

An interdepartmental program

Courses of Study:
Minor

History of Ideas

Objectives

Santayana put it well: "Those who cannot remember the past are condemned to repeat it." To understand the significance of our beliefs and commitments—even to understand the significance of the questions and problems that beset us—we need to trace their sources and their history. Because ideas are expressed in social and political institutions as well as in philosophical, scientific, religious, and literary works, the program in the History of Ideas (HOID) is distinguished by its multidisciplinary approach. Since political structures and institutions are themselves articulated in vigorous intellectual debates, we need to understand the ideas that have formed and that continue to form them. HOID proposes to provide students with the historical background of the issues and values that have shaped their interests. It is intended to provide students with the skills and the knowledge, the guidance and the freedom to construct a focused and rigorous course of study, one that explores the historical transformation of a set of ideas and institutions across several traditional disciplines.

How to Become a Minor

In order to declare a minor, students should meet with the undergraduate advising head of the History of Ideas Program who will help them to plan a course of study tailored to their intellectual needs while meeting core and elective requirements.

Committee

Michael Randall, Co-Chair and Undergraduate Advising Head
(Romance and Comparative Literature)

Richard Gaskins, Co-Chair
(American Studies)

David Engerman
(History)

Robin Feuer Miller
(German, Russian, and Asian Languages and Literature)

David Powelstock
(German, Russian, and Asian Languages and Literature)

Bernard Yack
(Politics)

Requirements for the Minor

The minor will require five courses:

A. One HOID core course. For 2005-06, the following classes are being offered as HOID core courses.

1. HIST 133b (Rights and Responsibilities)
2. HIST 181a (Seminar on Traditional Chinese Thought)
3. PHIL 181a (Schopenhauer and Nietzsche: Art and Politics)
4. POL 186b (Classical Political Thought)

B. Three courses that constitute the project's intellectual field. These courses will be selected by the student in consultation with the History of Ideas undergraduate advisor. When joining the program, the student will write a brief statement explaining the validity of this proposed corpus of study. The courses should identify a complex of ideas in which a particular question, issue or problem will be studied. Only one of the three courses may be from the student's major.

C. HOID 98a (Independent Study) or HOID 98b (Independent Study). This is a senior research project synthesizing the student's coursework. It should examine in detail the subject which was proposed in the initial statement written by the student. This might involve disproving the initial thesis should the student's coursework and research indicate that is required. This project can alternatively be undertaken as part of an honor thesis in another department.

The student will work with the History of Ideas undergraduate adviser to develop a project. After identifying a problem, issue or question, the student will select three complementary courses with the help of a faculty adviser. Although each of these courses may not focus on the specific issue, they will each add a new facet to the student's understanding of the issue, problem or question. The following proposals are far from comprehensive; they are offered simply as models of how courses could be combined as part of a HOID minor.

1. Project: How are models used in understanding the mind?

- a. COSI 35a (Fundamentals of Artificial Intelligence)
- b. NPSY 174b (Visual Cognition)
- c. PHIL 39b (Philosophy of Mind)

2. Project: What is the historical context of rational choice in economics?

- a. ECON 56b (Social Priorities and the Market)
- b. PHIL 17a (Introduction to Ethics)
- c. HIST 132a (European Thought and Culture: Marlowe to Mill)

3. Project: What are the limits of civil liberties and security?
 a. POL 116b (Civil liberties in America)
 b. PHIL 171a (Greek Epic and Athenian Drama)
 c. SOC 161a (Society, State, and Power: The Problem of Democracy)

4. Project: Women Intellectuals across Cultures
 a. RECS 137a (Women in Russian Literature)
 b. SOC 134a (Women and Intellectual Work)
 c. WMGS 105b (Feminist Theories in Historical and Cross-Cultural Perspective)

5. Project: Social Problems of Third-World Development
 a. ECON 175a (Introduction to the Economics of Development)
 b. AAAS 158a (Theories of Development and Underdevelopment)
 c. FREN 165b (Francophone Literatures)

Courses of Instruction

(1-99) Primarily for Undergraduate Students

HOID 98a Independent Study

Usually offered every year.
 Staff

HOID 98b Independent Study

Usually offered every year.
 Staff

A graduate program

The Hornstein Program in Jewish Communal Service

Course of Study:
 Master of Arts
 Certificate Program (Post-Doc)

Objectives

The Hornstein Program offers graduate education that prepares talented people for leadership positions in the Jewish community. It integrates Jewish studies and professional education through courses, experiences in the field, and co-curricular programs. The program maintains a close relationship to Jewish community organizations and leaders while also drawing on Brandeis's outstanding resources in Judaica, management, education, and contemporary Jewry.

Two degree programs are offered: a three-year joint degree leading to the M.A. in Jewish Communal Service and in Near Eastern and Judaic Studies (NEJS), recommended for those interested in Jewish education; and a 27-month (spans three summers) dual degree program with the Heller School for Social Policy and Management, leading to the M.A. in Jewish Communal Service and the M.B.A. in Human Services; and a special one-year M.A. degree program that is available to students with graduate degrees in social work, Jewish studies, or a related field.

The Hornstein Program is in the process of adapting its curriculum to meet the changing needs of the Jewish community. By late fall of 2005 details about the redesigned program will be presented on the Hornstein website: www.brandeis.edu/jcs. Such changes to the curriculum will take effect for students entering the program in fall 2006. Interested individuals are encouraged to call the Hornstein office at 781-736-2990 or send an email to hornstein@brandeis.edu for further information.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, as specified in an earlier section of this *Bulletin*, apply to candidates for admission to the Hornstein Program in Jewish Communal Service. In addition, applicants are expected to submit results of the Graduate Record Examination, a statement that describes the applicant's Jewish background and future professional plans and a sample of written material. Applicants are required to arrange for a personal interview.

Faculty**Susan Shevitz, Director**

Organizational behavior, planning, and leadership. Jewish education.

Sharon Feiman-Nemser

Jewish education. Teacher preparation.

Sherry Israel

American Jewish community and demography.

Jon Levisohn

Philosophy of education.

David Mersky

Philanthropy and fundraising.

Joseph Reimer

Jewish life cycle and identity. Jewish education.

Marlene Schultz

Fieldwork. Group work.

Bradley Solmsen

Applied Judaica and informal Jewish education.

Lawrence Sternberg

Jewish advocacy and community relations.

See the Department of Near Eastern and

Judaic Studies and the catalog for The

Heller School for Social Policy and

Management for related faculty and course

offerings.

Requirements for the Degree of Master of Arts**Program of Study**

Students participate in three types of educational offerings: coursework, field experience, and co-curricular events. Students are expected to complete a minimum of 16 courses, at least 12 of which are Hornstein courses, in the following areas: professional studies, contemporary Jewish studies, and classical Jewish studies. Through cross-registration, students may take courses at other Boston-area graduate schools (Boston University, Boston College, and Tufts University) as well as at The Heller School for Social Policy and Management. Students may concentrate in Jewish education or specialize in advocacy, or fundraising and philanthropy.

Supervised Field Experience

All students are required to carry out focused projects in field settings during their first year. In the second year students do supervised internships in Jewish communal and educational settings.

Foster Seminar in Israel on Contemporary Jewish Life

An intensive examination of contemporary issues in Israeli society and its relationship with Diaspora communities.

Substantive Paper

In the second year students are required to submit a major substantive paper. The paper analyzes a practical issue in Jewish communal service or education in light of the student's own experience and the relevant literature.

Residence Requirement

The residence requirement is two years of full-time study or the equivalent thereof in part-time study.

Language Requirement

All students are expected to know the Hebrew alphabet prior to beginning their studies. Fluency in Hebrew at a level comparable to two years of college training is required for graduation. Students not meeting this requirement upon entrance are required to enroll in courses in Hebrew language in their first year and, if necessary, during the summer after the first year. A preparatory program in the summer before enrollment is available through the Brandeis Hebrew Program and is highly recommended.

Cocurricular Requirements

Seminar on Contemporary Jewish Issues

During the first year students meet with guest speakers on a range of subjects on the contemporary Jewish agenda.

Betty Starr Colloquium

First-year students spend three days in New York City visiting the national offices of major Jewish organizations to explore aspects of the communal agenda with agency executives.

Milender Seminar in Jewish Communal Leadership

First- and second-year students participate in a three-day seminar about Jewish communal leadership with an outstanding professional leader of the Jewish communal world.

Twenty-Seven-Month Dual Master's Program: Hornstein/Heller

This program prepares professional leaders who combine a high level of management skills with broad knowledge of the contemporary Jewish world. The program blends The Heller School's management curriculum with the Hornstein Program's integrated approach to Jewish communal work. Graduates of the dual degree program receive two master's degrees: a Master of Arts in Jewish communal service from the Hornstein Program and the M.B.A. (human services) from The Heller School for Social Policy and Management. The dual degree program spans a 27-month period beginning in June.

Admission

Students applying to this program must demonstrate professional and academic capability and the capacity for sustaining an intensive program of study. Applicants must submit a single application in duplicate to the Graduate School of Arts and Sciences.

Program of Study

There are 24 required courses, 12 full course equivalents at Heller and 12 at Hornstein, including one in Israel. In addition students are required to successfully complete a supervised field experience in a Boston-area Jewish organization and a team consulting project for a local agency.

Residence Requirement

Spans a 27-month period starting in June.

Language Requirement

Candidates are expected to establish competence in Hebrew, as described above.

Three-Year Joint Master's Program: Hornstein/NEJS

Program of Study

This degree is for students accepted into the Hornstein Program who seek a more intensive level of Judaic studies than is normally available in the two-year curriculum. It is recommended for students interested in Jewish education. Students who enroll in the three-year program devote most of a year to Judaic studies and must take at least one additional NEJS course in each of their other two years. These must be regular graduate (100- or 200-level) NEJS courses and HBRW courses, not courses primarily geared for Jewish communal service students, and only one of the courses may deal primarily with the contemporary period. NEJS and HBRW course selections must be approved by the NEJS faculty member overseeing this program.

Two years are primarily devoted to The Hornstein Program; students complete seven JCS courses and one NEJS course each year, as well as the Foster Seminar in Israel. In the third year students complete a minimum of six NEJS and one JCS course. One NEJS course may be a reading course which helps students prepare for the comprehensive exam in the third year.

Admission

Applicants must submit a single application in duplicate to the Hornstein/NEJS joint master's degree program.

Residence Requirement

The residence requirement is two years of full-time study; in the third year the student has post-resident status.

Language Requirement

All candidates are required to demonstrate proficiency in biblical or modern Hebrew.

Advising

Students are assigned advisors from the Near Eastern and Judaic Studies department and from the Hornstein Program. Students must meet with their advisor(s) regularly, and before enrolling in courses, to ensure appropriate course coherency.

Courses of Instruction

(200 and above) Primarily for Graduate Students

JCS 202b Jewish Identity and Learning Through the Life Cycle

Jews in North America develop their identities through every stage of the life cycle. For some this involves Jewish learning at varied times in their lives. Focuses on the development of Jewish identity through the lens of the life cycle and examines how Jewish learning changes from stage to stage. Usually offered every second year.
Mr. Reimer

JCS 206b Informal Education in Jewish Settings

Theory and skills of informal education as these would be applied in different types of programs and organizations in the Jewish community. Usually offered every second year.
Mr. Reimer

JCS 213b Basic Jewish Literacy

Designed to familiarize students with some of the basic terms, concepts, and texts of traditional Judaism. Aims to give a deeper understanding of Judaism that would allow students greater effectiveness in dealing with a religiously diverse Jewish community. Usually offered every year.
Mr. Solmsen

JCS 215a The Developing Learner in a Jewish Educational Setting

Focuses on the developing child, adolescent, and adult who come to learn about themselves and their world in a Jewish context. The main themes of the course are: developing a Jewish identity, gaining cognitive mastery of Jewish tradition, and balancing attachments to family, community, and society. Usually offered every second year.
Mr. Reimer

JCS 216a Philosophy of Jewish Education

What should Jewish education be? What are its legitimate goals? What are the competing visions of an educated Jew, and how do these influence educational practice? How is Jewish education similar to and different from other kinds of religious education? Addresses these and other questions from a philosophical perspective, through the close reading and analysis of theoretical texts. Usually offered every second year.
Mr. Levisohn

JCS 217b Issues in Contemporary Israel

Explores the rise of the Zionist movement in the 19th and 20th centuries, the early history of the State of Israel, and issues such as religion, ethnicity, women, and Arab-Jewish relations in contemporary Israeli culture. Usually offered every year.
Staff

One-Year Certificate Program in Jewish Education

A one-year certificate program is offered to NEJS Ph.D. students who have completed their residence requirement and at least one comprehensive examination.

Affiliated Institutes

The Hornstein Program has affiliated institutes that promote research and continuing professional education in the field of Jewish communal service and Jewish education. Students have access to specific projects and professionals associated with:

Genesis: A summer program for high school students empowering teens to relate their secular interests to Judaism by integrating their studies of the arts and humanities with social and political action. It provides a laboratory for work in informal Jewish education. For more information, please see www.brandeis.edu/genesis.

Institute for Informal Jewish Education: Dedicated to keeping Jewish youth involved with the North American Jewish community by strengthening the field of informal Jewish education through professional education, innovative programming, research, and advocacy.

Maurice and Marilyn Cohen Center for Modern Jewish Studies

The Maurice and Marilyn Cohen Center for Modern Jewish Studies (CCMJS) is a multidisciplinary research center dedicated to bringing the concepts, theories, and techniques of social science to bear on the study of modern Jewish life.

Mandel Center for Studies in Jewish Education

The Mandel Center is dedicated to the study and improvement of Jewish education. Through its initiatives in Jewish education, the Mandel Center contributes to a flourishing Jewish present and future.

JCS 218b The Cycle of the Jewish Year: Text Studies

The Jewish calendar is almost totally mandated by the Hebrew Bible, yet the Sages gave shape and substance to the holiday celebrations. Focuses on the scriptural texts, taken from the Torah, the Prophets, and the Hagiographa, which the Sages assigned for reading on holidays and assess what the Sages wanted to communicate—historically, theologically, and spiritually. Uncovers the rabbinic agenda which has shaped the practice of Judaism. Usually offered every year.
Staff

JCS 222b The Role of Jewish Texts in Communal Organizations

Explores central texts within the Jewish tradition beginning with the Hebrew Bible and proceeding chronologically to Hasidic Literature. Focuses on the application of these texts to the Jewish professional context. Explores questions such as, “How do these texts influence one another? How do the messages within the texts impact the mission, vision and operation of Jewish organizations? How do the texts play a role in the day to day functioning of Jewish organizations? The course takes both a theoretical and practical approach. Students are asked to prepare field-based exercises and case studies. Usually offered every second year.
Mr. Solmsen

JCS 228b Jewish Communal Institutions in Transition: New Paradigms and New Structures

The environment of Jewish life is very different today than it was in times past. All Jewish institutions must respond to this fact. Explores the changes as a manifestation of deeper paradigm shifts taking place in the relationship of individual Jews to the Jewish community. Explores the similarities and difference in the experiences, challenges, and responses in different sectors of the community, e.g., federation, center, synagogue, schools, etc. Reflects on some of the best thinking on organizational change as it relates to the specific dynamics of change in Jewish communal institutions. Also explores, in concrete terms, the implications for the roles and skills of Jewish professional working during a most interesting and challenging time in Jewish life. Usually offered every other year.
Ms. Shevitz

JCS 229a The Structure and Agendas of the American Jewish Community

Core course required for all first-year students.
Examines the structure and function of the organized Jewish community, with special attention to key issues such as leadership, decision making, organizational culture, and the relations among the many elements of the community. Primary focus is on the American Jewish community with some attention to Israel/overseas organizations and other diaspora communities. A significant component focuses on field observation and experience.
Ms. Israel and Ms. Schultz

JCS 235a The Culture of Jewish Educational Settings

Open to undergraduate juniors and seniors with permission and signature of instructor. As there is a field component, students should consult the instructor prior to enrolling.
Provides models for understanding the culture of the fieldwork agency and the community in which it functions in order to understand the change process in formal and informal Jewish educational settings. Theoretical literature is applied to a series of cases that focus on educational change and leadership. Usually offered every second year.
Ms. Shevitz

JCS 237b Organizational Theory and Behavior

Organizations, even when carefully designed to be effective and benign environments, have characteristics that sometimes confound and frustrate the most dedicated professional. Examines major theories of organization, with special attention to the implications they hold for understanding and managing what goes on. By applying different analytic frameworks to real and simulated organizational dilemmas, students gain perspectives and skills to help them productively work in communal institutions. Usually offered every year.
Ms. Shevitz

JCS 239b History and Philosophy of Jewish Philanthropy and Fundraising

Utilizing classical texts to illuminate the history and values of tzedakah, this course explores different presentation techniques employed in the contemporary Jewish communal setting. Students learn how to bring enduring Jewish values to bear upon the different tasks involved in the process of fundraising and development in Jewish organizational life. Usually offered every second year.
Mr. Mersky

JCS 240a Jewish Advocacy: History, Issues, and Trends

Using case studies, this course examines the Jewish community relations organizations in North America, their early development, changing agendas, and styles of operation. The major focus is on the current issues facing the American Jewish community and the strategies to address them. Usually offered every second year.
Mr. Sternberg

JCS 241a Skills and Techniques in Jewish Philanthropy and Fundraising

Provides a conceptual framework and develops a community organizational approach to organizing and implementing fundraising campaigns for Jewish communal organizations. Usually offered every fall.
Mr. Mersky

JCS 242a Applied Skills in Jewish Advocacy

This course uses case studies as a method of understanding the underlying concepts of advocacy and exploring and utilizing essential skills in the practice of advocacy. Skills developed include coalition building, the skill of politics (affecting public policy and influencing decision-makers), the skill of organization (mobilizing the Jewish community and the general community), and the skills of leadership. Usually offered every second year.
Mr. Sternberg

JCS 243b Financial Resource Development for the Nonprofit Agency

Prerequisite: JCS 241a.
Explores the strategic approach to funding the nonprofit agency in the Jewish community with an emphasis on major gifts management. Students learn the process of planning, developing, and soliciting leadership support through readings, lectures, guest speakers, simulations, and role plays. Usually offered every second year.
Mr. Mersky

JCS 248a Seminar in Professional Skill Development

Required of all first-year students.
Provides students with the opportunity to develop, examine, and integrate their individual professional styles and skills as they relate to an internship in a communal agency setting. The goal is to help students understand the range of skills needed to work within our increasingly diverse Jewish community. Usually offered every year.
Ms. Schultz

JCS 250d Seminar in Planning and Leadership

During the first semester a series of case studies to explore the processes of planning and the skills of community organization, politics, and planning at the organizational and communal levels is used. Students apply their knowledge of various communal organizations to revisit and reassess previous efforts as well as to envision and create new initiatives. Particular emphasis is given to the roles played and skills needed by professionals in the complex process of change. The second semester focuses on images of, requisite skills for, and diverse models of leadership, all of which provide paradigms for professional practice in the Jewish community. Usually offered every year.

Ms. Shevitz

JCS 287a Methods in Jewish Community Research

Designed to help students understand the uses and limitations of social research in the Jewish community. Research examples from Jewish communal settings are used to learn the concepts, vocabulary, and methods of a variety of approaches—including demographic studies, needs assessments, market research, and program evaluation. Usually offered every second year.

Staff

JCS 287b Management Modules for Jewish Communal Professionals

Provides an introduction to fundamental management skills, including managerial communication and supervision, budgeting, marketing, and peer consultation in the context of Jewish communal service. Emphasis on theory, fundamental concepts, vocabulary, and practice in the application of the skills in Jewish communal work settings. Classes and assignments involve case analysis, skill practice, and application exercises as well as background reading. Usually offered every third year.

Mr. Mersky and Ms. Schultz

JCS 300a Readings in International Jewish Community

Staff

JCS 300b Readings in Modern Middle East

Staff

JCS 301b Readings in Jewish Education

Mr. Reimer

JCS 305a Readings in Child Development

Mr. Reimer

JCS 306a Readings in Informal Jewish Education

Mr. Reimer

JCS 307a Readings in Jewish Thought

Mr. Mersky

JCS 308b Readings on Contemporary Israel

Staff

JCS 309a Readings in Pluralism in Jewish Education

Ms. Shevitz

JCS 350a Foster Seminar in Israel on Contemporary Jewish Life

An intensive examination of contemporary issues in Israeli society and its relationship with Diaspora communities.

Staff

JCS 390a Independent Study

Staff