

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.

## Committee

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

**Richard Gaskins**  
(American Studies)

**Mark Hulliung**  
(History)

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

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

**Bernard Yack**  
(Politics)

## Requirements for the Minor

The minor will require five courses:

**A.** One HOID core course. For 2004-05, the following classes are being offered as HOID core courses.

1. POL 192b (Seminar: Topics in Law and Political Theory)
2. PHIL 13b (The Idea of the Market: Economic Philosophies)
3. HIST 196a (American Political Thought: From the 1950s to the Present)
4. ECS 100a (European Cultural Studies: The Proseminar) or ECS 100b (European Cultural Studies Proseminar: Making of European Modernity)

**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.

## 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.

**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)

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)

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

---

## 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 graduate programs leading to the Master of Arts degree in Jewish communal service integrate Jewish studies and professional education through courses, supervised internships, and cocurricular activities. The programs prepare students for leadership positions in a variety of settings, including federations, synagogues, community centers, Hillel foundations, schools, and other communal organizations.

There are four program options: a two-year program leading to the M.A. in Jewish communal service; a three-year joint degree program leading to the M.A. in Jewish communal service and in Near Eastern and Judaic Studies (NEJS) (recommended for students interested in Jewish education); 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. (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.

---

### 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 expected to arrange for a personal interview.

**Faculty****Susan Shevitz, Director**

Jewish education. Organizational behavior, planning, and leadership.

**Sharon Feiman-Nemser**

Jewish education. Teacher education.

**Jon Levisohn**

Philosophy of education.

**Bernard Mehlman**

Jewish traditional sources. Applied Judaica.

**David Mersky**

Philanthropy and fundraising.

**Joseph Reimer**

Jewish life cycle and identity. Jewish education.

**Marlene Schultz**

Fieldwork. Group work.

**Bradley Solmsen**

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****Course of Study**

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. Students may take courses at other Boston-area graduate schools (Boston University, Boston College, Tufts University, and The Heller School for Social Policy and Management). Students may concentrate in Jewish education or specialize in advocacy or fundraising and philanthropy.

For the one-year M.A. program, students are required to successfully complete a minimum of eight courses as well as a fieldwork experience. In conjunction with a faculty advisor, course work is individually designed to meet the student's needs.

**Supervised Internships**

All students are required to successfully complete two supervised internships in Boston-area Jewish educational or communal service organizations. In the first year, fieldwork is 15 hours a week; in the second year, 20 hours. This schedule requires students to be in residence through the middle of May and to plan for a shorter winter intersession than indicated in the University's Academic Calendar.

**Joseph and Esther Foster Seminar in Israel on Contemporary Jewish Life**

This four-week program, held during May and June after a student's first year, is a combination of classes and field visits designed to provide an in-depth understanding of Israel and its relationship with diaspora communities. It is sponsored in cooperation with the Jewish Community Centers (JCC) Association of Israel. Costs are partially subsidized by scholarships provided by the Joseph and Esther Foster Fund, the Kraft Israel Initiative, and the Jewish Agency.

**Summer Study in Israel Program (SSIP)**

Open to Jewish education concentrators. SSIP takes place at the conclusion of the Foster Seminar. This program, heavily subsidized by the Kraft Israel Initiative, affords students the opportunity for additional study in Judaica and Hebrew language in Israel.

**Substantive Paper**

In the second year students are required to submit a major substantive paper growing out of some aspect of their fieldwork experience. 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 fall term this seminar meets once each week with guest speakers on a range of subjects on the contemporary Jewish agenda. Required of all first-year students.

**Tisch and Brin Seminars**

Students participate in special seminars focusing on professional skill development.

**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 on campus on Jewish communal leadership with an outstanding professional leader of the Jewish communal world.

**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 their first year to Judaic studies and must take at least one additional NEJS course in each of their remaining 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.

In their first year students complete six NEJS courses and one JCS course. In their second year students complete one NEJS course and seven JCS courses and in the summer complete the Israel Seminar (JCS 350a, Foster Seminar in Israel on Contemporary Jewish Life) and have the option for individualized supplemental Judaica study in Israel (SSIP). In their third year students complete one NEJS course (that may be a reading course to prepare for the comprehensive exam) and six JCS courses.

**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.

---

**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 two supervised fieldwork experiences in Boston-area Jewish organizations 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.

---

**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.

**Required Seminars and Practica****Perspectives on Israel**

Required of all first-year students who will be participating in the Foster Seminar on Contemporary Jewish Life. Not for credit. Meets biweekly in the second semester. Sets up a framework for exploring the dynamics of an effective learning group and examines the Israel-Diaspora relationship in relation to selected contemporary issues and to students' personal and professional commitments. Usually offered every year.  
Staff

**First-Years' Fieldwork Discussion**

Required of all first-year students. Not for credit. Sessions focus on fieldwork issues allowing for an exchange of ideas, where information is shared and mutual problems are discussed. These discussions offer an opportunity to learn how other agencies operate and how they approach common challenging problems.  
Ms. Schultz

---

**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:

**Fisher-Bernstein Institute for Leadership Development in Jewish Philanthropy:** Works to strengthen the lay-professional partnership in North American Jewish organizations through research, education, and advocacy.  
Staff

**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](http://www.brandeis.edu/genesis).  
Mr. Solmsen

**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.  
Mr. Reimer

**Nathan Perlmutter Institute for Jewish Advocacy:** Serves as a resource for educating professionals in the field of Jewish advocacy through courses, continuing education and research.  
Mr. Sternberg

## 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 211a Beginners Hebrew

*Not for credit.*

An introductory-level course for graduate students who have no prior experience with Hebrew language. Usually offered every semester.

Staff

#### 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. Levinson

#### 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

#### 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.

Mr. Mehlman

#### JCS 222b Teaching Jewish Texts

Examines a variety of ways that Jewish educators and communal professionals teach and present Jewish texts to different audiences. Usually offered every second year.

Staff

#### 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 this as a reflection of deeper and general 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 year.

Mr. Sheingold

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

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. Usually offered every year.

Staff

#### JCS 234b Curriculum Theory and Development

Developing effective programs and courses requires an understanding of participants, concepts, contexts, and processes. Students gain an understanding of how programs and curricula are developed for formal and informal Jewish educational settings.

Family education programming is used as the focus of the course. Usually offered every second year.

Staff

#### 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 236a Teaching and Learning in Jewish Classrooms

*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.*

Explores the intellectual, moral, and practical requirements of good teaching in Jewish classrooms. Through reading and writing, observations and investigations in the field, and practical experiments, students will develop skills to study and improve their teaching. Usually offered every year.

Staff

#### 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.

Staff

**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**

Mr. Jacobson

**JCS 300b Readings in Modern Middle East**

Staff

**JCS 301b Readings in Jewish Education**

Ms. Feinman-Nemser

**JCS 305a Readings in Child Development**

Mr. Reimer

**JCS 306a Readings in Informal Jewish Education**

Mr. Reimer

**JCS 308b Readings on Contemporary Israel**

Readings on Contemporary Israel

**JCS 350a Foster Seminar in Israel on Contemporary Jewish Life**

An intensive examination of contemporary issues in Israel society and its relationship with Diaspora communities. Offered every year from mid-May through mid-June in Israel in cooperation with the Jewish Community Centers Association.

Staff