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## COURSE GUIDE



Prozdor is one of Hebrew College's many community learning programs for all ages and stages of Jewish learning and enrichment. Prozdor offers a variety of opportunities that encourage teens to incorporate Jewish learning into their busy lives, including Sunday morning learning, service learning, international travel, teen philanthropy, and more. Hebrew College, a Boston-area institution of Jewish learning and leadership, also offers graduate programs in rabbinical, cantorial, education, and Jewish studies, all within a pluralistic environment of open inquiry, depth, creativity, and compassion.





August 23, 2019

Dear Prozdor Students and Families,

Recently, a rising 11th grader approached me over lunch. Concerned about the future of our planet, she wanted to discuss how she might get members of her family to engage in conversation about the environment across political divides. I thought immediately of the fourth chapter, first verse of *Pirkei Avot* in which the rabbinic sage Ben Zoma famously asks “Who is wise? *מִי חָכָם?*”

What does it mean to be wise in today’s fragmented world? How can we best support our students to engage honestly in brave conversations, build bridges of deep friendship, grow in good deeds, and learn Torah that speaks to their lived experience? How can we help them truly become wiser this year? And how can all of us – our entire community – learn wisdom from the passions and perspectives of our students, who are growing up in a world we could not have imagined? Ben Zoma’s response is as relevant today as it was 2,000 years ago. “Who is wise,” he asks. “The one who learns from all. *הַלּוֹמֵד מִכָּל אָדָם.*”

I am excited and honored to write to you as the incoming Director of Prozdor and Makor. I was first drawn to teach at Makor and Prozdor as a rabbinical student at Hebrew College. I knew of Prozdor’s long history of Hebrew immersion and engaging, challenging, and relevant learning, and as an educator and curriculum designer, I wanted to teach in a setting that encouraged connection to caring community, growing Jewish literacy, a focus on building a more just world, and rigorous and accessible learning. I found my home at Prozdor and Makor.

I am thrilled to be returning to Hebrew College this year as the Director of Prozdor and Youth Initiatives and look forward to learning from our students, families, and educators as we create a renewed vision for innovation and growth at Prozdor and Makor. With the support and partnership of Hebrew College leadership, we are gearing up for an exciting 2019-2020/5780 school year and it is my pleasure to share Prozdor’s Fall 2019 Program Guide with you.

I welcome your input, reflections, and ideas. Please feel free to reach out to me at [lbellows@hebrewcollege.edu](mailto:lbellows@hebrewcollege.edu) to schedule a time for coffee in September or October.

Who is wise? The one who learns from everyone. May this year of dynamic Jewish learning - drawing on the insights of everyone – bring us closer to a peaceful and just world.

Warm regards,

Rabbi Laura Bellows  
Director of Prozdor & Youth Initiatives

# ACADEMIC CALENDAR

PERIOD 1 - 9:30-10:15 / PERIOD 2 - 10:20-11:05 / NOSH & SCHMOOZE - 11:05-11:20 / BAYIT - 11:25-11:50 / PERIOD 3 - 11:55 -12:40 / PERIOD 4 - 12:45-1:30

*(Subject to change)*

## SEPTEMBER

Sunday classes	September 8, 15, 22
Opening Day Kick-off	September 8

## OCTOBER

Sunday classes	October 6, 20, 27
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## NOVEMBER

Sunday classes	November 3, 17, 24
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## DECEMBER

Sunday classes	December 8, 15
Parents in Prozdor	December 8

## JANUARY

Sunday classes	January 5, 12, 26
Last day of Fall Semester	January 12
First day of Spring Semester	January 26

## FEBRUARY

Sunday classes	February 2, 9
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## MARCH

Sunday classes	March 1, 8, 15, 22, 29
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## APRIL

Sunday classes	April 5
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## MAY

Sunday classes	May 3, 10, 17
12th grade Graduation	May 3
Closing Day Celebration	May 17

**Reaching us during Prozdor hours:** Please visit us at the Prozdor and Makor office in Room 111 or call us at: 617-559-8820.

# THE ACADEMIC PROGRAM

Prozdor is a center for Jewish teen learning and engagement, bringing together high school students from diverse communities throughout Greater Boston and beyond to learn and connect within a pluralistic environment of open inquiry, depth, creativity, and compassion. Prozdor's classrooms are filled with passionate teachers and committed and energized students, and our courses, taught by musicians, artists, dancers, scientists, lawyers, doctors, historians, writers, journalists, social activists, and current and future rabbis, offer students an unparalleled breadth and depth of academic choice.

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## STUDENT CHOICE

Every semester we offer a distinct catalogue of engaging and thought-provoking courses so students can pursue their interests and hone their passions as they navigate the landscape of Jewish learning.

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## UNIQUE ACADEMICS

Hebrew College embraces its responsibility for promoting Jewish education for all ages and stages of learners within a pluralistic environment of open inquiry, depth, creativity, and compassion. Our teachers are respectful of all traditions and committed to lifelong learning. They are caring, thoughtful and talented educators who guide and support our students through their Jewish learning journeys.

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## BATIM

At Prozdor, every student (whether attending for two hours or four) is required to attend *Bayit*, a warm, consistent, community-oriented time for teens to form and deepen friendships, explore big questions, discuss current events, reflect on their learning, engage in group challenges, and of course, have a little fun. Students are assigned to a *Bayit* group when they enter Prozdor and stay with the same group throughout the year. Each *Bayit* has a dedicated meeting space and is facilitated by an experienced educator. *Batim* meet after snack and before third period each week in their dedicated space.

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## GRADUATION

Students who attend regularly and participate in courses in good standing will graduate with a Prozdor degree after completing 12th grade.

# HEBREW LANGUAGE AT PROZDOR

Prozdor's Hebrew language 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. Students are consistently evaluated on how they function with the language.

Hebrew language at Prozdor is a longstanding tradition that dates back to the 1920s. In recent years, the Hebrew curriculum at Prozdor has been revised to meet the guidelines of the proficiency approach to language instruction. Using this approach, we have developed various thematic units in order to maximize learning in the classroom and help students take the next step in their mastery of Hebrew learning. All Prozdor and Makor Hebrew teachers have been trained in this approach and have participated in a variety of professional development workshops.

We offer Hebrew language classes across different levels, 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 focused on other topics of study (Bible, Israeli literature, et cetera) in which the only language spoken in class is Hebrew. 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 enrolling in Prozdor, all students wishing to take Hebrew will be asked to take a Hebrew placement test (written and oral), and based on the outcome of the test, will be placed in the appropriate Hebrew level and class.



## PERIOD 1 (9:30-10:15AM)

### WHY CAN'T I EAT A CHEESEBURGER?

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#### TRAD001P

**David Ehrenkranz**

In this course we will discover the beauty of the laws of *Kashrut*. We will examine the origins of why we can't eat meat and milk together, and why we can eat certain animals and not others. Furthermore, we will learn what to do in a situation where one is either in a non-kosher restaurant or non-kosher kitchen. In an effort to make this course be more impactful, we will have a practicum (both in terms of shopping for kosher food as well as cooking kosher food) towards the end of the course, which I promise will be both delicious and meaningful.

### LET'S READ OTHER PEOPLE'S MAIL: PERSONAL GLIMPSES INTO THE AMERICAN JEWISH EXPERIENCE

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#### HIST001P

**Norm Finkelstein**

Of course, it's not polite to read other people's mail. But don't worry, the writers of the letters we will read and discuss will not mind. Through their words we will relive important moments in the over 350-year history of Jews in America. You will recognize the names of some of the writers; others will not be familiar. Yet each letter will give us a personal contemporary look into an event or timeframe that affected the American Jewish community.

### REFORM, CONSERVATIVE, ORTHODOX, OH MY! JEWISH DENOMINATIONALISM IN AMERICA

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#### THGT001P

**Daniel Parmer**

Students will explore the beginnings and historical trajectories of the major Jewish denominations in America. The United States is host to the greatest variety of expressions of Jewish identity. The class will look at how each major denomination 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 Judaism in general and debate some of the greatest issues and challenges facing denominationalism today.

### WHAT IS WHITENESS, ANYWAY?

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#### THGT002P

**Emilia Diamant**

We talk a lot about race, but one question keeps coming up — what is white? Is there such a thing as white culture? Where did whiteness even come from? We'll use history, contemporary theory, and guest teachers to grapple with the concept of whiteness and figure out how we uniquely relate to it as Jews in America. We will dive into the diversity of the Jewish community today and how we wrestle with our relationship to a polarized America. Get ready to have some exciting, challenging, dynamic conversations.

## PERIOD 2 (10:20-11:05AM)

### ARISTOTLE AND JUDAISM

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#### THGT003P

David Ehrenkranz

Many of the ideas of Western thought (Democracy, Freedom, Individual Rights, etc.) originated with ancient Greek philosophers. We will read and study Aristotle's writings and compare and contrast his ideas with Judaism to see what we can learn from the similarities and differences. Topics to be covered in this class include Ethics, The Golden Mean, Virtue, Beauty, Proof of God's Existence and Logic. We will also read a variety of rabbinical commentators who often borrow from Aristotelian logic and use it to support the foundations of Judaism and sometimes use it to undermine Aristotle's own views.

### MAN WITH A BEARD: THE EXTRAORDINARY LIFE AND TIMES OF THEODOR HERZL

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#### HIST002P

Norm Finkelstein

His image is familiar to everyone. His story is not. Who was Theodor Herzl and how did he become the father of the modern State of Israel? We will explore the interesting life of this charismatic leader in light of events in the latter part of the nineteenth century. We will discover the steps he took, beginning in 1897, which led to the establishment of Israel in 1948, and explore the factors that led him to succeed when others could not. Some questions we will discuss are: How important was Theodor Herzl to the creation of the modern State of Israel? Why did he succeed while others could not? What conditions in nineteenth century Europe led to the growth of Zionism? Would the modern State of Israel have come into existence without the work of Theodor Herzl?

### HIPPIES, HESCHEL, AND HOT PANTS: THE JEWISH 1960S

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#### HIST003P

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.

### SEARCHING FOR SOUL-TRAITS: AN EXPLORATION OF MUSSAR

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#### THGT004P

Heather Renetzky

Think about *Mussar* as the Jewish Meyers-Briggs/Enneagram/Strengthsfinder/personality test of 19th century Lithuania. For centuries, individuals and communities have used *Mussar* as a curriculum for studying and thinking about how to be a better person. We'll keep this tradition going, diving into a new *middah* (soul-trait) each week and thinking about what it looks like to cultivate patience, humility, enthusiasm and other traits in our lives. Get ready for a Ms. Frizzle-style deep dive into our souls as we use text, art, and adventure to discover our inner strengths and weaknesses.



## ARTIST BEIT MIDRASH: FLYING LETTERS, BLACK FIRE, AND WHAT WRITING A TORAH CAN TEACH US ABOUT TECH ETHICS TODAY

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### ARTS001P

**Rabbi Laura Bellows**

In this fusion art and text class, learn the basics of the quill-on-parchment Hebrew calligraphy used to write *sifrei kodesh* (*Torah*, *tefillin*, and *mezuzot*) while exploring the ethical questions raised by this ancient technology in today's world. What makes something holy? Who (or what) can write a Torah? How do we account for human error (or expectations of perfection) in creating new and ancient technologies? Does intent matter? The course will culminate with writing our own contemporary pages of *Talmud*, using the technologies we have learned.

## PERIOD 3 (11:55 -12:40)

## HURTING SOMEONE WITH WORDS: JEWISH LAW AND BULLYING

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### THGT005P

**David Ehrenkranz**

*Ona'at Devarim* is the prohibition to hurt someone with words. We will explore the origins of this *mitzvah* in the *Torah* and we will study how it developed in such a way as to protect an individual's dignity. We will explore what rabbinical decrees were attached to this particular *mitzvah* in order to maintain a civil and ethical society. We will also explore in our own lives how each of us can improve by being careful with how we communicate to each other (speaking as well as social media), and the importance of paying attention to the words we choose to use in any given social interaction.

## SAFE AND AFRAID: AMERICAN JEWS DURING THE HOLOCAUST ERA

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### HIST004P

**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 do given the times. In this class we will look back at news accounts, film excerpts and primary documents to analyze their choices. Some questions we will explore are: 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?

## ISRAEL IN THE AMERICAN JEWISH CONSCIOUSNESS

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### ISRL001P

**Daniel Parmer**

Did you know that long before Michael Chabon wrote a fictional story of Jews establishing a homeland on the Alaskan frontier ("The Yiddish Policemen's Union") a fellow by the name of Mordecai Manuel Noah purchased land to establish a Jewish homeland in upstate New York? This course will introduce students to the ways in which Israel has been portrayed and understood by American Jews since the nation's founding. We will cover the representation of America as "the Promised Land," Noah's utopian dream, the rejection of Jews as a nation or a people by the Reform Jewish movement, the eloquent persuasive arguments of Louis D. Brandeis on the merits of Zionism, the establishment of a Jewish state in Israel in 1948, and American Jews relationship with Israel ever since. We will use primary source materials, as well as examine popular culture materials (literature, movies, music, art), to trace our relationship with Israel and the Jewish people.

## WHAT DOES JUDAISM HAVE TO SAY ... ADDRESSING MODERN DILEMMAS THROUGH A JEWISH LENS

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### TRAD002P

**Hindy Finman**

Our world at times can seem chaotic. There are challenging issues we face on the global, communal and personal levels. Judaism can be a rich resource providing comfort, guidance and even answers for our 21st-century dilemmas. We will create a safe space to dig deep into issues ranging from treatment of the earth to treatment of our bodies; from understanding the roots of group-think to considering what it means to be an ethical user of social media. We will consider questions such as when peer pressure can be a positive force and what can be Godly about a cell phone? Come ready to express yourself from a place of questioning and kindness.

## PERIOD 4 (12:45-1:30PM)

## DATING, MARRIAGE AND DIVORCE IN JEWISH LAW

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### THGT006P

**David Ehrenkranz**

Everyone has a variety of options in choosing who they want to date and marry, and who not to date and marry. What does Jewish Law have to say about the myriad dating apps that are available to us nowadays? What do the rabbis have to say about maintaining a strong and deep relationship with someone for many decades and how do we know when to pursue a relationship and when to end it. We will explore the "ins" and "outs" of dating, marriage and divorce vis-a-vis Jewish Law.

## INVISIBLE IN HISTORY: THE FIRST JEWS IN THE NEW WORLD

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### HIST005P

**Norm Finkelstein**

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. Some questions we will consider are: How did the earliest Jews in America lay the foundation for future arrivals? Why was America different for Jews from the beginning? Who were those early arrivals and how did they live?

## CONTEMPORARY ISSUES IN THE JEWISH COMMUNITY

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### THGT007P

**Daniel Parmer**

Each week we will cover a topic that is being researched and debated, and we will examine its impact on 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!

## WHAT DOES JUDAISM HAVE TO SAY ... ADDRESSING MODERN DILEMMAS THROUGH A JEWISH LENS

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### TRAD003P

**Hindy Finman**

Our world at times can seem chaotic. There are challenging issues we face on the global, communal and personal levels. Judaism can be a rich resource – providing comfort, guidance and even answers for our 21st-century dilemmas. We will create a safe space to dig deep into issues ranging from treatment of the earth to treatment of our bodies; from understanding the roots of group-think to considering what it means to be an ethical user of social media. We will consider questions such as when peer pressure can be a positive force and what can be Godly about a cell phone? Come ready to express yourself from a place of questioning and kindness.

# 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; choose either Fall or Spring semester)
3. 2-hour Sunday program (full-year)
4. 2-hour Sunday program (half-year; 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 – separate application process)
7. A limited number of Sunday TA positions may be available for students who choose options 1-4.

The Prozdor Class of 2020 graduation ceremony will take place on Sunday, May 3, 2019, 12:30 p.m., at Hebrew College.

# LEADERSHIP AND COMMUNITY ENGAGEMENT OPPORTUNITIES FOR PROZDOR STUDENTS

## JEWISH TEEN FOUNDATION OF GREATER BOSTON (JTFGGB)

The Jewish Teen Foundation for Greater Boston is a Hebrew College program that teaches teenagers about fundraising, civic leadership, grant-making, and collective giving; and helps them partner with non-profits to make a difference.

Participants are divided into boards, who work together to pick an issue area, research nonprofits that connect to that issue area, and send requests for proposals to those organizations. Teens conduct local or virtual site visits to organizations, learn about fundraising from industry leaders, and raise donations before choosing organizations to receive their funding. Through the process, teens learn about philanthropy through a Jewish lens, while gaining new leadership skills and building community.

Since the program's inception in 2015, teen participants have raised over \$200,000 and distributed 30 grants to organizations that focus on mental health, substance abuse, access to education, sexual assault, domestic violence, immigration and refugees, child abuse and trafficking, poverty, and more.

The program is open to teens from across the Greater Boston Jewish community. Meetings take place one Sunday each month at Hebrew College. There are a limited number of spots remaining on the 2019-2020 boards. Please contact Leah Goldstein at [lgoldstein@hebrewcollege.edu](mailto:lgoldstein@hebrewcollege.edu) for more information or to nominate an exceptional teen.

*JTFGB is part of an Incubator program within the Jewish Teen Funders Network and received generous funding during its first four years from Laura Lauder and The Maimonides Fund. The program continues to receive funding from local donors and a matching grant with CJP and the Jim Joseph Foundation.*

## 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 present a multisensory curriculum that includes Jewish holidays, Torah stories, and Hebrew, as well as Jewish culture and traditions.

Each year, select Prozdor students dedicate two hours of their Sunday morning to volunteering at the Sunday Program student volunteers receive training and weekly check-ins with the special educators to increase their skills and effectiveness in supporting children with special needs.

Classes take place on Sundays from 9:30 to 11:00 a.m., and from noon to 1:30 p.m., depending on your assignment. All classes take place at Hebrew College.

The Gateways application process is facilitated through the Gateways office. If you are accepted as a Sunday volunteer and wish to receive the two hours of credit for your work with Gateways, you must be officially enrolled as a student in Prozdor. 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).

Students volunteers are selected in late summer.

# FACULTY & STAFF BIOGRAPHIES

**ADVA ALPERT** joined the Hebrew College 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 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 Hebrew College.

**RABBI LAURA BELLOWS, RAB`18, MAJS`18** serves as Director of Prozdor and Youth Initiatives, and has over 20 years of experience creating innovative, justice-oriented, and pluralistic Jewish learning spaces for and with youth. Laura received rabbinic ordination from Hebrew College and taught in both Prozdor and Makor as a rabbinical student. She returns to Hebrew College after serving as Director of Genesis and BIMA: Arts, immersive Jewish leadership programs for teens at Brandeis University. Prior to Hebrew College, Laura led and designed Jewish environmental programs nationally as Director of Congregational and Community Programs for the Teva Learning Alliance, including authoring the JCRC of Boston's Environmental Sustainability curriculum for teens. In Spring 2019, she received the Lippman Kanfer Prize in Applied Jewish Wisdom. A graduate of Oberlin College, Laura serves as a mentor for Hazon's Jewish Outdoor, Food, Farming and Environmental Education (JOFEE) Network for early-career Jewish professionals. In her free time, Laura can be found at the pottery wheel, cooking up vegetarian recipes and trying them out on unsuspecting Shabbat guests, repairing Torahs, and catching the sunset at Jamaica Pond.

**EMILIA DIAMANT** is a Boston native whose areas of expertise are social justice, leadership and cross-cultural dialogues with young people. As a past Associate Director of Prozdor, she is excited to once again have the opportunity to work with Prozdor teens and share her passion for social justice work. Emilia is the Executive Director of the Jeremiah Program, which offers one of the nation's most successful strategies for transforming families from poverty to prosperity two generations at a time. Emilia lives with her boyfriend and her dogs in JP and has deep passions for the Red Sox and Beyonce.

**RABBI DAVID EHRENKRANZ ("RABBI E")** will be starting his 18th 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 Ehrenkrantz is in the "Who's Who of American High School Teachers" (1998-1999). He was the Orthodox rabbinical advisor at Brandeis University from 1998 to 2000 and has been a Limudei Kodesh faculty member at Maimonides High School in Brookline since 1996. A participant in the innovative teacher training/mentor program under the auspices of the Rabbi Joseph B. Soloveitchik Institute, Rabbi Ehrenkrantz also taught for the Ma'ayan Women's Institute and was an active participant in Unity Shabbaton for the Rabbinical Council of America. Rabbi Ehrenkrantz received the BJE Keter Torah Award for his contribution to Jewish education in the Boston area.



**NORMAN FINKELSTEIN** enters his 36th year of teaching at Prozdor, where he was a student more than 50 years ago. He holds undergraduate and graduate degrees from both Hebrew College and Boston University and is a retired Brookline Public School librarian in the. 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.

**HINDY FINMAN** recently relocated to the Boston area to begin her first year at The Rabbinical School of Hebrew College. Over the past decade, she has been working on her dreams of creating spaces and conversations for youth struggling with mental illness. As a Rabbinical student at Hebrew College and teacher in the Prozdor and Makor programs, she hopes to continue to fuse together her passion for Torah, the outdoors, humor, kids and teenagers. Hindy's "me time" activities, include listening to stories, ceramics, making soup, and swimming.

**LEAH GOLDSTEIN** is the Program Director of the Jewish Teen Foundation of Greater Boston at Hebrew College and Associate Director of Prozdor. 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 Hebrew. She has taught at Prozdor and Makor since 2007. This year in addition to working as the Hebrew Coordinator and teaching for Prozdor/Makor she is a teacher at Solomon Schechter Day School of Greater Boston. 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 raised 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, high-tech, 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.

**HEATHER RENETZKY** is a self-declared nerd for all things related to Judaism, psychology, and cooking. She graduated from Macalester College in 2015 and is currently a rabbinical student at Hebrew College. Before starting rabbinical school, Heather worked as the program coordinator for J-Pride, which brings together the Twin Cities LGBTQ Jewish community for social and educational opportunities. In her free time, she loves getting lost in bookstores, discovering new *niggunim*, and cooking way too much food for the people she loves.

**ESTHER SHORR** is a senior lecturer in the Hebrew program at Brandeis University 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 and Israeli song 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.

# HEBREW COLLEGE OFFERS JEWISH LEARNING FOR EVERY AGE AND STAGE

Our community programs for teens and adults include:

**MAKOR** (middle school)

**PROZDOR** (high school)

**JEWISH TEEN FOUNDATION OF GREATER BOSTON** (high school)

**YOUNG ADULT LEARNING: OPEN CIRCLE JEWISH LEARNING AND ESER** (20s and 30s)

**PARENTING THROUGH A JEWISH LENS** (For parents of young children, tweens, teens, and grandparents)

**OPEN CIRCLE JEWISH LEARNING** (Discussion-based learning)

**ME'AH CLASSIC** (100 hours of Jewish learning at the college level)

**ME'AH SELECT** (Semester-long learning at the college level)

**RABBINICAL, CANTORIAL, AND GRADUATE EDUCATION COURSES** (Select courses are open to the community on a non-credit basis)

**HEBREW LANGUAGE ULPAN** (Intensive Hebrew language courses)

**PROFESSIONAL DEVELOPMENT** (*Hebrew College Fall 2019 Educator Conference* and more)



Hebrew college is a Boston-area institution of Jewish learning and leadership that offers graduate programs in rabbinical, cantorial, education, and Jewish studies, and community learning programs for all ages and stages within a pluralistic environment of open inquiry, depth, creativity, and compassion.

For more information visit: [hebrewcollege.edu/community-learning](https://hebrewcollege.edu/community-learning)