HRNS 239b: Spring, 2009

HISTORY AND PHILOSOPHY OF JEWISH PHILANTHROPY AND FUNDRAISING

INSTRUCTORS: David A. Mersky

CLASS MEETINGS: Mondays, 9:10 AM – 12:00 PM

In this course, we utilize classical texts to illuminate the history and values of tzedakah and to explore different written, oral, audio-visual and multi-media presentation techniques employed in the contemporary Jewish communal setting. Students will 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. Readings, oral and written presentations, and active class participation are integral to the successful completion of this course.

The grade for the course will consist of the following:

Class participation: (20%)

Demonstrating that you have read the assigned material, you should actively engage in the discussions relating to the texts presented during the class sessions. During the first class session, groups will be formed for the purpose of the group assignments referred to below. Additionally, each group will be assigned responsibility for one of the four substantive areas:

- Why Must One Give Tzedakah
- How Should One Give
- How Much Is One Obligated To Give
- The Role and Responsibilities of the Solicitor.

Each group will then break into pairs. Each pair will then take responsibility for the facilitation of a thirty minute class discussion of a text representative of the relevant substantive area.

Classmates will participate in oral evaluations of the facilitation.
Individual Presentations: (30%)

1. In a memorandum addressed to the CEO of a Jewish communal agency that embodies a classic Jewish value, you will justify the development of a training program—either for donors or for solicitors. The memorandum should identify a single clear-cut objective for the program as well as a sequencing of interim steps to accomplish achievable outcomes, the resources required to fulfill the objective and the process by which you intend to plan the program and engage the “audience.” The memorandum is due on February 9.

2. You will write and orally deliver a 3 minute d’var torah based on a text that exemplifies either why one must give, how to give, how much to give, or the role and responsibility of the solicitor. You should use classical texts to illustrate your point. A written text of your presentation will be due on March 2 to be shared with the entire class via email and hardcopy when oral presentations and discussion are scheduled. Written evaluations will be provided by classmates.

Group Presentations: (50%)

3. In a small group that will be formed during the first week of the semester, you will prepare a one-on-one briefing for a committee chairperson so that s/he can lead a committee meeting that is designed to plan the training programs of which you have written in the memorandum that is the first assignment detailed above. It will be necessary for the group to negotiate a shared vision of the program based upon their individual submissions. The group will create the agenda for the meeting as well as a set of notes for the chairperson. The notes should not only outline the objectives of each component of the meeting but also prepare the chairperson to conduct the meeting with ease and assurance. The group will role play the “coaching” with members of the group rotating as the chairperson so that every member of the group has a chance to serve as a coach. The role plays will be presented on March 30 along with the written material—the chairperson’s annotated agenda.

4. On April 27, the last day of class, in the same small group, referred to above, you will present the training program of either donors or solicitors that you outlined in your memorandum. You will utilize all of the tools for modern presentation that are at your disposal. The training program requires that you provide an orientation to the Jewish values that are fulfilled through the work of the agency and the classic texts in which those essential values are found. Additionally, you should provide a brief history of the agency as well as the service it provides in the modern Jewish community. The presentation should have a skill development component. Finally, you should present the material in a dynamic, interactive way to equip both donors and solicitors to use their new-found knowledge, skills and enthusiasm to solicit the support of others.

On the following pages are listed the topics that we will cover as well as some of the readings for which you will be responsible. Additional hand-outs will be distributed during the course of the semester.

N.B. IF YOU ARE A STUDENT WITH A DOCUMENTED DISABILITY ON RECORD AT BRANDEIS UNIVERSITY AND WISH TO HAVE A
REASONABLE ACCOMMODATION MADE FOR YOU IN THIS CLASS, PLEASE SEE ME IMMEDIATELY.

You are expected to be honest in all of you academic work. The University policy on academic honesty is distributed annually as section 5 of the Rights and Responsibilities handbook. Instances of alleged dishonesty will be forwarded to the Office of Campus Life for possible referral to the Student Judicial System. Potential sanctions include failure in the course and suspension from the University. If you have any questions about my expectations, please ask.
Unit I: Introduction
Tuesday, January 20

Purpose, Outline, Framework of the Course

The Dialectic of Jewish Literature

1. The Development of the Oral Tradition
2. The Core Values
3. How to Give a D’var Torah: A Beginners Guide by Richard J. Israel
4. Tzedakah: The Highest Mitzvah by Laurence J. Rubinstein
5. Personal and Professional Priorities in Jewish Communal Service by Norman Linzer
6. Selections from *Understanding American Jewish Philanthropy* edited by Marc Lee Raphael
   - Fund-Raiser Par Excellence by Charles E. Schulman
   - Parlor Meetings by Bram Goldsmith
   - Worker Training for Face-to-Face Solicitation by Frederick P. Rose
   - Overseas Missions to Israel by George M. Zeltzer
   - Campaign Evaluation by Herb Garon

Unit II: Why Must One Give *Tzedakah*
January 26 and February 2

- It is as important as all other mitzvot
  *Baba Batra* 9a
  *Sukkah* 49a
- Because you were once strangers
  *Deuteronomy* 24:17-18
- To help the needy, poor, widowed, fatherless
  *Deuteronomy* 15:7-11, 24:19
  *Isaiah* 58:5-10
  *Job* 29:12-19
  *Proverbs* 14:31, 19:17, 21:13
  *Numbers Rabbah* 5:2
  *Mishneh Torah* 7:1
- A Way to Pursue Peace
  *Isaiah* 32:16-17
  *Micah* 6:8
- It is the sign of a righteous person
Jerusalem Talmud Horayot 3
Mishneh Torah 10:1

- To Support Those Going to Eretz Yisrael
  Ezra 1:2-4

- A Communal Obligation (if you are in a place 30+ days)
  Baba Batra 8a
  Mishneh Torah 9:12,15

- To Support Scholars
  Kitzur Shulhan Arukh 34:14

- Stewardship
  Kitzur Shulhan Arukh 34:1

Unit III: How Should One Give Charity
February 9 and 23

- Don't Harden Your Heart or Shut Your Hand
  Deuteronomy 15:7-11
  Bezah 32b
  Mishneh Torah 7:2-3

- Give With a Full Heart
  Avot de Rabbi Natan 7
  Mishneh Torah 10:2,4
  Kitzur Shulhan Arukh 34:1

- Don't Do It for Your Own Sake
  Ketubot 66b-67a

- Give Constantly
  Avot de Rabbi Natan 3
• Giving in Secret/8 Steps of Charity
  *Baba Batra* 9b
  *Mishneh Torah* 10:7-14
  *Kitzur Shulhan Arukh* 34:9, 13

• It is a Sacred Vow
  *Mishneh Torah* 8:1

Unit IV: The D’var Torah
  March 2

Unit V: How Much Is One Obligated To Give
  March 9 and 23

• Tithe
  *Leviticus* 27:30-32
  *Numbers* 18:25-29
  *Deuteronomy* 14:22-29, 26:5-15
  *Ketubot* 50a
  *Pirkei d'Rebbe Eliezer* Chapter 27
  *Mishnah Torah* 6:1-7,13-14, 7:5
  *Shulhan Arukh Yoreh De'ah* 249:1

• Shmitah
  *Leviticus* 25

• Pe’ah
  *Leviticus* 19:9-10, 23:22
  *Deuteronomy* 24:19-22
  *Ruth* 2:1-6
  *Mishneh Pe’ah* 1:1-2, 8:1-2,5-9
  *Shabbat* 23a
  *Mishneh Torah* 1:1-7,15

• Other Amounts
  Even The Smallest Amount
  *Baba Batra* 10a
  *Gittin* 7b
  *Kallah* 2b
  *Mishneh Torah* 7:10,8:3
  *Kitzur Shulhan Arukh* 34:2,8
Give a Loan

*Shabbat* 63a

*Kitzur Shulhan Arukh* 34:12

Don't Give to Impoverish Yourself

*Ketubot* 67b

Unit VI: The Role and Responsibilities of the Solicitor
March 30

*Baba Batra* 8b-9a

*Mishneh Torah* 9:1-3, 5

*Shabbat* 118b

Unit VII: Modern Presentation Techniques:
From Chalkboard and Flip Chart to Laptop and LCD
April 6 and 20

Unit VIII: Student Presentations
Wednesday, April 27