

PADM-GP 2197: Taub Seminar: Sustaining Minority Communities - The Jewish Community of 2025

**Robert F. Wagner Graduate School of Public Service
Program in Nonprofit Management and Judaic Studies
New York University**

Tisch Hall (at Stern School for Business), LC2

Spring, 2016

Wednesdays 9:30-11:10 A.M

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Office Hours: by appointment

The Taub seminar is about how a “minority” community (in this case, a white ethnic/religious community) can sustain identity in 21st century America. Sessions will wrestle with such issues as identity, communal organization, core and fringe, and the indices and litmus tests of institutionalized belonging. We will explore how those identifying as Jews work to nurture a purely voluntary association at a time of little support in the popular culture for sustaining any communal norms, existing institutions or unenforceable obligations. Our study must also then be understood within the larger American context of voluntary associations and minority communities. We will explore how power is defined, how leaders are selected and consensus determined (or not) within Jewish organizations and the community as a whole. We will examine the wide range of communal institutions and organizations – philanthropic, educational, social, religious and social service – that place themselves within the orbit of the Jewish community to uncover how they define their missions, establish authority, make decisions, recruit involvement and gain (or lose) loyalty and affiliation. As important, we will test the capacities of these institutions and their leaders to address the many challenges they face in an environment of waning allegiance and obligation, for it is a time of great turmoil and change and critique. So this is a course that will explore the tensions and challenges and, more than that, try to anticipate the trajectory of the Jewish community ten years from now.

We enter any subject of investigation filled with learned viewpoints, opinions, and select facts that we choose to employ. This helps to make the task of uncovering what we mean by Jewish and Jewish community fraught with unusual difficulty. Whatever our background, it will be hard to shake preconceived positions.

Where appropriate and in order to extend learning beyond the traditional classroom, key analysts and practitioners in the field will visit the class. By preparing rigorously for these sessions, we will be ready for the tasks of critical examination and analysis that should challenge existing institutional assumptions. Gaining the tools and the eye to evaluate a rather small self-identifying community, its institutions and leadership, in terms of mission, structure, capacity and delivery are at the core of the seminar’s commitment to determine what is meant by Jewish and Jewish community in the twenty-first century. The central goal of the Taub Seminar is to help you become more effective agents of communal and public service institutional transformation.

The structure of the course will be to identify issues and challenges, to explore a range of ways to assess and evaluate those issues and challenges, and then to imagine the most effective and constructive potential responses – in the hopes of identifying those that could prove to be successful in navigating the difficult terrain of 21st century America.

Course requirements include:

1. Careful preparation for and serious involvement in all seminar sessions. This means reading the materials and thinking about the topic before the session. You are asked to:
 - Consider the types of challenges and issues presented in each session based on the topic provided, the readings and your own experience.
 - Question the significance of the topic and the analyses you read – are the issues significant, is the methodology solid; does the analysis comport with the results
 - Search for what biases (and there are always biases) are affecting the choice of subject, data and analysis?
 - Check yourself out: In what ways do the evidence and analyses conform to your own experience and assessments and in what ways do they challenge?
 - Consider what institutional and organizational implications can be drawn from the readings and what types of leadership responses would be most productive?
 - What possible solutions or responses are possible to address the questions posed?
 - What can I learn as a leader and manager, policy analyst and community builder?

Class participation is crucial and the quality and thoughtfulness of your involvement will be reflected in your final grade. **If speaking in public is difficult for you, please come to see me early on.**

2. Students will choose readings from sessions that seem powerful, meaningful and/or problematic and write a one-page single space analysis of the readings (it need not cover all the readings, but at least two). This analysis, while reflecting rigorous and careful reading, allows you to explore what excites you intellectually and/or how you imagine applying what you read to professional areas that interest you. You may add class session presentations and discussions as well as your outside experience to the reflection – but keep foremost the readings. These two one-pagers should be submitted in succession **no later than the following dates:**

1st Reflection February 16, 2016

2nd Reflection April 19, 2016

3. A research study developed with one or more partners on what you consider to be a key issue that Jews, Jewish leaders and/or Jewish organizations will be facing within five to ten years. This means locating the challenge that will be faced, posing the best questions on the subject you can develop, researching information that is presently available, and positing some possible paths that can be taken. The product of this study will be a research statement and synopsis, a written methodology plan - how you will get the information you need to do the study, a class media presentation that takes us through your research and possible responses, and a short final statement of how your team imagines what your issue will look like in 2025. This is a creative opportunity to imagine the future – take seriously the task. Please do not come up with issues that have been addressed already for many years.
4. By the **fourth session (February 17th)**, each student or team will have met with me to present your topic and strategy for study and presentation. **Please make sure to schedule the meetings with me.**

5. **No later than February 24th**, you will hand in a research statement and a short synopsis (no more than two pages, in outline for if you so choose) of your subject plus the questions you will address. I will be happy to work with you on focusing and refining the plan (if necessary) and hand back the following week with any further advice I can give.
6. There will be a take-home midterm. You will be given five questions from the sessions we had – that includes the readings, the session presentations and the discussions that took place. You will choose two questions and can write a maximum of four single-spaced pages combined. As this is a take-home exam, citations will be expected. **The Midterm will be posted on March 9th and will be due March 22nd.** That gives you ample time to write.
7. **The week of March 28th**, each team will meet with me to review their research findings, discuss their methods of analysis and ideas for projecting solutions or responses to the challenge being analyzed. **Please make sure to schedule the meetings with me.**
8. On **April 27th**, you will provide your classmates with a one page maximum summary of the issue you chose, the questions you posed and the ideas you have developed to address the issue. This is your opportunity to brief the class about your paper through this one page abstract. **You will post these on the forum of NYU Classes.**
9. For the final session on **May 4th**, having read each and all of the one page summary abstracts, you will all engage in a communal conversation, explaining (and possibly defending) your issue, findings and conclusions. In this way, we will model how communities can anticipate problems and place them on a communal agenda. **PLEASE NOTE: IF POSSIBLE, THIS WILL BE AN EXTENDED SESSION FROM 9:30 AM -12:30 PM. to allow everyone to present. If not, we will need to meet during finals week.**
10. You will then write a final reflection due **May 11th** which gives you ample time to revise and finalize the research element you presented based on the responses you get during the class presentations. Since the materials from your presentation will already be posted, you need only submit your own personal final reflection that encompasses the class experience, your project work, your team experience – all in the context of the readings and presentations. This need not be longer than three single-spaced pages. Please make sure that you have ample citations, at least three to a page, that support your thinking about sustaining a minority community in 21st century America.
11. Your grade will reflect your participation in seminar sessions, your three one-page analyses of the readings, your midterm, your teamwork and final presentation and your final personal reflection. The combination thus reflects your analytic skills, your ability to cogently present and also participate in discussions, and your ability to link your study to anticipate future community building and nurturing issues.
 - Each Reflection is worth up to 10 points (total maximum of 30)
 - The midterm is worth up to 20 points
 - The semester team research study, from the first research statement to the final presentation and paper is worth up to 25 points
 - Your final reflection is worth up to 20 points
 - Participation worth up to 5 points

NYU Classes and BJPA:

1. Many of the sources are found on the BJPA website.
2. Much of the reading, many announcements, class related documents and other useful class information will be posted to the class NYU Classes site at <http://classes.nyu.edu/> so make sure to check that our regularly.
3. Also, check your NYU email regularly for any other announcements.

4. You will need Adobe Acrobat Reader in order to view some of the materials. Make sure that you have it installed.

Readings:

1. The readings listed for each session provide a survey of what is available on the subject. I will star * the required readings we all will share and hope that you will look at the other readings since my goal is to provide debate and multiple perspectives. **DON'T PANIC OVER THE READINGS – THEY ARE RESOURCES FOR YOU TO CONSIDER, NOT THE BIBLE. They help you be more conversant in and aware of the subject.**
2. Read Elcott and Himmelfarb, *Generations and Re-Generation: Engagement and Fidelity in 21st Century American Jewish Life* before the course begins. You can find it at <http://www.jewishdatabank.org/Studies/downloadFile.cfm?FileID=3172>
3. If you can, it is worth purchasing *Religion as A Public Good*, edited by Alan Mittleman (Rowman and Littlefield, Lanham, MD., 2003), the revised edition of *Community and Polity* by Dan Elazar (JPS, Philadelphia, 1995) and Gerald Bubis *The Director Had a Heart Attack and the President Resigned*, Jerusalem Center for Public Affairs, Israel, 1999. I gave you a link to Google Books for J.J. Goldberg *Jewish Power: Inside The American Jewish Establishment*,* Addison-Wesley, Reading, MA, 1996 – but you may want to buy the book.
4. As much as possible will be available on NYU Classes, the BJPA website or on the Internet as noted. Otherwise, books will be placed on reserve in the library. **If a link for some reason does not respond, search for the article and let us all know the new URL.**

Academic Integrity

As a professional, you will need to use many resources that have been developed, authored and/or organized by others. Making great use of the work of others is a valuable professional tool – originality is not axiomatically a virtue. Honoring the hard work of those who prepared what you borrow and use is an issue of integrity. That lesson begins in your academic work. To refresh yourself on the rules of academic integrity, see <https://wagner.nyu.edu/current/policies/>

**IF FOR SOME UNFORTUNATE REASONS YOU MUST MISS A CLASS,
PLEASE LET ME KNOW.**

SEMINAR SESSIONS:

1. **Training the Eye: How to be an office chair cultural anthropologist and an expert scenario planner.**

January 27, 2016

When confronting an issue within an organization in which you are involved, you have a personal response (what does this do or mean to me?). You also have a leadership and organizational response (what is best for the mission of the organization and the population I serve?). And then, you must have the capacity to stand back and assess, as a trained analyst, what is happening in and to your organization. This is also true in learning. Training the eye means that one recognizes a personal connection to what is being learned and how what is being studied applies to one's role as a leader. It also demands that the student stand up on the balcony and try to observe as a dispassionate analyst.

- *Samuel Heilman, *Synagogue Life*, Transaction Publishers, New Brunswick, 1998, pgs 261-283*
- *C. Wright Mills (1959, 2000) *The Sociological Imagination*. Oxford U. Press Chapter 1, 3-10. Appendix: “On Intellectual Craftsmanship”*
- **Lieux de Memoire*, Pierre Nora, General Introduction: Between Memory and History* (especially pages 7-9 and 14-16)
<http://www.jstor.org/stable/2928520?seq=8&Search=yes&term=de&term=me moire&term=lieux&term=nora&term=pierre&list=hide&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dpierre%2Bnora%2Blieux%2Bde%2Bmemoir e%26gw%3Djtx%26prq%3Dlieux%2Bde%2Bmemoire%26Search%3DSearch%26hp%3D25%26wc%3Don%26cookieSet%3D1&item=3&ttl=633&returnArticleService=showArticle&resultsServiceName=doBasicResultsFromArticle>
- Fiddler on the Roof- opening scene (supplied in class)
- Marshall Berman, *All That is Solid Melts Into Air*, Penguin Books, NY, 1988, Introduction
- *Yosef Yerushalmi, “Postscript: Reflections on Forgetting” from *Zakhor, Jewish History and Memory*, Seattle : University of Washington Press, 1982*
- *Ellen J. Langer, *Mindfulness*, Perseus Books, Reading, MA, 1989, chapters 1-2*
- Daniel J. Levitin, *This Is Your Brain on Music*, pg. 100 (supplied in class)
- *Strategic Directions for Jewish Life, October 2015, EJewishphilanthropy, <http://ejewishphilanthropy.com/strategic-directions-for-jewish-life-a-call-to-action/>

The Session:

Step 1: Knowing who we are

Step 2: Evidence-based decision making

Step 2: Scenario Planning: Managing for the Future

2. Seeking Definitions: Who and what constitute the American Jewish community? February 3, 2016

This is a seemingly simple question that has engaged demographers, religious and communal leaders, and social scientists in heated debates that are ideologically driven. Our goal will be to sort out and understand what is at stake in these arguments. Begin your preparation for this session by trying to determine what the author, demographer or social analyst you are reading understand Jewish to be. It may be explicit or you may need to evaluate based on who is included and who is excluded. How would Jewish identity and community look different based on each position? What difference would does it make?

- *Dan Elazar, *Community and Polity* (revised edition), JPS, Philadelphia, 1995. Chapter 1*
- The Pew Study 2013, <http://www.bjpa.org/Publications/details.cfm?PublicationID=18058>
- Cohen and Wertheimer, *The Shrinking Jewish Middle*, Nov, 2014, <http://forward.com/articles/208965/the-shrinking-jewish-middle/>
- *Elcott and Himmelfarb, *Generations and Re-Generation: Engagement and Fidelity in 21st Century Jewish Life*, 2014

- *Pew Research Center, April, 2015, *The Future of World Religions: Population Growth Projections, 2010-2015*,
<http://www.pewforum.org/2015/04/02/jews/> -
<http://www.pewforum.org/2015/04/02/jews/>
- Shaul Magid, Why the Jewish Now (and Future) Can't Be Confined to the Paradigms of the Past, November 20, 2014,
<http://zeek.forward.com/articles/118426/>
- Kotler-Berowitz, L., S. M. Cohen, et al. (2003) *The National Jewish Population Survey, 2000-2001: Strength Challenge, and Diversity* pp 1-2 (available on www.bjpa.org) Steven M. Cohen, "Members and Motives: Who Joins American Jewish Congregations and Why?", *Synagogue 3000, Fall 2006, No. 1* (available on www.bjpa.org) **Sh'ma A Journal of Jewish Responsibility, October 2010, 41/673 "Counting Jews."**
- Klaff, V. (2003). "The Changing Jewish Population: Identity and Structure," in Contact, *The Journal of Jewish Life Network*, vol. 5, no. 3, pages 3-4 : (available on www.bjpa.org) *Bruce Phillips, "Intermarriage Among American Jews", Draft Paper*
- DellaPergoa, S. "Jewish Geography", **American Jewish Committee, (2005)**
- **Saxe, L., Elizabeth Tighe**, et al. "Reconsidering the Size and Characteristics of the American Jewish Population: New Estimates of a Larger and More Diverse Community", Steinhardt Social Research Institute, (2007) available on www.bjpa.org
- Tom Smith, "Jewish Distinctiveness in America", *AJC*, available on www.bjpa.org
- Jewish Community Study of New York, 2011 <http://databank.bjpa.org/Studies/details.cfm?StudyID=597>

The session:

Exercise: Borges, *The Analytical Language of John Wilkins*, The Chinese Emporium

Case Study: Who Is A Jew and What Difference Does It Make?

Future Paths: What definition of Jewish will best serve the enduring vitality of a Jewish community in the United States?

3. How Jewish Fits In: Jewish communal identity and organizations in the historical and contemporary context of voluntary association in America. February 10, 2016

The Jewish community in the United States developed in a unique fashion, lacking rabbis and other professional leaders as well as any sense of a traditional European or Middle Eastern "*Gemeinde*" with its authority and obligation structure (think of Weber's classic notion of *Gemeinschaft*). From its inception in the 17th century, voluntary association has been at the core of the U.S. Jewish life and exit was easy. We will examine what institutions historically have constituted the Jewish community and in what ways they are products of Jewish and/or American communal structures. We will experiment with categorizing Jewish within the American context of ethnicity, religion, socio-economic position, personal faith, leisure time activity,

and/or voluntary association. In so doing, we will look at various organizational structures to better understand what Jewish identity is assumed.

- *Robert D. Putnam, “The Strange Disappearance of Civic America”, American Prospect, Volume 7, Issue 24, Dec 1, 1996, <http://prospect.org/article/strange-disappearance-civic-america> - <http://prospect.org/article/strange-disappearance-civic-america>
- Theda Skocpol “Advocates Without members: The Recent Transformation of American Civic Life,” in Skocpol and Fiorina *Civic Engagement in American Democracy*, Brookings, Washington, D.C., 1999, chapter 13
- *Jerome Chanes, *A Primer on the American Jewish Community* *(3rd edition, AJC) available on www.bjpa.org
- *Rokhi Kofrissen, 2014, [The Roots and Structure of the Identity Discourse in Contemporary Jewish Life](#)
- Chertok, et al, Cohen enter for Modern Jewish Studies, [Volunteering + Values: A Repair the World Report on Jewish Young Adults](#)
- *Mittleman, Sarna, Licht, *Jewish Polity and American Civil Society*, Preface and Intro, ch.4,* Rowman and Littlefield, Lanham, 2002
- *Bellah, et al., *Habits of the Heart* (2008 ed), chapter 2*
- “Generation Y Fuels Surge in Nonprofit Leadership Courses” <http://foundationcenter.org/pnd/news/story.jhtml?id=234300024>
- *Windmueller, The Emerging Jewish Civic Culture, E-Jewish Philanthropy, found in BJPA.org

Class Interactive Opportunity: Building-out a “Jewish shop” in the fanciest mall.

Future Paths: Do we and, if so, How could we maximize the range of Jewish identities to maintain or even grow voluntary Jewish association

1st Reflection DUE MIDNIGHT

February 16, 2016

BY THE FOURTH SESSION (FEBRUARY 17TH), EACH STUDENT OR TEAM WILL HAVE MET WITH ME TO PRESENT YOUR TOPIC AND STRATEGY FOR STUDY AND PRESENTATION

**4. Seeking a System: Bureaucratic paralysis, innovation and adaptation
February 17, 2016**

Guest Speaker: Nina Bruder, Director, Jewish New Teacher Project at New Teacher Center, founder of Bikkurim: An Incubator for New Jewish Ideas,

The quip is that we should all live to be 120 and, since almost all the major Jewish organizations and institutions were founded between 1880-1900, their time has come to die – or else find a new mission and organizational expression. In fact, change is occurring yet often not efficiently or in a functional fashion. This session will examine and evaluate Jewish institutional structures, what are their common issues and how change does and can take place. At the same time, Jewish institutions exist

in a wider world buffeted by global shifts in communication and information flow, new approaches to community organizing and organizational management, and a demand for resources that affect Jewish communal effectiveness and competitiveness in American society.

- *Gerald Bubis and Steven Windmueller, *From Predictability to Chaos*,* Center for Jewish Community Studies, Jerusalem Center for Public Affairs , 2000, pgs. 65-104
- *Bikkurim and Wellspring, 2014, [From First Fruits to Abundant Harvest: Maximizing the Potential of Innovative Jewish Start-Ups](#)
- *Michael C. Kotzin, “Local Community Relations Councils and Their National Body”* in Mittleman, et al, *Jewish Polity and American Society*
- *Raucher, et al, The Jewish Innovation Economy, [The Jewish Innovation Economy: An Emerging Market for Knowledge and Social Capital](#)
- *Felicia Herman, Shawn Landres, *Seeding the Ecosystem of the Jewish Future*, Steinhardt Foundation for Jewish Life, Spring 2009, found in BJPA.org
- Steven Winmueller, *Dollars on the Move*, January, 2016
http://ejewishphilanthropy.com/dollars-on-the-move-the-changing-dimensions-to-the-jewish-economy/?utm_source=Tue+Jan+12th&utm_campaign=Tue+Jan+12&utm_medium=email

Case Study: Constructing the strategic plan for a new national Jewish organization to replace JFNA and the Conference of Presidents (please check out their websites before this class session).

Future Paths: How to apply innovation and adaptation to Jewish communal life

RESEARCH STATEMENT AND A SHORT SYNOPSIS DUE FEB. 24TH

5. Governance or Who Runs This Place and How To Make It Run Better?: February 24, 2016

Guest Speaker: Shifra Broznick, Faculty, Wagner, president of [Advancing Women Professionals and the Jewish Community](#), recognized publicly as one of the most effective innovators in the field

Among the most pressing internal structural issues facing Jewish leaders is the role divisions for lay volunteers and professionals in communal institutions. With a highly trained cadre of Jewish communal professionals and an equally sophisticated lay leadership, collisions are increasing. Increasing the talent pool of excellent communal professionals means respecting the profession itself as one would any other area of expertise. Asking high-powered and educated Jews to invest in voluntary leadership positions on lay-run boards and agencies means insuring them a meaningful and significant role to play. What are the core issues and what possible solutions can be found that affirm both lay volunteer commitment and professional integrity?

- *Gerald Bubis *The Director Had a **Heart Attack** and the President Resigned**, Jerusalem Center for Public Affairs, Israel, 1999 (pgs 5-70 and choose additional chapters for further depth) All of the book available on www.bjpa.org

- *Shifra Bronznick, “Embracing Conflict and Practicing Respect: A New Choreography”*, Sh’ma, 2004 available on www.bjpa.org
- Deborah Tannen, “For Argument’s Sake,” *Washington Post*, march 15, 1998
- Goldenhar, Bronznick and Ellison, *Better Work, Better Practice: Practices and Policies in Jewish Organizations*, AWP, Fall, 2009
- David Elcott, *L’shon HaRa: The Art of Language*, a monograph
- [Larry Zicklin](#), [Ellen R. Zimmerman](#), Changes in Ethics and Governance, [Jewish Communal Service Association of North America \(JCSA\)](#), Winter 2010, <http://bjpa.org/Publications/downloadFile.cfm?FileID=7979>
- Shifra Bronznick, , *Living Our Values*
- Summary of Roberts Rules of Order

Case Study: What Would Jewish Civility Look Like? A Jewish Framework for Communal Conversation

6. Looking for Social Capital: Jewish as a network of compelling relationships March 2, 2016

Guest Speaker: Hayim Herring, author, researcher and Founder of STAR – Synagogue Transformation and Renewal

Being Jewish in America is often defined by a set of behaviors and identity claims. One could argue that a better definition would be one that derives from Jewish as a web of relationships and a network of associations that provide significant benefits of social capital, personal meaning and tribal affiliation well beyond the confines of Jewish institutions. Here our concern moves beyond the historical to make claims about the ways Jews connect to each other and the roles that social capital derived from participation in voluntary associations play in fostering allegiance. And we will want to touch on whether community is moving from a place in time to virtual associations no longer dependent on geography.

- Robert D. Putnam, Bowling Together, in *The American Prospect*, Feb. 2002, http://www.prospect.org/cs/articles?article=bowling_together
- Hayim Herring, eJewish Philanthropy, 2015, [Educating Rabbis for Jews without Borders](#)
- *Sylvia Barack Fishman, Transformations in the Composition of American Jewish Households* available on www.bjpa.org “Emergent Jewish Communities and their Participants: Preliminary Findings from the 2007 National Spiritual Communities Study”, Berman Jewish Policy Archive, available on www.bjpa.org
- Elcott and Himmelfarb, 2014, *Generations and Re-Generation: Engagement and Fidelity in 21st Century American Jewish Life* <http://www.jewishdatabank.org/Studies/downloadFile.cfm?FileID=3172>
- Noam Pianko, Center for Jewish Peoplehood Education, 2013, in BJPA [The Future of Peoplehood: From Nationhood to Neighborhood](#)
- Hayim Herring, Tomorrow’s Synagogue Today
- Hayim Herring, Birds Eye View
- Jewish Org 3.0 New Gen Paradigm
- Cohen, et al, *Emergent Jewish Communities and their Participants*

Future Paths: Mapping the Jewish network of 2025

7. Inside or Out: Are Jews part of the American power elite or a vulnerable minority: Self-defense and Giving Voice

March 9, 2016

Much of the organizational structure of American Jewry reflects an historical preoccupation with self-defense and the dangers of anti-Semitism in the U.S. or abroad. The majority of Jews seem to see this as a valued mission while a vocal and growing minority attack what they claim is an unnecessary preoccupation with the Jewish defense business. An increasing percentage of Jews are not so interested in Jewish defense at all. In a society where race and immigrant status rather than religion often seems to be the dividing line, what role should self defense play as a Jewish concern in the U.S.? Digging deeper, what are the costs and benefits of communal resources being directed toward battling anti-Semitism? Meanwhile, a plethora of survey research indicates that there often is a chasm separating what the average Jew stands for and what leaders of Jewish institutions claim is the Jewish view on an issue

- Steven Windmueller, “Defenders”: National Jewish Community Relations Councils”, in Alan Mittleman ed., *Jewish Polity and American Civil Society*, ch. 1
- *Charles Silberman, *A Certain People**, (Chs. 1-4), Summit Books, NY, 1985
- *Gertrude Himelfarb, “American Jewry, Pre- and Post- 9/11”*, in Mittleman, *Religion As a Public Good*, ch. 6
- *Kenneth D. Wald, “The Probable Persistence of American Jewish Liberalism”*, in Mittleman, *Religion as a Public Good*, ch. 4
- Jones and Cox, Public Religion Research Institute, [Chosen for What? Jewish Values in 2012: Findings from the 2012 Jewish Values Survey](#)
- ADL Report, 2013 [The 2013 Survey of American Attitudes Toward Jews in America](#)

The Debate: The Meaning of Never Again

Future Paths: For what will funds be most effectively allocated in 2015?

**TAKE HOME MIDTERM ON LINE IN NYUCLASSES
UNDER ASSIGNMENTS NOW AFTER CLASS MARCH 9TH
AND DUE BY MIDNIGHT MARCH 22ND.**

8. Who speaks for the Jewish community?: Power, authority, generations and alternative voices

Guest Speaker: JJ Goldberg, author of *Jewish Power: Inside The American Jewish Establishment*,* and columnist, *The Forward*

March 23, 2016

Over the past 150 years, there have been many attempts to establish an authoritative voice for U.S. Jewry, all of which have failed. The attempts continue. In addition, a plethora of survey research indicates that there often is a chasm separating what the average Jew stands for and what leaders of Jewish institutions claim is the Jewish view on an issue. In an age when authority is challenged by internet information and easily mobilizable grassroots movements, the attempt to present an authoritative Jewish voice which can be bartered in the American political system for influence and resources and the challenge to such attempts are bound to increase. Of course,

there are also human desires for power and control that play out in organizational and inter-organizational conflict. Are there alternatives to a single-voice community and is a united voice even valuable for a 21st century Jewish community? What roles can and should Jewish professionals play when confronting issues of power and control?

- *Elazar, *Community and Polity**, (revised edition), Chapter 11
- J.J. Goldberg *Jewish Power: Inside The American Jewish Establishment*,* Addison-Wesley, Reading, MA, 1996 http://books.google.com/books?id=DiBb-G06kO4C&pg=PA137&lpg=PA137&dq=J.J.+Goldberg+Jewish+Power:+Insid+The+American+Jewish+Establishment&source=web&ots=8W--aFgkL-&sig=8QqygKvnsuvJDmq0DLSuW0HbkM8&hl=en&sa=X&oi=book_result&esnum=3&ct=result#PPA197,M1
- *Shifra Bronznick, “Jewish Women’s Leadership for the 21st Century,” in Elyse Goldstein *Jewish Feminism*, Jewish Lights, Woodstock, VT., 2008, pg. 347-355*
- Deborah M. Kolb and Jill Kickul, “It Pays To Ask: Negotiating Conditions for Leadership Success,” *CGO Insights*, Center for Gender in Organizations (CGO), January 2006. Briefing Note Number 23
http://www.simmons.edu/som/docs/centers/insights_23.pdf
- *Heather Joslyn , “Charity's Glass Ceiling”**The Chronicle of Philanthropy*, The Chronicle of Higher Education, March 20, 2003
<http://philanthropy.com/free/articles/v15/i11/11004701.htm>
- Please review such websites as the Conference of Presidents of major Jewish Organizations (<http://conferenceofpresidents.org>), American Jewish Committee (<http://www.ajc.org>) , Anti-Defamation League (<http://adl.org/>), Religious Action Center (<http://rac.org/index.cfm?>), Jewish Council for Public Affairs (<http://www.jewishpublicaffairs.org/>), JFNA (<https://www.jewishfederations.org/>), AIPAC (<http://aipac.com/>) and then try some additional sites that you could bring to the session.
- The Forward’s Salary Survey 2013
<http://forward.com/articles/189200/women-leaders-of-jewish-non-profits-remain-scarce/?p=all>
- *Landles-Cobb, Ditkoff, Bridgespan Group, Leadership Pipelines Initiative: Cultivating the Next Generation of Leaders for Jewish Nonprofits, 2014,
<http://bjpa.org/Publications/downloadFile.cfm?FieID=19047>
- *Sh'ma April 2013: Leaders by Choice, *Josh Rolnick, The Sh'ma Institute, April 2013*,
<http://bjpa.org/Publications/details.cfm?PublicationID=16441>
- Zeiler in Elwell and Kreimer, *Chapters of the Heart*, “My Life as a Talking Horse” 2013

THE WEEK OF MARCH 28TH, EACH TEAM WILL MEET WITH ME TO REVIEW THEIR RESEARCH FINDINGS

9. One Nation, Under God: American Jewish as a personal choice and as a religious community.

March 30, 2016

The Establishment Clause of the first amendment, firmly since the 1950’s, has separated Church and State – religion is a personal matter unrelated to citizenship and government. Others claim and recent court decisions seem to fortify rather than this amendment seeks to promote religion and only refrains from privileging any one

particular religion. This debate is at the heart of Jewish participation in the American enterprise, especially in trying to discern the benefits and dangers of a religious America.

- *Alan Mittleman ed., Religion as a Public Good. (Chs. 1-3, 5, 7-8, 10)*
- <http://pewforum.org/docs/?DocID=340> Faith based initiatives
- <http://pewforum.org/docs/?DocID=337> More Americans Question Religion in politics
- <http://pewforum.org/docs/?DocID=153> Many Americans Uneasy with Mix of Religion and Politics
- Religion and Politics in the Contemporary United States (A Special Issue of American Quarterly)" R. Marie Griffith; Introduction: Is the Public Square Still Naked? [R Marie Griffith](#), [Melani McAlister](#). [American Quarterly](#). College Park: [Sep 2007](#). Vol. 59, Iss. 3; pg. 527, 38 pg.
- The Blaine Game: Over the Blaine Amendments and Public Funding of Religion <http://pewforum.org/events/?EventID=194>
- Survey on Religions in America
<http://religions.pewforum.org/comparisons#>
- Barack Obama, *Call to Renewal*, speech delivered at a conference sponsored by Sojourners, June 28, 2006
http://www.sojo.net/index.cfm?action=news.display_article&mode=C&NewsID=5454
- Charme, Horowitz, Hyman, and Kress (2008). "Jewish Identities in Action: An Exploration of Models, Metaphors, and Methods." *Journal of Jewish Education*, 74:2,115-143. (pdf)
http://pdfserve.informaworld.com/980291_751306446_794984498.pdf
- Steven M. Cohen, "Religion and the Public Square: Attitudes of American Jews in Comparative Perspective" available on www.bjpa.org Salazar vs. Buono, Supreme Court Ruling,
<http://www.supremecourt.gov/opinions/09pdf/08-472.pdf>

Simulation: Debating government funding of religious private schools at an American Jewish Committee Board of Governor's meeting

Future Paths: Is Judaism viable in the future American context and how does it compete in an America where None is the largest growing religious identity?

10. What Really Do We Mean When We Say "From Generation to Generation?" April 6, 2016

Guest Speaker: Bethamie Horowitz, Faculty, Steinhardt School

The prevailing axiom is that an effective Jewish community should promote Jewish education (preferably day schools), Jewish camps and other Jewish summer experiences, Jewish youth groups and associations, and trips to Israel. Our question asks, "For what purpose and what, in fact, do we want these and other Jewish institutions to transmit?" The maintenance of a unique and separate Jewish identity in the United States challenges the experience of White ethnic immigrants even as Jews have an unparalleled role as equal citizens. What types of evidence and

evaluation are necessary to create compelling arguments on behalf of any institution's or program's effectiveness as a Jewish socializing agent and how clearly do we understand what successful socialization would look like?

- *Bruce Phillips, "Demography and Jewish Education"*
- Charme, Horowitz, Hyman, and Kress (2008). "Jewish Identities in Action: An Exploration of Models, Metaphors, and Methods." *Journal of Jewish Education*, 74:2,115-143. (pdf) (See Feb.11)
- *Horowitz, Bethamie, "Is Assimilation All That Bad?*" The Forward, December, 2004 <http://www.forward.com/articles/4007/>
- *Horowitz, Bethamie, "Final Databank Paper"*, Aug 1, 2002
- Horowitz, B. (1998) "Connections and Journeys: Shifting Identities among American Jews." *Contemporary Jewry*, vol. 19, 63-94. available on www.bjpa.org
- Horowitz, B (2002). "Reframing the Study of Contemporary American Jewish Identity." *Contemporary Jewry*, vol. 22. http://bjpa.org/view_record.php?id=10004
- *Changes in American Jewish Identities: From Normative Constructions to Aesthetic Understandings, Steven M. Cohen*, Jerusalem Center for Public Affairs, No. 30, 16 March 2008 available on www.bjpa.org
- Sergio Della Pergola, "Jewish Out-Marriage: A Global Perspective", Jewish Roundtable on Intermarriage Marriage, Brandeis, Dec, 2003, available on www.bjpa.org
- Horowitz, Bethamie, *Contemporary Jewry, Reframing the Study of Contemporary American Jewish Identity*

11. What Really is The Bottom Line: Philanthropy and Fundraising

April 13, 2016

There are two elements to this session. One is to examine the highly effective mechanisms Jewish institutions and leaders employ to raise philanthropic dollars far disproportionate to the numbers of Jews in the U.S. and the ethical issues of fundraising that any NGO professional will face repeatedly in his or her career. The second is examine patterns of giving by Jews who are now fully integrated into American culture to better understand what motivates and constitutes Jewish giving. PLEASE CHECK OUT CHARITY NAVIGATOR BEFORE THE SESSION INCLUDING THEIR ANALYSIS OF SOME ORGANIZATIONS THAT INTEREST YOU

- *Paul Brest and Hal Harvey, "Calculated Impact" [Stanford Social Innovation Review](#), (Winter 2009)*
- Rhode and Packel, *Ethics and Nonprofits*, Stanford Social Innovation Review, Summer 2009
- *Tobin, G. A., J. R. Solomon, et al. (2003). *Mega-Gifts in American Philanthropy; General and Jewish Giving Patterns Between 1995-2000**, available on www.bjpa.org
- Julie Wiener, Jewish fund raising ranks high, *JTA*, Oct. 30, 2001 <http://jta.org/news/article/2001/10/30/7927/Jewishfundraising>
- *Seth Chalmer, Nonprofits Still Seen Struggling Long After Recession, <http://www.thejewishweek.com/news/national/nonprofits-still-seen-struggling-long-after-recession#s5BfvsDdV8B3cdIU.99>

- *Browse through Gerstein, Landres, Connected to Give: Risk & Relevance, [Jumpstart](http://connectedtogive.org/), November 2014, <http://connectedtogive.org/> - <http://connectedtogive.org/>
- *Cherlow, Your Town's Poor Come First in a Global World, *The Jewish Peoplehood Hub*, November 2010, <http://bjpa.org/Publications/downloadFile.cfm?FileID=11533>
- *<http://mobile.nytimes.com/2015/11/01/opinion/siliconvalleys-new-philanthropy.html>

Exercise: Building the Best Product: The Ethical Organization

2nd Reflection DUE MIDNIGHT April 19, 2016

12. Who Cares?: Israel, Jewish lobbying, Who is a Jew?

April 20, 2016

Speaker: J.J. Goldberg was the Forward's editor in chief from 2000 to 2007. He previously served as a syndicated columnist, U.S. bureau chief of The Jerusalem Report, author of *Jewish Power: Inside the American Jewish*

The main competitor to anti-Semitism as a commanding shared issue for the organized Jewish community is defense of the State of Israel even as there are serious disagreements over Israeli and U.S. Middle East policies, whether on peace, the role of religion in government including who is defined as a Jew, the status of Palestinians or women in Israel, or the settlements beyond the green line. These issues overflow Israel's borders and affect denominational relations, Jewish lobbying efforts, Hillel and Jewish community organizing and Jewish "public policy." These issues also are highly volatile in the U.S. Jewish community, a subject that Jewish communal professionals navigating public policy questions linked to Israel often are asked to confront.

- *Religious Action Center on Religious Pluralism* (read each of the entries) <http://rac.org/advocacy/issues/issueisr/rp/>
- Peter Beinart *The Failure of American Jewish Leadership*, <http://www.nybooks.com/articles/archives/2010/jun/10/failure-american-jewish-establishment/?pagination=false>
- *Walt and Mearsheimer, *The Israel Lobby**, Farrar, Straus and Giroux, NY, 2000, pgs 3-20
- Sh'ma A Journal of Jewish Responsibility, *Jewish Loyalties*, April, 2010, 40/669, available on www.bjpa.org
- *Martin J. Raffel, History of Israel Advocacy,* in Alan Mittleman ed., *Jewish Polity and American Civil Society*, ch.3
- An Evangelical Firebrand Hooks Up With Federations, Liberals Speak Out, Rebecca Spence, Fri. May 04, 2007—FORWARD
- Hagee Inspires AIPAC Delegates, Ron Kampeas, JTA <http://jta.org/news/article/2007/03/13/100553/hageeaipac>
- [A Guide to the Iran Nuclear Deal's Supporters and Opponents](http://www.theatlantic.com/international/archive/2015/07/the-iran-debate-moves-on/399713/), the Atlantic, July, 2015, <http://www.theatlantic.com/international/archive/2015/07/the-iran-debate-moves-on/399713/>

Case Study: The Iran Debate and Who Really Cares?

YOUR TEAM TWO PAGE SYNOPSIS MUST BE POSTED ON LINE BY THE NEXT SESSION APRIL 27, 2016

**13. Living With Indeterminacy or “If You Don’t Know Where You Are Going, Many Paths May Get You There”: Exploring alternative Jewish futures
April 27, 2016**

The dilemma of social science analysis is whether one studies what is or what is becoming. We generally focus on the former for ease of research while the latter is moving and mutating and can be intellectually embarrassing since the results of change are seldom those predicted. Nonetheless, we will explore alternative ways to examine transformations in the community and among Jews and try to anticipate the leadership that will be necessary for such transformations.

- **Slingshot, A Resource Guide for Jewish Innovation*, Roger Bennet,* et al., NY, 2008 <http://www.2164.net/Slingshot/slingshot-08-09.pdf> (copy to be provided)
- Greenberg “Grande Soy Vanilla Latte with Cinnamon, No Foam...” Jewish Identity and Community in a Time of Unlimited Choices, Greenberg Quinlan Rosner Research, Apr 10, 2006, available on www.bjpa.org
- Cohen & Landres *Emergent Jewish Communities*, available on www.bjpa.org
- Landres and Avedon, *Jumpstart, The 2008 Survey of New Jewish Organizations*, Samuel Bronfman Foundation, February, 2009, available on www.bjpa.org
- Kaufman, Debra (2005) . “The Place of Judaism in American Jewish Identity”, In Dana Kaplan (ed.) *Cambridge University Companion to American Jewish Studies*, Cambridge University Press.
- Sharna Goldseeker, “Beyond Duty and Obligation”, Foundation News and Commentary, Jan/Feb 2006, available on www.bjpa.org
- Cohen, S. M. and A. Y. Kelman (2005) *Cultural Events & Jewish Identities*, National Foundation of Jewish Culture, NY, Feb, 2005, available on www.bjpa.org
- Cohen, S. M. and J. Wertheimer (2006). “Whatever Happened to the Jewish People?”, Commentary, New York, NY, 2006, available on www.bjpa.org
- Stephen J. Whitefield, “The Future of American Jewry: A History”, in *American Jewish Yearbook*, 2004, pgs 3-31
- Jonathan Woocher, Jewish Education in the Age of Google, Jerusalem Center for Public Affairs, No. 8, 15 May, 2006. available on www.bjpa.org

Discussion: So What Really Matters and Where Are We Going?

**14. Student Presentations – posted will be the entire team research project portfolio and the class media presentation
May 4, 2016**

Final Personal Reflection due by May 11th, 2016