

# Leadership Development and Jewish Identity

## HESI 418F

Spring 2016/Tydings 1101  
Thursday: 2 – 4:45 PM

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### Course Description

This course will offer students the opportunity to critically examine leadership and leadership identity development in relation to Jewish culture and identity. We will also explore how Jewish culture and ethnicity influence leadership styles and the role that leadership has played within Jewish history.

Students will explore general leadership theories as well as personal leadership identity development in both an overall sense and as a member of the Jewish community. This course will also examine leaders within the Jewish movement and how their leadership has influenced Jewish communities. Specifically, this course will give attention to issues facing the Jewish community both on college campuses and in the world, and prepare student leaders to act as advocates for the Jewish community.

### Course Objectives for Students:

Students who critically engage, challenge, and apply themselves in the course will be able to:

- Critically analyze personal leadership experiences and styles
- Gain a thorough understanding of Jewish leadership theories and practice
- Examine the influence of multiple identities ( i.e. religious observances, culture, family, peers) on leadership and leaders (Particularly Jewish/Universally Human)
- Identify, discuss, and write about topics and issues that face us in preparing to become diverse learners and professionals for a democratic society
- Develop, demonstrate, and apply basic Jewish leadership skills

Overall, this class is an opportunity to raise awareness about personal histories and values and how they contribute to our leadership styles. Therefore, personal and group reflection will be an important feature of this course. Lastly, this course will also provide a forum for a dynamic exchange/dialogue of ideas for student leaders on campus.

### Course Expectations

This course is heavy on discussion and experiential learning, therefore participants of this course will be expected to complete readings and assignments and be prepared for class discussion. Along with the classroom work, students should be attentive to how the concepts learned apply in their current involvement and leadership roles. It is also expected that participants will thoughtfully and thoroughly complete assignments by the assigned due date.

For all graded assignments, we require that you appropriately cite your sources and references. For assignments requiring research, students are expected to find appropriate scholarly or other sources. Like any academic course, pay close attention to correct spelling, grammar, and punctuation. Documents should have a cover page identifying at least the following information: paper title, course

title, name, and term. Papers should be double-spaced, typed or word processed, with 1" margins on white 8.5" by 11" paper and have page numbers. Recommended types are Palatino, Times, or Times Roman in 10 or 12 point size.

**Code of Academic Integrity:** The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

**ADA Statement:** Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class. Students with a documented disability should contact the instructors as soon as possible to discuss academic accommodations.

**Religious Observances:** The University System of Maryland policy on religious observances provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. We will be happy to work with you if class meetings or assignments conflict with your religious practices.

### **Grading Scale & Grading Policies**

<b><u>Assignment</u></b>	<b><u>Points Possible</u></b>	<b><u>Grader</u></b>
Participation	90	All Instructors
Autobiography	60	Ari
Leadership Interview	80	Allison
Project and Presentation	100	All Instructors
Individual Reflection on Project	70	All Instructors

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**TOTAL POSSIBLE POINTS: 400**

### **Overall Grades:**

A+	389-400	B+	348-359	C+	308-319	D	241-279
A	373-388	B	333-347	C	283-3087	F	0-240
A-	360-372	B-	320-332	C-	280-282		

### **Course Schedule**

Possible field trip(s) may be planned during the course of the semester.

For updates, assignments and readings, visit course content section on the WebCT site

**Course Readings will be selected from:**

Brown, Erica (2008). *Inspired Jewish Leadership: Practical Approaches to Building Strong Communities*. Jewish Lights Publishing

Additional articles may be handed out or assigned on the syllabus to download and read.

<b>Date</b>	<b>Topic</b>	<b>Assignments &amp; Readings Due</b>
<b>Class 1: January 28<sup>th</sup></b>	Introduction/Overview Why Jewish Leadership? What is Leadership? What is Jewish about it?	Syllabus Review <b>Inspired Jewish Leadership Chapter 1</b> – Guilt and Pleasure, Putting the Jewish in Jewish Leadership
<b>Class 2: February 4<sup>th</sup></b>	Developing a Leadership Identity	<b>Inspired Jewish Leadership Chapter 2</b> - Defining Leadership <a href="http://hallewis.com/leadership-the-jewish-take/">http://hallewis.com/leadership-the-jewish-take/</a>
<b>Class 3: February 11<sup>th</sup></b>	Jewish Mentoring and Vision Relational Leadership Model	<b>Inspired Jewish Leadership Chapter 4</b> – Vision and Mentoring Personality Inventory & Social Barometer
<b>Class 4: February 18<sup>th</sup></b>	Values Clarification: Case Study Analysis Leadership Self-Awareness: Knowing Your Jewish Values  RLM 'Jewishly' Applied Introduction of Group Project	<a href="http://margaretwheatley.com/articles/servantleader.html">http://margaretwheatley.com/articles/servantleader.html</a> <b>Inspired Jewish Leadership Chapter 10</b> – Ethical Leadership
<b>Class 5: February 25<sup>th</sup></b>	<b>Guest Speaker – Nat Lewin</b>	<b>Due: Autobiography</b> <a href="http://hallewis.com/a-little-less-charisma-please/">http://hallewis.com/a-little-less-charisma-please/</a> <a href="http://www.lewinlewin.com/Attorneys.html">http://www.lewinlewin.com/Attorneys.html</a>
<b>Class 6: March 3<sup>th</sup></b>	Analysis of Contemporary leaders	<a href="http://www.thejewishweek.com/special-sections/36-under-36/36-under-36-2015">http://www.thejewishweek.com/special-sections/36-under-36/36-under-36-2015</a>  <a href="http://forward.com/series/forward-50/2015">http://forward.com/series/forward-50/2015</a> Please bring a laptop if you can
<b>Class 7: March 10<sup>th</sup></b>	Deepening the Leadership Conversation, Widening the Reach	<b>Inspired Jewish Leadership Chapter 7</b> – Leading for Transformation
<b>March 17<sup>th</sup></b>	<b>Spring Break No Class</b>	
<b>Class 8: March 24<sup>th</sup></b>	Holocaust and Modern Genocide	<b>DUE: Group Project Selection</b> <b>DUE: Leadership Interview</b>
<b>Class 9: March 31<sup>st</sup></b>	Our Relationship with Israel	<b>Inspired Jewish Leadership Chapter 6</b> – Optimistic Leader
<b>Class 10: April 7<sup>th</sup></b>	Modern Jewish Community and Identity	<b>Inspired Jewish Leadership Chapter 3</b> – Who are we leading? Age, ethnicity and community <a href="http://www.momentmag.com/moment-asks-35-american-jews-two-big-questions-what-does-it-mean-to-be-a-jew-today-what-do-jews-bring-to-the-world-today/">http://www.momentmag.com/moment-asks-35-american-jews-two-big-questions-what-does-it-mean-to-be-a-jew-today-what-do-jews-bring-to-the-world-today/</a>

<b>Class 11: April 14<sup>th</sup></b>	Stability vs. Innovation	<b>Inspired Jewish Leadership</b> Chapter 11 – Changing the World, Changing Ourselves  <b>Inspired Jewish Leadership</b> Chapter 9 – Jewish Leadership and Conflict Resolution
<b>Class 12: April 21<sup>st</sup></b>	Jewish Future Game and Leadership in Teams and Groups/Group Project	
<b>Class 13: April 28<sup>th</sup></b>	Religion, Ethnicity and Identity	<b>Inspired Jewish Leadership</b> Chapter 5 – Authentic Leadership
<b>Class 14: May 5<sup>th</sup></b>	<b>Group Project Presentations</b> Revisit personal definitions of leadership & wrap up	<b>DUE: Presentation, Group Paper, Personal Reflection</b>

### Course Readings

Articles and other readings outside of the texts will be required. These readings will be provided in the Course Content section of the WebCT site. Also, the instructors may provide additional readings based on current events or other issues. There will be one copy of the course readings available at each instructor's office. All updates to readings will be posted on the course website on WebCT.

### Course Assignments and Grading

- **Class Attendance and Participation (22.5%)** Students are expected to be thoughtful, constructive, and collaborative. Attendance is necessary, but not sufficient.

Students can earn up to 6 points per class. Late arrivals and early leaving will be factored into the number of points earned per class. In addition, students are expected to be actively engaged in the course and to demonstrate their knowledge of course materials. Students can earn up to 2 points for attendance and up to 4 points per class for active participation and engagement.

Students will receive NO attendance points and NO participation points for **unexcused** absences (so a total loss of 6 points per class missed). In addition, for both excused and unexcused absences, students are still responsible for course work missed and turning in assignments on time.

- **Autobiography (15%):** Students will write an autobiography that should highlight significant life experiences, values, goals, leadership skills and personal perspectives that have shaped them as individuals and as Jewish leaders. The papers should be 4-5 pages. **Due Date: February 25<sup>th</sup>.**
- **Leadership Interview (20%):** Studying Jewish leaders is an important way to learn about leadership. Students will be required to interview someone they do not know well and who they believe exhibits great Jewish leadership. You may not interview a fellow UMD student, or a staff member from a Jewish organization on campus (Hillel, Chabad, Meor). The following questions will guide the interview and subsequent paper. The papers should be 4-6 pages. **Due Date: March 24<sup>th</sup>.**

1. How and why did this person become a Jewish leader?
2. What experiences have been the most critical in developing leadership?

3. What attributes, skills, lessons does this person believe make for a good Jewish leader?
4. What did you learn about leadership, yourself in this process?

➤ **Project and Presentation (25%):** Students will break up into groups of three or four and complete the following assignment:

Identify a student group that you identify with and that is in need of growth and enhancement and apply with your partners learned leadership skills to make a difference and affect change through involvement and interaction. The group must be a Jewish student group or a university group that focuses on Social Justice. You CANNOT be a member in the group. You and your partners must get to know the group and conduct an analysis of the strengths and weaknesses of the group. Then create an action plan for the group using classroom materials and leadership lessons learned.

In order to properly analyze the group your group must:

- Attend at least two programs of the group (spaced out over the course of the semester, separated by at least a month)
- Interview at least two leaders of the group
- Interview at least two members of the group

The report should contain four parts.

- **Part 1: A** description of the group in its current state (structure, mission, vision, purpose, officers, membership, activities, etc.).
- **Part 2:** Identify and describe the strengths, weaknesses, and problem areas within the group.
- **Part 3:** Come up with steps you would take to bring about effective change in the group.
- **Part 4:** Outline of programs you attended and interviews held

Throughout all four parts of the process, it will be imperative to use leadership theories, in particular the Relational Leadership Model and other ideas generated throughout the semester, to make sense of the organization in its current state, to describe your vision of the organization in the future, and to affect change within the organization. Final group papers must be **12-15 pages** long, and presentations will be presented on the last class of the semester. Paper is due on the date of the group presentation

1. Format for the group project presentation:

- a. The class will be divided into groups of 4-6 students - **you will NOT be in a group with your partners.**
- b. **Each group member will give a 10 minute presentation to their peers** – this should include a description of the student group you chose, information about the programs and/or meetings you attended, the interviews you held and you analysis of the student groups strengths and weaknesses, and your action plan.
- c. Then the students you are presenting to will ask questions.
- d. You will be graded on both your presentation and your paper.

➤ **Reflective Journal and Leadership Development (17.5%)**

Students will be expected to compose a **4-5 page** paper, reflecting on his/her personal leadership development during the course of the semester and how this experience has enhanced her/his view of Jewish Leadership. **Due Date: May 5<sup>th</sup>.**

*This course has been developed through the collaboration and partnership of the Department of Counseling, Higher Education, and Special Education within the College of Education and The Adele H. Stamp Student Union-Center for Campus Life.*