

A graduate program

Course of Study:  
Master of Arts

## The Hornstein Jewish Professional Leadership Program

### Objectives

The Hornstein Jewish Professional Leadership Program prepares leaders to understand and participate in the challenges of a fast-changing Jewish community. Intellectually and educationally robust, and experientially varied, the program offers two separate leadership tracks:

A dual-degree (MA/MBA) program with Brandeis's Heller School of Social Policy and Management.

A dual MA program with Brandeis's Department of Near Eastern and Judaic Studies.

Both programs combine top-quality scholarship, professional education, and carefully selected fieldwork experiences in order to equip leaders with the tools necessary to help shape twenty-first-century Jewish life.

Students in Hornstein have the opportunity to study with outstanding scholars and practitioners whose work shapes Jewish discourse, policy, and professional practice. The curriculum integrates courses in Jewish studies, nonprofit management, and Jewish communal leadership, and highlights the roles of research, evaluation, and reflective practice in achieving professional success.

### 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 addition, applicants are expected to submit results of either the Graduate Management Admission Test (for the Hornstein-Heller program) or the Graduate Record Examination (for the Hornstein-NEJS program), as well as a statement that describes the applicant's Jewish interests and future professional plans, and a sample of written material. Applicants are required to arrange for a personal interview. Contact [hornstein@brandeis.edu](mailto:hornstein@brandeis.edu) for further details.

### Faculty

#### Jonathan D. Sarna, Director

American Jewish history. Judaism in the Americas.

#### David Mersky

Philanthropy and fundraising.

#### Joseph Reimer (on leave 2007–08)

Jewish educational leadership.

#### Amy Sales

Jewish institutions. Demography. Planning and evaluation.

#### Len Saxe

Jewish identity. Socio-demography. Evaluation research.

#### Susan Shevitz

Organizational behavior, planning, and leadership. Jewish education.

#### Ellen Smith

Visual and material culture of religion. American Jewish history.

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

#### Hornstein-Heller School for Social Policy and Management MA/MBA Program

##### Program of Study

This program prepares professional leaders with the full complement of business and nonprofit skills, as well as specialized knowledge of Judaic studies and contemporary Jewish life. The program blends the Heller School's management curriculum with the Hornstein program's integrated approach to Jewish leadership training. Graduates of the dual-degree program receive two master's degrees: a Master of Arts in Jewish professional leadership from the Hornstein program and an MBA from the Heller School for Social Policy and Management. The dual degree requires eighty course credits, usually completed in five semesters, including the summer between years one and two. Roughly half of these courses are in Heller and half in Hornstein. In addition, students are required to successfully complete a supervised field experience and a team consulting project.

##### 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 to the Graduate School of Arts and Sciences.

##### Supervised Field Experience

Supervised fieldwork forms part of the Hornstein program. It is designed to immerse students in best professional practices within the Jewish community and help students refine their practical skills, learn to turn theory into action, and become self-reflective and effective practitioners.

Field experience usually takes place in the summer and/or second year of the program and usually consists of approximately 125–130 hours of experience managing a project jointly created by the student, the Hornstein faculty, and the supervisor in the field organization.

##### Foster Seminar in Israel on Contemporary Jewish Life

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

##### Residence Requirement

The residence requirement is five semesters 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 one year 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. An intensive four-week Hebrew preparatory program is available to students in the summer prior to their enrollment through the Brandeis Hebrew Language Summer Institute, and is highly recommended.

**Cocurricular Requirements****Hornstein Leadership Colloquium**

Meeting regularly throughout the year, this required colloquium brings innovative Jewish leaders into an intimate setting with Hornstein students for conversations about what makes a Jewish leader. Leaders share their vision for the coming generation of Jewish leadership, and pose “real-life” scenarios from their experiences, challenging students to think through with the leader and one another possible responses. Students are involved in the planning and coordination of the seminar.

**Starr Colloquium**

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**

Students participate in a three-day seminar about Jewish leadership with an outstanding leader of the Jewish communal world.

**Hornstein-Near Eastern and Judaic Studies Dual MA Program****Program of Study**

This program is for students who aspire to professional careers in the Jewish community. It provides a nuanced understanding of the contemporary Jewish community, background in Jewish studies, as well as a set of professional skills and values. The dual degree requires eighty course credits, usually completed in five semesters, including the summer between years one and two.

Students take nine graduate-level (100 level or higher) NEJS or HBRW courses, including NEJS 234a, which has a prerequisite of NEJS 5a or its equivalent (NEJS 5a may not be taken for credit). At least one of these courses must be in the area of Bible and Ancient Near East, and at least one in the era between the end of the Biblical Period and the onset of modernity. In addition, students take 36 Hornstein credits that focus on contemporary issues and professional perspectives as well as field experiences. A seminar in Israel is also part of the program’s requirements. In addition, eight elective credits from outside Hornstein/NEJS are selected with the input of the student’s advisors. These electives may be taken in Heller, IBS, psychology, sociology, cultural production, or other departments or programs. A series of cocurricular learning experiences is also required, including a seminar at national Jewish agencies in New York and seminars on and off campus with leaders of the Jewish community. Each student’s program is individualized and is created in conjunction with advisors from Hornstein and NEJS.

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**Supervised Field Experience**

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Field experience usually takes place in the summer and/or second year of the program and usually consists of approximately 125–130 hours of experience managing a project jointly created by the student, the Hornstein faculty, and the supervisor in the field organization.

**Foster Seminar in Israel on Contemporary Jewish Life**

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

**Residence Requirement**

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

**Language Requirement**

All candidates are required to demonstrate proficiency in modern Hebrew. An intensive four-week Hebrew preparatory program is available to students in the summer prior to their enrollment through the Brandeis Hebrew Language Summer Institute and is highly recommended. Students may fulfill the Hebrew language requirement in one of two ways:

1. by passing (B– or above) a 40 or higher level Hebrew course;
2. by passing an examination offered in April of each year.

**Final Project**

Students must complete a master’s project that reflects and integrates their study in this joint program.

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**Affiliated Institutes**

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

**Fisher-Bernstein Institute for Jewish Philanthropy and Leadership:**

Brings academic expertise to the study and practice of fundraising, philanthropy, and leadership in the American Jewish community. For more information, please see [www.cmjs.org/fbi](http://www.cmjs.org/fbi).

**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).

**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. For more information, please see [www.brandeis.edu/ije](http://www.brandeis.edu/ije).

**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. For more information, please see [www.cmjs.org](http://www.cmjs.org).

**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. For more information, please see [www.brandeis.edu/centers/mandel](http://www.brandeis.edu/centers/mandel).

**Steinhardt Social Research Institute:** Collects, analyzes, and disseminates unbiased data about the Jewish community and about religion and ethnicity in the United States. For more information, please see [www.ssri.cmjs.org](http://www.ssri.cmjs.org).

## Courses of Instruction

### (200 and above) Primarily for Graduate Students

#### **HRNS 202b Jewish Identity and Learning through the Life Cycle**

*This course may not be repeated for credit by students who have taken JCS 202b in previous years.*

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

#### **HRNS 206b Informal Education in Jewish Settings**

*This course may not be repeated for credit by students who have taken JCS 206b in previous years.*

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

#### **HRNS 229a Jewish Polity and Organizational Life**

*This course may not be repeated for credit by students who have taken JCS 229a in previous years. Core course required for all first-year Hornstein students. Also open to undergraduate seniors and to graduate students from other departments with permission and signature of instructor. As there is a field component, students must consult the primary instructor prior to enrolling.*

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. Usually offered every year.

Ms. Sales and Mr. Saxe

#### **HRNS 237b Organizational Theory and Behavior**

*Core course required of all Hornstein students.*

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 to work productively in communal institutions. Usually offered every year.

Ms. Shevitz

#### **HRNS 239b History and Philosophy of Jewish Philanthropy and Fundraising**

*This course may not be repeated for credit by students who have taken JCS 239b in previous years.*

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

#### **HRNS 240a Jewish Advocacy: History, Issues, and Trends**

*This course may not be repeated for credit by students who have taken JCS 240a in previous years.*

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.

Staff

#### **HRNS 241a Skills and Techniques in Jewish Philanthropy and Fundraising**

*This course may not be repeated for credit by students who have taken JCS 241a in previous years.*

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

**HRNS 243b Financial Resource Development for the Nonprofit Agency**

*Prerequisite: HRNS 241a. This course may not be repeated for credit by students who have taken JCS 243b in previous years.*

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

**HRNS 245b Jewish Leaders as Jewish Educators**

Examines the role of the American Jewish leader as Jewish educator. In a voluntary community, continuity depends largely on education: the capacity to offer a compelling vision that wins hearts and minds. Leaders are called upon to educate their community through the stories they tell, the questions they raise, and the policies they sponsor. This course examines those leadership capacities through these lenses: traditional Jewish views of leaders as educators, contemporary theories of leadership, and case studies of twentieth-century Jewish leaders. Students will also pursue the developmental question of how one becomes an effective Jewish leader/educator. Usually offered every year.

Mr. Reimer

**HRNS 246f Statistics for Jewish Professional Leaders**

*A required course for all Hornstein students. This course may not be repeated for credit by students who have taken HS 246f in previous years. Meets for one-half semester and yields half-course credit.*

Provides an introduction to statistical thinking and analytical methods. Focus is on understanding statistical reasoning and interpreting analyses. Topics include descriptive and inferential statistics applied to understanding survey research, evaluation, and policy studies relevant to Jewish organizational leadership. Usually offered every year.

Mr. Saxe

**HRNS 247a Program Evaluation for Jewish Professional Leaders**

*Prerequisite: HRNS 287a or equivalent course in research methods. This course may not be repeated for credit by students who have taken HS 247f in previous years. Yields half-course credit.*

Provides participants with an understanding of the basic concepts of evaluation research and their application to Jewish communal policy. Emphasizes methodological issues and their application to social interventions and program delivery using exemplars from the Jewish communal sphere. Usually offered every second year.

Mr. Phillips

**HRNS 250a Seminar in Planning and Leadership**

*This course may not be repeated for credit by students who have taken JCS or HRNS 250d in previous years.*

In well-functioning organizations leadership is distributed throughout the setting and not associated only with the people at the top of the pyramid who have official authority. In this seminar we will examine different theories and examples of leadership, both contemporary and traditional, as well as examples of leaders with and without formal authority. Special attention will be paid to how the leaders develop their own styles and approaches over time. Students will synthesize what they learn about leadership, in general, and specific leaders, in particular, through a series of explorations of their own leadership capacities. Usually offered every year.

Ms. Shevitz

**HRNS 300a Readings in International Jewish Community**

Staff

**HRNS 301b Readings in Jewish Education**

Mr. Reimer

**HRNS 302a Readings in Philanthropy and the Contemporary Jewish Community**

Ms. Sales

**HRNS 307a Readings on the Jews of Boston**

Ms. Smith

**HRNS 309a Readings in Pluralism in Jewish Education**

Ms. Shevitz

**HRNS 310a Readings in Jewish Advocacy**

Staff

**HRNS 311a Readings in Jewish Philanthropy and Fundraising**

Mr. Mersky

**HRNS 350f Foster Seminar in Israel on Contemporary Jewish Life**

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

Ms. Smith

**HRNS 390a Independent Study**

Staff

# Independent Interdisciplinary Major

Courses of Study:  
Major (BA)

## Objectives

An independent interdisciplinary major (IIM) offers students with interdisciplinary intellectual interests the opportunity to design a course of study not available in the regular curriculum. Each IIM is designed around a topic, theme, issue, or set of questions that cannot be adequately addressed within the context of existing majors or minors. A proven record of academic achievement, seriousness of purpose, and intellectual curiosity are prerequisites for this endeavor. The skills necessary to pursue an IIM include the ability to work independently, to analyze and synthesize materials from different disciplines, and to work one-on-one in sustained dialogue with faculty members.

## How to Become a Major

An IIM must be designed in collaboration with three faculty members from at least two different departments. While it is acceptable to have faculty from the International Business School, or from the Heller Graduate School, at least one member of the committee must be from the College of Arts and Sciences. Students must present and receive approval of a proposal no later than the end of their junior year.

## Requirements for the Major

**A.** Students must receive approval by the Undergraduate Curriculum Committee before the end of their junior year.

**B.** Core Courses: Twelve courses (48 credits) from various academic departments. A maximum of four courses (16 credits) may be from study abroad, summer school, or cross-registration.

**C.** One Senior Experience: IIM 98b: Independent Study (one semester), or IIM 99d: Senior Research (two semesters).

**D.** Students who wish to be considered for "departmental" honors must achieve a 3.25 cumulative GPA and must complete the two semester (8 credits) IIM 99d option to produce a senior honors project or thesis.

The proposal should describe the role each potential course plays in the curriculum and how the various courses relate to one another. In addition to discussing their intellectual, academic, and career goals, students must address why designing an IIM is more desirable than completing two separate majors or a combination of major and minor. The proposal consists of four parts: the proposed curriculum forms, a proposal statement no longer than three pages in length, a letter of endorsement signed by all three members of the faculty committee, and evidence of comparable majors offered at other colleges and universities. The proposal will ultimately be reviewed by faculty members from the Undergraduate Curriculum Committee (UCC) and the Committee on Academic Standing (COAS), which meets during the second half of each semester. This group will evaluate the proposal and make recommendations to the Undergraduate Curriculum Committee, which grants final approval of all IIM proposals.

Students who wish to develop a proposal for an independent interdisciplinary major should consult with the Office of Academic Services.

**E.** Courses graded Pass/Fail can not count toward the major.

**F.** No more than four courses may double-count toward another major or two courses toward another minor. No more than six courses may be used toward any additional major(s) and minor.

**G.** No course with a final grade below a C- may count toward the major.

## Special Notes Relating to Undergraduates

Interested students should stop by the Office of Academic Services or visit [www.brandeis.edu/as/advpol/IIMmajor.html](http://www.brandeis.edu/as/advpol/IIMmajor.html) to view the entire independent interdisciplinary major guidelines and proposal.

## Courses of Instruction

### IIM 98b Senior Essay

Usually offered every year.  
Staff

### IIM 99d Senior Research

Usually offered every year.  
Staff