encouraged to use your own family histories to personalize our shared experiences.

The modern musical: How a few Jews wrote the American songbook Daniel Parmer

You may have heard the names: Gershwin, Hammerstein, Rogers, Berlin, Sondheim, Bernstein. More likely, you've heard their music: Annie Get Your Gun, Chicago, A Chorus Line, Fame, Fiddler on the Roof, 42nd Street, West Side Story, The Sound of Music and many more. In fact, the songs featured on Broadway have been created almost exclusively by American Jews, so much so that they comprise the majority of what is often referred to as "The American Songbook". As they sing in Monty Python's Spamalot, "you won't succeed on Broadway if you don't have any Jews". Students in this course will discuss the historical events that fostered the development of Jewish Americans' success on Broadway and learn about some of the most influential names and their creations. We will watch film versions of a variety of Broadway musicals and discuss their importance.

Jewish Stereotypes in American Literature and Culture Samantha Pickette

Over the course of the past century, despite the fact that Jews have become increasingly assimilated into the American mainstream, cultural stereotypes still exist that attempt to define Jews as "others" within American society. This course will explore some of the major stereotypes that are embedded within the cultural consciousness, such as the Jewish Mother, the Jewish American Princess, and the nebbish. In doing so, we will look at the history behind these stereotypes, how they have been both perpetuated and undermined by Jewish and non-Jewish sources, and how the mainstream cultural



understanding of what it means to be Jewish is informed by stereotypical representations of these supposedly “Jewish traits” within our culture.

Political Jewry, Here and There
Charlie Radin

Why are most Jews still Democrats when President Trump is giving Israel most everything it wants? Why are liberals seemingly unelectable in Israel? This course will examine the position(s) of Jews in the United States and Israel, and what the one has to do with the other. Learn about the origins and current positions of leading American Jewish organizations and Israeli political parties.

The big picture from the small screen
Max Werber

This course will examine how Jews and Jewishness are portrayed on the “small screen”. We will investigate the history of that portrayal from TV shows in black and white from the 1950s and 1960s right up through the present television dramas in HDTV. We will grapple with questions such as:

- Are Jewish rituals presented as representing something universal?
- Is the world at large shown as being bettered by participating in or at least witnessing these rites and rituals?
- How have Jews been portrayed on TV? And do we see ourselves in that portrayal?



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

From Ur to Jerusalem: ziggurats, Ishtar, and the Jewish tradition Dan Brosgol

The stories of the Tanakh are heavily influenced by the cultures, traditions, and mythologies of other early Semitic peoples. In this course we will look at the ways in which the Tanakh embraces, co-opts, borrows, alters, and adapts from a diverse array of literature and legends that existed in the ancient world. Was the tower of Babel a ziggurat? Is Moses' name a derivative of Ramses'? Is the flood motif taken from the Epic of Gilgamesh? The intersection of our traditions, and those, created both our religious literature and fascinating coincidences that we will explore together.

Trusting other Jews: how do we trust one another? David Ehrenkranz

In this class we will explore how one trusts or relies upon someone else (either in a legal setting or an informal setting) within Judaism. When someone tells you they "keep kosher" or "observe Shabbat", how do we determine if these statements should be taken at face value or if there should be an obligation to further explore these statements.

Written out of textbooks: what your teachers won't tell you about Jews in American history Norm Finkelstein

We have been part of the American fabric since 1654 yet you wouldn't know that from the history courses you take (outside of Prozdor, of course). Textbooks reveal little about the Jewish experience and teachers themselves often are not aware. So what is an intelligent Prozdor student to do? This course presents American history through Jewish eyes. Jews have fought in every American war. They have contributed to every aspect of American life from literature and the arts to science and politics. We are a distinct minority whose story remains hidden in most public and independent school classes. Through the use of primary source materials, we will take a semester tour highlighting Jewish contributions to the story of America.

Bam! Pow! Holy Hebrews, Batman! Jewish influence in comics 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.

Samantha Pickette



American Anti-Semitism and the Holocaust

This course explores the history of American anti-Semitism, focusing specifically on the decades leading up to the Holocaust. We will look at prominent examples of anti-Semitism in the United States and get a sense of the tenuous position that the Jewish community held in American society at the time. We will also discuss the role that anti-Semitism played in the American response to the Holocaust and consider what the American government knew about Hitler's Final Solution, what steps could have been taken to save more of Europe's Jewish population, and how public memory has been distorted so that the United States is remembered for liberating the concentration camps rather than for turning away Jewish refugees.

What the heck is going on?

Charlie Radin

This is a current events discussion class, moderated by a veteran journalist with extensive experience in international affairs, US politics, the environment, race relations, and religion. What do you read in the newspaper or hear on the news that you question, or agree with, or object to? Students are encouraged to propose discussion topics in advance; by Thursday evening each week you will receive the starting subjects for the following Sunday, with links to background video or news articles attached.

Art & Kabbalah

Max Werber

As strange as it may seem, Art and *Kabbalah* are really very similar- they both ask us to look inside ourselves to find meaning. In this art course, we will use artistic techniques that require no prior art experience. This class will use methods designed to jog the mind and speak to the soul. We will learn and use art methods employed by 20th century artists as well as Stone Age man to try and discover deeper levels of meaning in this world. This class comes with a disclaimer and a warning: the disclaimer is that you don't need to know anything about art in order to take this class; the warning is that this class is designed to inspire your imagination!



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

Maimonides: The Rambam, his uniqueness and why he is Rabbi E's favorite rabbi of all time David Ehrenkranz

In this class we will study the writings and thoughts of Maimonides (1138-1204), the famous Sephardic Rabbi from the middle ages who changed our understanding of Judaism using a methodological-rationalistic approach. We will also try to understand why people (Jews and non-Jews) still study his writings. Topics to be covered include "Human nature vs Divine Will", "Free Will vs Predestination", and "What does God want from us".

Affairs of hate: the stories of Dreyfus, Beilis, and Frank Norm Finkelstein

In the late nineteenth and early twentieth century, three legal cases captured the attention of the entire world. In each, a Jew was accused of a crime he didn't commit. In this course we will study the Dreyfus Affair in France, the Beilis Affair in Russia and the Frank Affair in the United States. Using contemporary news reports and selected background material we will discuss the impact these events had on the larger Jewish community and the world. Each of the cases forced the Jewish world to action. We will see how the events led to the creation of today's Jewish defense organization such as the American Jewish Committee and the Anti-Defamation League.

Everything you wished you learned (and remembered) from Sunday School but didn't Daniel Parmer

This course is a potpourri, a cornucopia, a smorgasbord, nay, a cholent of topics you wish you learned or remembered from Sunday School. The class will start out with some introductory lessons on topics covering everything from the Bible to the Spanish Inquisition to the History of Israel. But the real learning will happen as students bring the topics they are most interested in learning more about. The class will engage in student-directed learning to research and present on a topic of their choosing.

The Holocaust in History, Literature, and Film Samantha Pickette

The atrocities of the Holocaust were so horrifying that scholars at the time struggled to find a word to describe the annihilation of European Jewry by Hitler's Nazi regime. The word "genocide"—defined as the deliberate and systematic extermination of an entire ethnic group—was coined in 1944 to describe the horrors of the Holocaust and the Jewish suffering that took place as a result of Hitler's "Final Solution." Looking at survivor testimony, documentary footage, and historical accounts, this course will explore the social, political, and economic factors that led to the Holocaust, focusing on the disintegration of Jewish life in Europe from 1933-1945, and specifically considering the plight of Jewish children during this time.



Politics: The 2020 campaign begins
Charlie Radin

Never has it been truer that political campaigning never ends in America. This course will start with an analysis of the recently-concluded 2018 campaign and will follow the unfolding battles of the new, divided Congress with an eye toward what the maneuvering tells us about the nascent 2020 political landscape.

The big picture from the small screen
Max Werber

This course will examine how Jews and Jewishness are portrayed on the “small screen”. We will investigate the history of that portrayal from TV shows in black and white from the 1950s and 1960s right up through the present television dramas in HDTV. We will grapple with questions such as:

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Sofit: 12th Grade at Prozdor

12th graders at Prozdor may elect any of the following options to fulfill their 12th grade requirement for graduation.

1. 4-hour Sunday program (full-year)
2. 4-hour Sunday program (half-year, can choose either Fall or Spring semester)
3. 2-hour Sunday program (full-year)
4. 2-hour Sunday program (half-year, can choose either Fall or Spring semester)
5. Gateways volunteering for credit (full-year)
6. Jewish Teen Foundation of Greater Boston (meets monthly for 3.5 hours on Sundays, minimum fundraising requirement must be met, *separate application process*)
7. A limited number of Sunday TA positions may be available for students who choose options 1-6.

The Prozdor Class of 2019 graduation ceremony will take place on Sunday, May 5, 2017, at 12:30 pm at Hebrew College.



Leadership and Community Engagement Programs

Jewish Teen Foundation of Greater Boston (JTFGB)

Thanks to a generous incubator grant from Laura Lauder and the Maimonides Fund through the Jewish Teen Funders Network, we are excited to be entering in the fourth year of the Jewish Teen Foundation of Greater Boston (JTFGB) in 2018-19.

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. In 2018-19 the three boards raised and allocated over \$69,000 to non-profits in the areas of sexual assault and mental health.

In this program, 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 JTFN 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.

There are a limited number of opening remaining on the 2018-19 foundation boards. Please contact Leah Goldstein at lgoldstein@hebrewcollege.edu for more information or to nominate an exceptional teen.

Applications for the 2019-20 cohort will open on February 28, 2019.

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 Hebrew College.



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.

For more information, or to apply to be a volunteer in the Gateways Sunday Program, please email Sandy Gold at sandyg@jgateways.org.

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. Now entering its fifth year, the program has grown from 26 to 62 participants, and will be recruiting internationally for 70 members of the 2019-20 cohort.

Applications for 2019-20 are due by February 1, 2019. Please contact Dan Brosqol for more information.



Faculty & 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).

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. Dan has been at Hebrew College for 18 years, and has been the Director of Prozdor since his appointment following a national search in 2011. Dan writes extensively for JewishBoston, The Bedford Citizen, and The iCenter, and his writing has also been featured on InterfaithFamily.com and in the Jewish Daily Forward. Dan is active in town government, and serves as the Chair of the Bedford's School Committee and sits on the Fiscal Planning and Coordinating Committee. He is also on the board of Bedford Television and coaches a variety of youth sports. Dan is an avid runner and Boston sports fan, and most enjoys spending his time with his wife and five children.

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 an ambassador of the Jewish Agency to work at the Maimonides School in Brookline.

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 Kodosh 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.

Norman Finkelstein enters his thirty-fifth 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.

Sandy Gold is Sandy has over 26 years of professional educational experience as a classroom teacher, a special educator, and as a visiting lecturer at the college level. A former preschool director, Sandy is currently the Director of Gateways Jewish Education Program and also teaches at both Hebrew College and Framingham State University. Sandy holds an MA in Early Childhood and Elementary Education from NYU and an M.Ed. in Special Education from Boston University.

Leah Goldstein is the Associate Director of Prozdor and the Program Director of 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 and baking.

Mor-Li Hartman is a loving mom to three children, 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 22 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.

Dr. 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. Daniel received his PhD in Social Policy at Brandeis University in May of 2017. Daniel is married, lives in Belmont, and does his part in saving the earth by riding his bike to school.

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.

Samantha Pickette is a Ph.D. candidate and Dean's Fellowship recipient in the American Studies program at Boston University and a graduate affiliate of the Elie Wiesel Center for Jewish Studies. In 2013, she earned her B.A. in History of Science with a minor in English from Harvard University. She received her Master's in Journalism from BU College of Communication in 2015, where her Master's thesis focused on the use of the Holocaust as a source of humor by Jewish comedians. While at COM,



Samantha was selected to participate in the Fellowships at Auschwitz for the Study of Professional Ethics (FASPE) as a Journalism Fellow. For her doctoral research, Samantha is primarily interested in 20th century Jewish-American life, especially in the context of literature, film, television, and popular culture. She focuses on the ways in which American secularism and the desire for assimilation has affected American Jews and, conversely, the ways in which mainstream American culture has been influenced by American Jews. She is also interested in studying the Holocaust from the American perspective, looking both at Jews who were in America during the Holocaust and at survivors who immigrated to America after the war. Her dissertation considers the stereotypes of Jewish women created by Philip Roth in his seminal novels *Goodbye, Columbus* and *Portnoy's Complaint* and the ways in which female Jewish authors sought to counteract those stereotypes in the 1970s.

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.