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*“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*

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July 31, 2018

Prozdor friends and families;

It gives us great pleasure to share Prozdor's Fall 2018 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.

Our Sunday morning program remains the hallmark of our departmental offerings, but in addition to Sundays, our work in the community and outside the walls of Hebrew College continues to grow. This year alone we will welcome over 75 fellows to the Jewish Teen Foundation of Greater Boston, partner with local congregations on their midweek learning programs for teens and tweens, continue with our successful Makor middle school program (now entering its 9<sup>th</sup> year!), bring a group of teens to Israel in February, and follow the progress of the 62 participants on Hevruta this year in Jerusalem. All told, we are proud to be teaching and reaching over 450 students this year across all of our programs.

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. We are proud to kick off the 92<sup>nd</sup> year of Prozdor with the words of Leah Goldstein from last year's graduation ceremony in our minds:

*"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 fall 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





## 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 10<sup>th</sup> 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 12<sup>th</sup> 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 has lasted decades. The 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



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

### **Klezmer Band MUSIC 330 Abigale Reisman**

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.

### **Jewish Law vs Jewish Lawyers: How do Jewish Courts Actually Work? David Ehrenkranz**

In this course we will analyze how Torah law and Rabbinic law work in our day to day lives. We will discuss how our laws are applied on a practical level in all areas of our lives: divorce, medical malpractice, marriage, end-of-life issues, beginning of life issues, mergers, acquisitions, etc. Moreover we will discuss who can be a valid witness for various legal documents as well as for various religious ceremonies. We will also compare and contrast Jewish Law with American Law, specifically the difference between obligations and rights.

### **Safe and Afraid: American Jews During the Holocaust HIST 158 Norm Finkelstein**

When the Nazis came to power in Germany, Jews in the United States reacted with horror. But, what could they do? Themselves targets of a vocal anti-Semitism in the 1920s and 1930s, they faced a dilemma: actively and publicly protest Nazi plans as Peter Bergson and his group did or engage in quiet diplomacy as advocated by Rabbi Stephen S. Wise. Some say American Jews could have done more to save the Jews of Europe. Others say that they did what they could, given the times. In this class we will look back at news accounts and primary documents to analyze their choices. Some questions we will explore include: How did the Holocaust affect American Jews during and after the era? Could American Jews have done more to influence the American government to do more to save Europe's Jews? What were the political, economic and social conditions of American Jews in the 1930s and 1940s?

### **Reform, Conservative, Orthodox, Oh My! Jewish Denominationalism in America Daniel Parmer**

Students explore the beginnings and historical trajectories of the major Jewish denominations in America. The U.S. is host to the greatest variety of expressions of Jewish identity. The class will explore how each major denomination has developed, their relationship to the broader Jewish community, and the major historical events that have shaped and defined the movements. We will discuss what it means



to belong to a particular denomination versus the Jewish people and debate some of the greatest issues and challenges facing denominationalism today.

**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.

**The Modern Middle East**  
**HIST 356**  
**Charlie Radin**

From the fall of the Ottoman Empire to the present, with particular emphasis on the origins of Zionism, the waves of aliyah, the American role in the region, and current obstacles to peace in Israel, Syria, Iraq and Yemen. Class will read portions of the new book, "Letters to My Palestinian Neighbor," by Yossi Klein Halevi.

**Not One-Dimensional**  
**Max Werber**

This art course starts with three-dimensional stuff, like vacuum cleaners, fans, boom-boxes, and printers, and tears them down into smaller little bits; what you do with those bits is up to you. Whether you make something in two dimensions (a drawing or a painting), two OR three dimensions (something that comes out from the wall and doesn't stand on its own), or three dimensions (a sculpture), is totally up to you. Of course, what we're aiming for is for you to make something that is a thing of beauty and joy forever. Who knows? That just might encompass the 4th dimension.

When we are not busy pulling things apart and putting them back together again, in strange and wonderful ways, we will sit and feast our eyes and learn about art, sculpture, and design from Jewish masters of both yesterday and today. We will look at art done by Jewish artists, such as Mark Rothko, Man Ray, Helen Frankenthaler, Sol Lewitt, Eva Hess, Naum Gabo, Anni Albers, and more. From these Jewish artists we will learn about color and composition, we will learn about form, and making objects of power. After all, life is not just about pulling things apart and putting them back together again—you have to learn from what you do.

No prior art experience is necessary to take and succeed in this art course, but an open mind and an open heart helps.



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

### **Klezmer Band MUSIC 330 Abigale Reisman**

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.

### **Yosef And His Technicolor Dreams David Ehrenkranz**

In this course we will exam the concept of sibling rivalry in the book of Genesis (i.e. Beresheit) and we will focus on the unique tension between Yosef and his brothers. By analyzing what the Torah has to say about their relationship we will discover similarities to our own relationships with our siblings and parents as well as our relationship to God. Some of the topics we will discuss will be: analyzing dreams, jealousy in the family, favoritism, and being "chosen."

### **Borscht Belt to Broadway: Popular Culture & the American Jewish Experience HIST 270 Norm Finkelstein**

We began the twentieth century as learners of American culture and ended as its leading creators. "Return with us now to those thrilling days of yesterday" as we explore the development of Jewish life in twentieth century America 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 a century of Jewish American experience. We will explore questions such as: What impact did Jewish creators of popular culture have on all Americans and how did Jews become so visible in the worlds of entertainment and media? Together we will understand the public impact of Jewish creativity in American culture and how popular culture helped Jewish immigrants assimilate into American life and how Jewish values, customs and traditions became internalized into the larger American culture.

### **Hippies, Heschel, and Hot Pants: The Jewish 1960s Daniel Parmer**

We've all heard stories about the 1960s. Hippies ran around waving peace signs and rock n' roll made parents lock up their sons and daughters. But the 1960s were about more than sex, drugs, and rock and roll—they were also a time of social upheaval. Blacks were still segregated in much of the South, the



Russians were coming, women were prohibited from becoming rabbis, and at least one shul banned 'hot pants' from the synagogue. So where were the Jews during all of this? Right in the middle of it all! Students will explore the major figures and events from this tumultuous decade and apply those lessons to our current moment in history.

**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 Uses of Anti-Judaism**  
**Charlie Radin**

Jew-hatred is as old as Western Civilization, but why? There are many reasons, mostly having nothing to do with the Jews and everything to do with the needs of a political movement or leader to make us/them distinctions and to have someone to blame for a nation's ills. Class will consider similarities between historic anti-Judaism and some current trends in American and European society.

**Jewish Law And Order**  
**Max Werber**

This class will use the original TV series "Law & Order" as a window into Jewish law. We will watch part of an episode in each class (from episodes aired 1990-1995) and talk about the ethical and moral questions that the show raises. Some of the issues that we will look at together are capital punishment, abortion, self-defense, assisted suicide, and temporary insanity. We will see the "law of the land" through the lens of the television show and we will discuss the Jewish point of view with the help of the Torah and the Talmud. We will have discussions, we might have a debate, but we will certainly have fun and we will learn something along the way.



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

### **The Book of Daniel: Dreams, Magic, And The End Of The World Dan Brosgol**

The biblical book of Daniel is a fascinating mix of harrowing adventures and bizarre visions that explore the meaning of religion, prophecy, and the supernatural. In this class, we will read famous stories from the book, such as the accounts of Daniel and his friends in the lion's den and the fiery furnace, and intriguing predictions of the future for Jerusalem, the Jews, and the entire world. We will also study chapters from Daniel that have survived for thousands of years, but were not ultimately included in the Hebrew Bible.

### **How To Raise An Adult (or How to Raise a Jewish Adult) David Ehrenkranz**

In this course we will examine the recent cultural shift that has given rise to an increase in narcissism, anxiety, depression, and cultural and historical illiteracy. We will try to examine Jewish sources that may pave a way for parents of the future (i.e. YOU) so that your children might develop into noble and dignified individuals who will lead a life of meaning.

### **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!"

### **JAPs and Momma's Boys: Jewish Stereotypes in American Cinema Daniel Parmer**

Jews have been credited with creating Hollywood, but the portrayal of Jews on the silver screen has not always been so flattering. Often, Jews are reduced to ugly stereotypes: nebbish, scheming, nagging, and more. The class will discuss various Jewish stereotypes used, tracing them back to their historical origins to the present day. Each class period will be devoted to watching scenes from some of the most iconic films ever made. We'll discuss the utility of stereotypes and whether they're harmless or harmful.



**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.

**Free Speech in an Age of Conservatism**

**Charlie Radin**

Free speech has long been a supreme value of Jewish political activists in America, most often on behalf of what are classified as liberal causes. But recent Supreme Court decisions have embraced conservative views of free speech as a basis for weakening unions and denying service to gay couples. A new high court justice may be about to move the court further in that direction, and the looming midterm elections are a wild card. This is a current events discussion class focused on what has happened in the American dialogue under Republican control of all branches of the federal government, led by a veteran journalist.

**Not One-Dimensional**

**Max Werber**

This art course starts with three-dimensional stuff, like vacuum cleaners, fans, boom-boxes, and printers, and tears them down into smaller little bits; what you do with those bits is up to you. Whether you make something in two dimensions (a drawing or a painting), two OR three dimensions (something that comes out from the wall and doesn't stand on its own), or three dimensions (a sculpture), is totally up to you. Of course, what we're aiming for is for you to make something that is a thing of beauty and joy forever. Who knows? That just might encompass the 4th dimension.

When we are not busy pulling things apart and putting them back together again, in strange and wonderful ways, we will sit and feast our eyes and learn about art, sculpture, and design from Jewish masters of both yesterday and today. We will look at art done by Jewish artists, such as Mark Rothko, Man Ray, Helen Frankenthaler, Sol Lewitt, Eva Hess, Naum Gabo, Anni Albers, and more. From these Jewish artists we will learn about color and composition, we will learn about form, and making objects of power. After all, life is not just about pulling things apart and putting them back together again—you have to learn from what you do.

No prior art experience is necessary to take and succeed in this art course, but an open mind and an open heart helps.



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

### **Basic Judaism 101 David Ehrenkranz**

Did you ever want to know where an Etrog comes from or how we are all related to each other? Did you ever wonder why we wear white on Yom HaKippurim or why we sit on the floor on the 9th of Av? Did you know that Rivka wore a nose ring or that King David and Goliath might have been cousins? If you feel the need to know everything a culturally literate Jew knows and you want to be able to do well on any Jeopardy show, please take this class.

### **Jewish Soldiers in Gray and Blue: Jews and the American Civil War HIST TKTK Norm Finkelstein**

The Civil War divided Jews as it did all Americans. Southern Jews supported the Confederacy; Northern Jews favored the Union. They faced particular challenges as they faced each other in battle. We will look at the Civil War through a Jewish perspective by exploring religious issues, military exploits and moments of discrimination. We will learn about the first Jewish military chaplain, Jewish generals and ordinary soldiers (on both sides). Primary source letters and documents and film excerpts will provide us with information you will not find in your U.S. history classes. Among the personalities we will meet are Judah Benjamin, David Einhorn, Cesar Kaskel and Ernestine Rose.

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

### **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.

### **What the Heck is Going On?**

**GOVT 260**

**Charlie Radin**

You may have your own opinion about same-sex marriage, Gaza, the Black Lives Matter movement, the #MeToo movement and the Red Sox, but how comfortable are you talking/disagreeing about these and other hot topics with your friends or (G-d forbid) adults. A little practice might make it easier. This is a current events discussion group, moderated by a journalist with more than 40 years' experience writing and editing news reports and analyses on subjects ranging from international affairs to the environment to race and religion. Students are encouraged to propose topics to my email address. What do you read in the newspaper or hear on the news that you question, or agree with, or object to? You'll receive news clips weekly by email to background the Sunday discussion.

### **Jewish Law And Order**

**Max Werber**

This class will use the original TV series "Law & Order" as a window into Jewish law. We will watch part of an episode in each class (from episodes aired 1990-1995) and talk about the ethical and moral questions that the show raises. Some of the issues that we will look at together are capital punishment, abortion, self-defense, assisted suicide, and temporary insanity. We will see the "law of the land" through the lens of the television show and we will discuss the Jewish point of view with the help of the Torah and the Talmud. We will have discussions, we might have a debate, but we will certainly have fun and we will learn something along the way.



## **Sofit: 12<sup>th</sup> Grade at Prozdor**

12<sup>th</sup> graders at Prozdor may elect any of the following options to fulfill their 12<sup>th</sup> 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.
8. 12<sup>th</sup> graders are invited to apply to be Israel trip counselors as well. Counselors are only responsible for their airfare (normally \$700-\$950). You must be enrolled in at least one other 12<sup>th</sup> grade program to be a counselor on the Israel trip.

*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](mailto:lgoldstein@hebrewcollege.edu) for more information or to nominate an exceptional teen.

Applications for the 2019-20 cohort will open on April 30, 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](mailto: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 17 years, and has been the Director of Prozdor since his appointment following a national search in 2011. Dan blogs extensively for JewishBoston and The Bedford Citizen, and his writing has also been featured on InterfaithFamily.com and in the Jewish Daily Forward. In the fall of 2013, Dan was named to the inaugural "Chai in the Hub" list of the most influential young adult Jews in Greater Boston. 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, among others. He is also on the board of Bedford Television and Maddie's Mission in addition to coaching 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 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.

**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.

**Osnat Hazan** was born and raised in Israel. Osnat started her teaching career as an instructor in the Israel Defense Forces. Osnat graduated with honors from Ben Gurion University studying Hebrew linguistics and Hebrew literature. Her experience working with adults, youth, and children also includes online teaching, private tutoring, and teaching Hebrew at Boston University. In her free time Osnat likes to paint, do mosaics, and cook for her family and friends.

**Dr. Daniel Parmer** is a perpetual student, entering his 26<sup>th</sup> 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.

**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 (2<sup>nd</sup> Dan), Judo (4<sup>th</sup> 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.

**Abigale Reisman** is a violinist, composer, improviser, and educator, particularly interested in eliciting raw human emotions through the musical instrument. Abigale earned her Bachelor's degree at The Manhattan School of Music in Classical Violin Performance. In New York, she became involved with the



contemporary music scene and Klezmer music. Abigale went on to receive her Master's degree at The New England Conservatory in Contemporary Improvisation. There, she developed her compositional skills while working in a rich collaborative environment. Abigale has toured the world performing klezmer, classical, pop, and contemporary music. Abigale currently lives in Boston performing and composing for several bands including a Romanian band, Metal band, Klezmer band, Italian Pop band, and Free Improvisation ensembles.

**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.