



PROZDOR

THE HIGH SCHOOL OF HEBREW COLLEGE

פרוזדור

Student Handbook
and Course Catalog
2009–2010

prozdor.org

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DEAR PROZDOR STUDENTS AND FAMILIES

Each fall we have an opportunity to begin again. The opening of school offers a fresh start for all of us! At Prozdor we have been working over the summer months to prepare a new and exciting Prozdor program for you. There are new classes, as well as new faculty who have created wonderful courses about all aspects of Jewish life.

We welcome some new members to the Prozdor team. First, *bruchim haba'im* to Rabbi Karen Reiss Medwed, our new Dean of Faculty, and to David List, Director of Student Life. Please feel free to call David (617-559-8805) with any questions regarding classes or trips. If you have financial questions or concerns, please call Aimee Kwitkin-Close, Director of Administration (617-559-8809).

In the coming year, we look forward to many new programs, as well as to offering our traditional trips and *Shabbatonim*. We will welcome back our two student delegations from the Reali and Alliance Schools in Haifa. We are also looking ahead to recruiting students for the *Havaya* trip in February to Dnepropetrovsk, as well as to creating a new summer experience in eastern Europe. We hope that all of our students will participate fully in everything that Prozdor has to offer.

Welcome to our new Prozdor students! We also welcome our students from Makor-Emeth, who join with students from Makor-Emanuel in our outstanding Jewish middle school.

This student handbook and course guide contains all of the information you will need to enroll in classes for the fall 2009 semester. If you need assistance in choosing classes, our staff is available at the following times for drop-in course advising: Monday, August 24, from 9:00 a.m. to noon, and Wednesday, August 26, from 9:00 a.m. to noon. If you can't make it to the office at those times, please feel free to contact any of us by phone or email for advice or to make an appointment for another time.

As you prepare for school, and summer becomes a memory, we hope that you are excited to return or start Prozdor. We have missed you. Welcome home.

B'shalom,

Margie Berkowitz

PROZDOR MISSION

Our Mission

Prozdor creates a vibrant community for Jewish youth during their adolescent years. Through our diverse program, we help students develop strong Jewish identities and prepare them to be future leaders of American Jewry.

Our academic program is rich and varied, and students have the power to choose the subjects that they wish to study. Traditional texts, history, Israel, philosophy, literature, Hebrew and the arts are just some areas that engage our students as they gain a genuine love of Jewish learning from our faculty. Prozdor's commitment to Jewish experiential education provides students with additional opportunities to connect to their peers and to Judaism beyond the classroom, and our Jewish travel experiences serve to expose our students to Jewish life all over the world.

Prozdor promotes the value of *ahavat Yisrael*, culminating in Prozdor graduates who have a strong understanding of, and connection to, the State of Israel. Prozdor also promotes a community built on *k'lal Yisrael* and a respect for Jewish diversity. It allows students to find their place in *am Yisrael* and become aware of their responsibility to pass down Judaism to the next generation. Prozdor prepares students to enter their college years ready for the challenges of being a Jewish young adult in America and in the larger world.

Prozdor Goals

1. Facilitate the development of student intellectual and spiritual life through the study of Torah, Israel, rabbinics, Jewish history, ethics, literature and the Jewish arts in an open environment that encourages inquiry.
2. Enable students to develop and expand their proficiency in the Hebrew language.
3. Provide a variety of teaching methods to promote experiential learning and critical thinking; provide a nurturing environment where students may develop mentoring relationships with their teachers.
4. Foster meaningful peer relationships.
5. Create an environment that encourages respect for divergent opinions, where students may learn about and honor diversity in Jewish life and embrace *k'lal Yisrael*.
6. Offer opportunities for social action and political activism through which students learn to value participating in ethical *mitzvot* and *tikun olam*, and to understand that Judaism obligates them to "make the world a better place."
7. Strengthen students' sense of their Jewish identities.

ACADEMIC AFFAIRS

One of the hallmarks of a Prozdor education is the opportunity to make choices: students choose the number of hours they study, the location of their classes and which courses to take. This section of the student handbook outlines the academic options available at Prozdor.

The 6-Hour Program

The student will attend classes at Hebrew College on Sunday morning for four hours and midweek, at a branch or Hebrew College, for two hours. Completion of this program requires four years, beginning in eighth grade and concluding in eleventh grade. Students who transfer into Prozdor after eighth grade from another formal Jewish high school program will receive credit towards graduation. Students graduating from the 6-hour program graduate with honors.

Requirements:

- Core class: 1 hour on Sunday morning
- 5 electives

Optional Hebrew language track:

The Prozdor Hebrew language program, under the guidance of NETA, requires students in all grades to study Hebrew three hours per week.

The 4-Hour Program

The student may take all four hours on Sunday morning or divide the time between Hebrew College (two hours on Sunday) and two hours midweek (at a branch or Hebrew College).

Requirements:

- Core class: 1 hour on Sunday morning
- 3 electives

Students who wish to take Hebrew in the 4-hour program must split their hours between Sunday and midweek.

Additional Requirements for All Programs

Over the course of four years, each student must participate in (a) a Prozdor trip or *Shabbaton*, (b) two *gemilut hasadim* (good works) projects and (c) two synagogue activities. During eleventh grade, all students are required to complete a form outlining their fulfillment of these requirements.

Grade 7 at Prozdor

While grade 7 is available at Prozdor, it does not count toward the requirements for graduation. Prozdor reserves the right to limit the enrollment in grade 7 to students not currently enrolled in their synagogue's school. A religious school education director or synagogue rabbi may apply on behalf of a particular student to Prozdor. Students from schools ending in grade 6 are welcome at Prozdor.

Moreshet: Senior Seminar

"I shall bring you to the land that I swore to give to Abraham, Isaac and Jacob, and I will give it to you as a heritage." —Exodus 6:8

"Heritage or inheritance—*morashah* or *moreshet*." In Torah, "heritage" is the land, the teaching, the tradition. In exchange for the land, the Israelites also were to lead lives that were admirable, that strengthened the world around them. What is our *moreshet*,

our inheritance? Throughout the high school years, our students have explored this question at Prozdor, learning in classrooms and on field trips and retreats about themselves and about Judaism. In twelfth grade, as elders of the Prozdor community, students need to figure out not only what they have received from Judaism, but also how they will use what they have learned to give back to the Jewish community. They need to consider what it means to strengthen our world through Judaism.

Senior year finds students in a transitional period between a comfortable present and an unknown and exciting future. *Moreshet*, Prozdor's senior seminar, is pressure-free and, at the same time, focuses on the unique time between now and what's to come. In the future, in school and wherever they go, these young adults get to work with their inheritance in Jewish communities as Jews have for centuries—as leaders, learners and even as educators. In *Moreshet*, students work as a community, all together and in small groups, exploring what these roles can mean, and how to use this precious inheritance.

Specifically, in *Moreshet*, participants will:

- Craft a personal definition of education.
- Learn to create and implement a classroom lesson.
- Develop skills in community building and experiential education.
- Prepare to be camp counselors, youth group leaders and Jewish school educators (all great part-time jobs during college).
- Study Jewish ideas of leadership, education and communal decision making.

- Delve into Jewish texts.
- Continue to develop ideas about their personal Jewish selves.
- Expand confidence in themselves as Jewish leaders.

Students will be encouraged to work during the year as paid interns in an educational setting: in a Prozdor classroom, in the Prozdor office, one-on-one with a special needs student, or in their synagogue or local Jewish organization. *Moreshet* includes opportunities to reflect on and learn from the internship experience.

At the close of *Moreshet*, students will receive a certificate of completion that acknowledges that they have participated fully in the Prozdor *Moreshet* Seminar in Leadership and Learning.

Hebrew Language

Hebrew language has been a core element of the Prozdor program for more than 80 years. We are proud to offer a wide variety of Hebrew levels to accommodate all of our students who desire to study Hebrew. Each student takes a placement exam to determine which class is appropriate. The focus of the program is modern Hebrew speaking, listening, reading and writing.

Prozdor uses the NETA Hebrew language program, a pioneering curriculum for Hebrew language instruction in Jewish middle and high schools, developed by Hebrew University faculty and administered by Hebrew College, with funding by The AVI CHAI Foundation. Advanced students are encouraged to take the SAT II in Hebrew, guided in their preparation by our Hebrew language faculty.

Hebrew terminology is used liberally throughout our programs. It is our hope that, whenever possible, students will select the 6-hour program, so as to continue the intensive study of Hebrew language throughout their Prozdor years.

Students enrolled in Hebrew language classes pay a \$75 fee, which covers the cost of the NETA program. This fee includes one copy of the appropriate NETA Hebrew book. If a student loses his or her book, he or she will be charged for a replacement.

Special Education

At Prozdor, we seek to provide an inclusive environment that is sensitive to the individual learning needs of each student. We strive to accommodate students with mild to moderate special needs within our classrooms and can make individual modifications for students regarding class assignments on a case-by-case basis. Additionally, trained student aides may be available to assist individual students. We encourage you to share any special concerns regarding your child's specific situation. Please contact Rachel Dayanim, Prozdor's special needs coordinator, for more information.

Experiential Education

We offer experiential learning opportunities to increase a student's Jewish knowledge and to provide opportunities for deepening relationships with Prozdor staff and peers. From *Shabbatonim* and overnights to day trips, we like to tell our students that they can "see the world with Prozdor."

However, experiential education is not limited to our trips. Holiday programming, special guest speakers, branch programs and other unique programming during the break on Sundays are all part of Prozdor's experiential education agenda. As always, we encourage students to approach us with new ideas.

On the Road

Over the course of their years at Prozdor, students are encouraged to participate in a wide variety of field trips, *Shabbatonim* and other opportunities for Jewish travel. While all of our "away" experiences are voluntary, we encourage student participation whenever possible. (Each student must participate in at least one Prozdor *Shabbaton*, trip or retreat prior to graduation.)

Costs are always kept as reasonable as possible and, where there is an issue of need, families are encouraged to speak with the trip coordinator. All medical concerns should be brought to the attention of the administration. Trip registration forms include both a Behavioral Agreement Form and a Parent Release Form. Students who do not honor their behavioral contract are not allowed to participate in any future trips or *Shabbatonim*. In the event of serious misconduct on a trip (for example, consumption of alcohol, use of drugs or vandalism), the student will be immediately sent home at the parents' expense. In addition, while on a Prozdor trip, no student may have any piercing or tattooing done.

ACADEMIC STANDARDS

Dates for Prozdor Trips/Shabbatonim 2009–2010

Note: Dates are tentative and subject to change.

- September 11–12: Eighth- and ninth-grade *Shabbaton* at Camp Yavneh
- November 9–11: Eleventh-grade college tour
- February 10–17: Tenth grade hosts Haifa-Alliance students
- February 14–16: High school trip to New York City
- March 26–29: Israel Ambassadors Haifa Exchange
- April 18–20: Eighth-grade trip to New York City

Special Programs

Prozdor is pleased to once again host the Israel Programs Fair on February 7, 2010, as well as the Annual Greater Boston Jewish College Fair on April 11, 2010. The Israel Programs Fair will be attended by representatives from over a dozen Israel summer programs, study programs and other Israel experiences. The College Fair, a collaborative effort with Gann Academy and Maimonides, will feature admissions and Hillel representatives from over 40 different colleges, universities, gap-year programs and more, who will be at Hebrew College to speak with students about all aspects of the college application process and Jewish life on campus.

Service Learning Opportunities

Prozdor offers a variety of avenues for students to get involved in community service in an educational context. Prozdor is pleased to continue its involvement with the TELEM program. Sponsored by the Jewish Community Relations Council of Greater Boston, TELEM engages students in meaningful community service coupled with classroom learning experiences. TELEM offerings at Prozdor include tracks in hunger and homelessness, working with the elderly, assisting children with special needs and community organizing and advocacy.

For 2009–2010, we will also continue our relationship with the innovative Gateways Sunday program. Gateways: Access to Jewish Education serves students with moderate to severe disabilities, most of whom have been unable to participate in synagogue schools or day schools. Eleventh- and twelfth-graders may volunteer with Gateways through a program that provides them with the skills for working successfully with students with disabilities. This year, Gateways will meet at the lower school campus of the Solomon Schechter Day School in Newton, located at Stein Circle. Student aides will be dropped off and picked up there by their families. Prozdor will arrange transportation for the midmorning drop-off and pick-up. All questions related to Gateways should be directed to Rachel Dayanim.

Subjects of Study

All subjects at Prozdor have an alphanumeric designation, which refers to the course topic: Art, Bible, Communal Studies, Education, Hebrew, History, Holidays, Israel Studies, Law, Literature, Philosophy, Rabbinics, Ritual, Social Justice, Social Studies, Spirituality, Talmud and Yiddish.

Students will receive credit for those courses that they complete successfully. In order to do so, a student must demonstrate satisfactory completion of all requirements for the course. These expectations are designed to set standards for Prozdor as an academic program.

Add/Drop

The add/drop period encompasses the first two weeks of each semester. Transfers are allowed only on a space-available basis. In order to transfer into a class on Sundays and Tuesdays at Hebrew College, students must speak to a Prozdor administrator. All transfers at a branch location must be authorized by the branch coordinator. Students *may not* walk into any elective without permission. Students may transfer into a different class only when they have received permission from the appropriate administrator and have received a signed add/drop form to be given to the appropriate teachers.

Add/Drop Deadlines

Fall 2009

- Thursday, September 24 for midweek classes
- Monday, October 19 for Sunday classes

Spring 2010

- Thursday, February 4
No class changes after that date.

Advising

All students in eleventh grade (4- and 6-hour students) will be assigned an adviser from the administrative team to help them manage their graduation requirements.

Attendance

Successful completion of a course requires good attendance. All absences must be discussed with the teacher, and students are expected to arrange for completion of their work. If a student is going to be absent, late or leave early on any day, parents must call David List at 617-559-8805. A significant number of absences from a class may result in an “Incomplete.”

When absent from class, the student is responsible for obtaining and making up any work covered in class during his/her absence by contacting the teacher directly. Upon the third consecutive absence, teachers or administration may call home to find out why there have been missed classes. In the case of foreseeable, prolonged absence, students should contact David List so he can notify the appropriate teachers and arrange the make-up of missed assignments. Students are expected to arrive ready to learn, which means arriving on time and having the necessary materials at hand to begin class (books, notebook and pen or pencil). Students should also have a notebook for Hebrew language class.

If a student needs to leave Prozdor early, please send a note to be given to the teacher of the class from which she or he will be leaving.

Communication with Teachers

We encourage open and direct communication among students, parents and teachers. All teachers have email addresses, which may be found on the faculty page of the Prozdor website, at www.prozdor.org/faculty. If a parent or student has a concern about a class, or a student misses a class, please send the teacher an email to discuss concerns or find out about make-up assignments. If direct communication with the teacher has not resolved the concern, please contact Raffi Fadlon for matters related to Hebrew language classes and David List for all other classes.

Demonstration of Learning and Homework

Most courses will require students to complete assignments that the teacher will use to evaluate the quality of the student's learning. These assignments might be short-answer examinations, essays, research papers, interactive projects using video or visual art, book reviews or an oral presentation. Teachers may present a variety of options to students in a given course. For example, a teacher might require written assignments, a formal exam or a creative project to demonstrate engagement and learning. Once a student registers for a class, he or she is expected to fulfill these requirements. Teachers are aware of the multiple pressures on our students, and,

other than in Hebrew language classes, weekly assignments are rarely given. If you have concerns about the workload for a particular class, please speak with Rabbi Karen Medwed.

Academic Honesty and Plagiarism

We hold our students to the highest standards of academic integrity. *We have a zero tolerance policy for any form of cheating or plagiarism.* Therefore, any student who is found to have violated this policy will face severe consequences, including suspension and possible expulsion from Prozdor. Examples of academic dishonesty include, but are not limited to, copying someone else's work, getting a paper from the Internet and passing it in as one's own, cheating on tests or homework, and not properly acknowledging citations from the work of others. In short, students may never use someone else's words or ideas, written or oral, without attribution.

Learning Reports and Report Cards

Prozdor issues mid-semester learning reports. These reports reflect the progress of the student and the rapport between the student and the teacher. They include anecdotal remarks by the teacher and indicate to the parents whether the student is having difficulty and if any assignments are past due. These reports are mailed home halfway through the semester.

Report cards of each semester's final grade reports are issued to each student and are mailed home within two weeks of the semester's close. We assign conventional grades: A = 90–100 (superior), B = 80–89 (above average), C = 70–79 (average), D =

below average and I = Incomplete. A grade of "I" means that the student did not participate in enough classes to receive a grade, or the student did not complete the necessary exams, projects or homework assignments. Parents are encouraged to call David Levy if they would like to speak with a teacher or administrator about their child's progress. Teachers will email or call parents in the case of excessive absence, behavioral difficulties or severe learning problems. All faculty email addresses are listed online at www.prozdor.org/faculty.

Incomplete Grades

Incomplete classes will temporarily be listed as Incomplete (I) on all report cards and transcripts. Students have two semesters to make up missing work before the grade becomes a Permanent Incomplete (PI)—one semester in which they may receive a letter grade, and one more in which they may receive a "pass" designation. For example, students who, for some reason, receive an "I" grade for this upcoming fall semester will have until May 2010 to get the assignment to the teacher and receive a letter grade. After this time, students will have until the end of the fall semester in January 2011 to complete the work and receive a pass for the class. *After that date, a student who still has not handed in the assignment will receive a Permanent Incomplete.* Students will be allowed to have two PI grades and still graduate from Prozdor. We greatly discourage students from using the PI grade as a safety net, since it may be viewed negatively by colleges and universities during the admissions process.

Parents in Prozdor

Every fall, Prozdor designates a week when parents may attend their child's classes and see our high school in action. We call this week "Parents in Prozdor," and we encourage parents to make every effort to attend. Parents in Prozdor is not a time to speak to a teacher about a specific issue, but rather to see the workings of our school and get a feel for our community. In 2009–2010, Parents in Prozdor will be held during the week of December 13–17, at both the Newton Centre campus and at our suburban branches.

Requirements for Graduation

Prozdor offers a variety of programs to meet the needs of a broad spectrum of high school students. There are optional tracks, and the administration approaches each student as an individual, with great flexibility and sensitivity to the multiple pressures in our students' lives. All students expecting to graduate from Prozdor must complete the basic course requirements of their program, as well as those listed in the "Additional Requirements for All Programs" section on page 5. Students who fail to complete all graduation requirements may not receive a diploma and may not receive a Prozdor transcript for the college application process.

Additionally, all eleventh-grade students should be aware that final grades for the spring 2010 semester will be due on May 9, 2010. Any missing work and/or projects that have not been submitted by that date may result in a grade of Incomplete and the diploma being withheld at graduation.

Please note that a student will not be allowed to graduate with more than two Incompletes on his or her transcript. Diplomas will be held until all work has been submitted and the teacher has given a grade for the course(s). Students with three or more Permanent Incompletes on their transcripts will not graduate from Prozdor.

Transcripts and Letters of Reference

All transcript requests should be submitted to the Prozdor registrar, Martha Martin. Each student may request that official transcripts of his/her academic record be sent to other academic institutions. Students must submit in writing the list of schools with complete names, mailing addresses and deadlines noted. Requests submitted three or more weeks prior to deadline will be \$8 per transcript. Requests submitted less than three weeks prior to deadline will be \$10 per transcript. Please include a check or money order payable to Hebrew College with your request. We recommend including the student's Social Security number in the request, as most colleges use them to identify their applicants. Please *do not* send addressed envelopes for transcripts. For any questions about transcripts, please call Martha Martin.

Students are encouraged to approach the administration and/or faculty for letters of recommendation. When requesting a letter of recommendation to accompany a transcript, please allow an extra week for processing.

Behavior

At all times, students are expected to behave appropriately in all areas (classrooms, corridors, library, offices and the grounds) of Hebrew College. We have the same expectations for behavior at our suburban branch locations. Each student is expected to respect the rights of other students to learn, and of teachers to teach, in a pleasant environment. We model the values of *dereh eretz* (sensitivity to others) and *menschlichkeit* (being a *mensch* or good person) at Prozdor. All staff and students are expected to treat each other with the utmost *kavod* (respect) and *hesed* (loving kindness). In the event that a student is disruptive, she or he will be sent to the director. Should the incident be repeated, the teacher and/or the director will call the student's parents. In the unlikely event that it is necessary, a student may be asked to leave Prozdor if he or she fails to respect the behavioral norms of the school.

We also respect the property of Hebrew College and our branch locations. Hebrew College is a beautiful facility, yet one that is not exclusively ours. Additionally, we are lucky to have been afforded the opportunity to use local synagogues and schools for our weeknight branch sessions. It is therefore imperative that we show the utmost *kavod ha-makom* (respect for the space) to both Hebrew College and our branch sites. Our expectation is that all Prozdor students will make their best attempt to leave the classrooms and buildings in which they have classes in *exactly the same condition* that they were in when the students entered them. Students who disregard this policy will be subject to disciplinary action.

On Sundays, many of our classes take place on the campus of our neighbors on the hill, Andover Newton Theological School (ANTS). This partnership not only provides necessary classroom space, but also opens wonderful opportunities to build interfaith community and understanding. As good guests and neighbors, we must go above and beyond in our efforts to respect their campus. Beyond the examples of *kavod ha-makom* listed above, we are mindful that Sunday is the Sabbath for the residents of ANTS. With this in mind, we have pledged to be quiet while on their campus and to *refrain from having any cars driving onto the ANTS quad*.

Online Interactions

Prozdor takes great pride in knowing that the relationships built here often grow into friendships that exist beyond our walls. With the advent of technology like text messaging (SMS), instant messaging online and social networking websites like MySpace and Facebook, Prozdor students have unprecedented access to each other as individuals and in groups. While the Prozdor *hanhallah* (administration) does not police our students' online activities, should it come to our attention that Prozdor students are harassing, bullying or otherwise treating each other inappropriately online, we will take appropriate disciplinary action, including notifying the parents of the students involved.

Tzeniut (Modesty of Dress)

At Prozdor, we have created a Jewish learning environment that embraces and models Jewish values. While we understand each student's desire for self expression through choice of clothing style, we wish to preserve the appropriate milieu for study of Torah and

respect for others. With that in mind, we ask that all of our students observe the following dress code:

No revealing clothing is permitted; this means no tank tops, spaghetti straps, plunging necklines or low-cut pants. Specifically, no bare midriffs, belly buttons, cleavage or underwear should be visible. Additionally, no T-shirts with obscene or offensive words or images are permitted.

In the event that a student does not observe these standards of dress, he or she will be sent home.

Kippot

Prozdor welcomes students of all varieties of Jewish observance. Some students at Prozdor choose to wear *kippot* (head-covering), while others do not. *Kippot* are always available in the Prozdor office. They are not mandatory at the Hebrew College campus. (Branches vary depending on the synagogue policy.)

Policy on Alcohol, Drugs and Smoking

The use of alcohol, drugs or tobacco products is strictly prohibited. This applies to special trips and to time spent at Prozdor locations (Hebrew College and branch sites). If a student is found to have violated this policy, disciplinary action will be taken, which might include being asked to leave Prozdor. If a student is caught violating this policy on a Prozdor trip, she or he will be sent home immediately at the parents' expense, and will face further consequences at the appropriate time.

Cell Phones and Other Electronic Devices

In recognition of the educational standards of Prozdor, students may not use the following items during class time: iPods or other music playing devices, hand-held video games, beepers, personal digital assistants such as Palm Pilots or cellular phones.

If parents must get in touch with their child immediately, please call the Prozdor main number at 617-559-8803. If voice mail picks up, please leave a message; calls will be returned quickly.

If any of the above items are brought to school and are visible or audible during class, *they will be confiscated for the duration of the school day*. Teachers have been instructed to remove any visible electronic devices. The student must retrieve his or her belongings at the end of the school day in the office.

Sunday and Midweek Break

A very important part of the Prozdor experience is meeting new people, making new friends and having time to forge friendships. Each Sunday, there is a 30-minute break between second and third periods, from 11:15 to 11:45 a.m.

The break is a time to see friends, eat and hang out; it is also a time when many important meetings are held. Grade-wide meetings, special speakers, training sessions, and pre-trip meetings are just a few activities that students can expect. Please refer to the *Yom Rishon* newsletter to see what will be happening at break.

Under no circumstances are students allowed to leave campus. Parents will be notified if students are caught leaving campus or are found to be arriving late to third period, and the students will face consequences. *The same rule applies to break during midweek sessions*.

Food at Prozdor

The Hebrew College Alumni Dining Hall, operated by an independent caterer, offers snacks on Sunday mornings and lunches and dinners throughout the week. All food served at Prozdor, at our branches and on our programs and trips, is kosher, and we adhere to the standards established by the *Vaad HaRabonim* of Greater Boston. While Prozdor is proud to welcome all Jewish students, creating and modeling the precept of *k'lal Yisrael*, we also strive to create a communal environment that provides a level of comfort for all of our students. We therefore ask that all food brought into the Hebrew College building be kosher and labeled as such.

Medications

Prozdor and its staff *cannot* administer or store any medications at any time. If a student has medications, we cannot hold them in the office.

Visitors at Prozdor

We ask all parents to refrain from having their child bring visitors to Prozdor. We have often found that visitors disrupt the learning environment. If someone must attend school with the student, please inform the Prozdor office in advance.

Website: www.prozdor.org

The Prozdor website is a fabulous resource for the entire school community. All kinds of information about Prozdor can be found online: faculty biographies, class descriptions, forms, photographs, branch information, the Prozdor calendar and the weekly *Yom Rishon* newsletter. Additionally, course registration each semester takes place entirely online. Please take advantage of the numerous features available on the website.

Yom Rishon

Every Sunday morning we distribute the *Yom Rishon* newsletter to students as they walk into school. *Yom Rishon* is distributed every Thursday via email to parents and students. Please email David Levy (dlevy@hebrewcollege.edu) if you are not receiving a copy via email and would like to. Please read it carefully each week for information about room changes, special programs, meetings during the break, midweek information, calendar listings, deadlines and sometimes even employment opportunities for our students.

Jewish youth groups and other appropriate organizations may submit notices about their events to be placed in the *Yom Rishon* on a first-come, first-served and space-available basis. Please submit notices by email to David Levy at dlevy@hebrewcollege.edu no later than the Wednesday evening of the week the notice should run.

MORE ABOUT PROZDOR

Tuition and Financial Aid

Tuition makes up only a portion of the income that supports Prozdor; Hebrew College generously subsidizes every Prozdor student. Each spring, all returning students are required to re-enroll for the new school year. The requisite deposit must be received, and any balance due from the previous year paid, before the student is enrolled and/or any financial aid requests are acted upon. After September 30, 2009, tuition is solely the responsibility of the family and must be paid in full. We ask that parents carefully read the tuition agreement on the enrollment form, including the following paragraph:

“If a student is withdrawn for any reason after classes begin, but before September 30, 2009, you are responsible for 50 percent of all tuition and fees; if a student is withdrawn for any reason after September 30, you are responsible for 100 percent of all tuition and fees. There will be no exceptions to this policy.”

For information about payment plans, please contact Aimee Kwitkin-Close, Director of Administration.

Tuition and Fees for Prozdor

6-hour program	\$2,795
4-hour program	\$2,695
NETA Hebrew program fee	\$75
Transportation fees:	
roundtrip	\$295
one-way	\$150

Financial aid is available on a first-come, first-served basis. All requests should be made directly to Aimee Kwitkin-Close, Director of Administration.

Branch Hours and Locations

Please see page 54 for information on how to reach someone at the branch during Prozdor hours.

Main Branch at Hebrew College

Sunday, 9:30 a.m.–1:30 p.m.
Tuesday, 6:30–8:20 p.m.

Nashua Branch at Temple Beth Abraham*

Monday, 6:30–8:30 p.m.

Natick Branch at Temple Israel*

Wednesday, 6:30–8:30 p.m.

Lexington Branch at Temple Emunah*

Wednesday, 6:00–7:45 p.m.
Weekly dinners served at 5:35 p.m.

North Shore Branch at Cohen Hillel Academy, Marblehead*

Wednesday, 6:30–8:30 p.m.

South Shore Branch at Temple Israel, Sharon*

Thursday, 6:30–8:30 p.m.

Hebrew College Snow Emergency Information

For a recorded message regarding school cancellation due to inclement weather, call 617-559-8609. Prozdor is usually cancelled

* 2-hour students are not in a graduation-track program. At the completion of their Prozdor years, all 2-hour students will receive a certificate of completion from their home synagogue.

when Newton or the branch town's schools are cancelled, but we reserve the right to hold classes should the weather change for the better. When Prozdor is cancelled, the Prozdor office will send notification to email addresses subscribed to the Prozdor listserv and post an announcement on www.prozdor.org.

Prozdor Attendance Line

617-559-8808

Please call this number if your child will be absent from Prozdor.

Transportation to Prozdor

Hebrew College is easily accessible by the MBTA; just take the Green Line D train to the Newton Centre stop. From there, exit at Herrick Road and walk up the hill until you see our campus on the left.

Prozdor offers roundtrip transportation on Sundays, for a fee (see page 18), from the following locations: Acton, Canton/Sharon, Framingham, Lexington, Marblehead, Natick, Peabody, Wellesley, Westboro and Winthrop.

Transportation promptly leaves Prozdor at 1:35 p.m. Students must be out of the building as soon as possible after the final class ends. Parents of students who miss the bus will be responsible for coming to get them.

Student Drivers

Students who are licensed drivers are offered the privilege of driving to Hebrew College on Sundays and Tuesdays. With that in mind, there are several expectations that we have of our student drivers:

- Students may not park in the front parking lot, nor in the quad at Andover Newton, nor in the rear lot below Davis Hall.
- Students are not allowed to leave campus *at any time* while Prozdor is in session.
- Students are not allowed to drive to or from any class.
- Students may not leave the parking area until after the pick-up line has been completed.

Additionally, students who drive themselves to suburban branch locations may not operate their vehicles during the hours that Prozdor is in session; we expect our students to be driving to and from Prozdor, not around the neighborhood during break.

A Student Driver Contract will be mailed out to all families, and any student who plans to drive to Prozdor must sign the form. Any violation of the above rules governing student driving may result in the revocation of driving privileges at Prozdor.

Traffic Patterns: Sunday and Tuesday

In our continuing efforts to best moderate the number of cars and smooth flow of traffic up and down Herrick Road during Prozdor hours, we ask that all families respect the rules of our drop-off and pick-up protocols.

On Sunday mornings, we will again offer an express carpool lane that will proceed into and around the Cail Entrance Plaza Circle in the front of the Friedman Building. Carpooling provides a quick and easy way to avoid the circular route around the Andover Newton Campus on Sundays, and we strongly urge parents to consider carpooling with other families. For families who are not carpooling, please follow the route around Andover

Newton, and pick up students at the Gann Library doors.

Please do not drive onto the ANTS quad at any time.

Please follow the traffic pattern; it provides a quick, safe and neighbor-friendly way to move our students on and off the hill in an expeditious fashion.

Bus Pick-Up/Drop-Off Times and Locations

Times subject to change.

The fees for bus transportation are \$295 roundtrip and \$150 one-way for the year.

Acton

- Stop 1 Congregation Beth Elohim
133 Prospect Street, Acton
8:30 a.m.
2:30 p.m.
- Stop 2 Temple Emunah
9 Piper Road, Lexington
8:55 a.m.
2:10 p.m.

Peabody/Lexington

- Stop 1 Temple Ner Tamid
368 Lowell Street, Peabody
8:25 a.m.
2:30 p.m.
- Stop 2 Temple Emunah
9 Piper Road, Lexington
8:55 a.m.
2:10 p.m.

Marblehead

- Stop 1 Cohen Hillel Academy
Community Rd.,
Marblehead
8:40 a.m.
1:30 p.m. (leaves Hebrew
College at 12:40 p.m. after
period 3)
- Stop 2 Bell Circle
Rte. 1A
8:55 a.m.
1:15 p.m. (leaves Hebrew
College at 12:40 p.m. after
period 3)

Metro West Bus

- Stop 1 Westboro JCC/Beth Tikvah
45 Oak St., Westborough
8:20 a.m.
2:30 p.m.
- Stop 2 Nobscot Shopping Center
Edgell Road and Water St.,
Framingham
8:40 a.m.
2:10 p.m.
- Stop 3 Temple Israel
45 Hartford Street, Natick
8:55 a.m.
2:00 p.m.
- Stop 4 Whole Foods Market
Parking Lot, Wellesley Hills
9:10 a.m.
1:50 p.m.

South Shore

- Stop 1 Cobb's Corner
(Butcherie II parking lot)
Washington St., Canton
8:45 a.m.
2:15 p.m.

Gann Library

The Rae and Joseph Gann Library of Hebrew College has more than 125,000 books, magazines, newspapers, CDs and DVDs in a variety of languages, mostly English and Hebrew. This collection is available for student use, to supplement classroom work, for information about all aspects of Judaic and Hebraic studies and for recreational reading, listening and viewing. DVDs can be borrowed for one week, while other items may be taken out for four weeks. All Prozdor students are eligible to borrow books from the library. The Gann Library is continually adding to its online catalog. See the Library web page, www.hebrewcollege.edu/hc-library, for a wider selection of databases, e-journals and bibliographies. Eating and drinking are not permitted in the Gann Library. The fine for overdue books is 25 cents a day and two dollars for other media. There is a fee for lost items equal to the replacement cost of the item plus a \$25 processing fee. Hebrew College is part of the 14-member Fenway Consortium of Libraries, and Prozdor students' library cards grant privileges to use these libraries.

Yavneh Summer Camp

Just as Prozdor enjoys a special relationship with Hebrew College as its official Hebrew high school, Camp Yavneh, located in Northwood, New Hampshire, is the official summer camp of Hebrew College. Prozdor and Camp Yavneh have had a strong relationship in the past and continue to maintain close ties. For more information, please visit www.campyavneh.org.

Israel Travel

We encourage all our students to travel to Israel during high school. Prozdor will hold an Israel Programs Fair on February 7, 2010, at which students can explore a variety of opportunities to visit the Jewish homeland.

COURSE OFFERINGS

Note: Sunday classes are restricted to solely middle school or high school students unless otherwise noted (ALL).

Hebrew

Hebrew classes generally meet for two hours on Sundays plus one hour midweek. We are proud to offer a wide variety of Hebrew language levels to accommodate our students. The focus of the program is modern Hebrew with a minimum of two years emphasizing Hebrew grammar. The curriculum encourages Hebrew speaking, as well as reading and writing. Prozdor has been chosen to be a site by The AVI CHAI Foundation for teaching Hebrew language through the NETA program. All students must take a written Hebrew language placement test.

Core

Students will be assigned to one core class each semester. The purpose of the core classes is to give our students a broad overview of many different facets of Jewish areas of study. A variety of our faculty members teach these courses.

HIST 161 **Grade 6 Core: Jewish Personalities Throughout the Ages**
Full-year course

Take a journey through time to meet the big personalities in Jewish history: the folks who have shaped our people's identity

and existence as well as our engagement with the rest of the world. We'll meet people like Elijah the Prophet, Rabbi Yehuda Halevi, the Marx Brothers and Golda Meir. We will learn how individuals from Henrietta Szold to Sandy Koufax transformed the ways people think about what it means to be Jews, and see how each left his or her mark on Jewish history and the world.

RTUAL 115 **Grade 7 Core: Jewish Lifecycle**
Full-year course

For people all over the world, the birth of a baby, becoming an adult, getting married and dying are milestone events in life. And for thousands of years, Jews have been practicing different traditions to mark these sacred events. In this course, we'll explore how Jews from across the world celebrate life cycle events. We'll study how one becomes a part of the Jewish people, what it means to become an adult, wedding rituals and how Jews approach death. We'll look at traditions from different Jewish cultures and think about ways to create new Jewish rituals in our lives.

BIBLE 139 **Grade 8 Core: Bible**
One-semester course

From Genesis to Chronicles, from Moses to Ahab, what do we need to know about the Bible? Much bigger than just the five books of Moses, the Bible—called *Tanakh* in Hebrew—includes drama, epic poetry, history and many, many personalities. In this course, we will study excerpts from numerous books of *Tanakh*, both familiar and lesser known. We will also learn various ways to approach the study of Bible to clarify the variety of ways that Jews understand the Bible. Students will emerge as better Bible scholars, knowing a few crazy stories, to boot.

LITR 140 **Grade 8 Core: Jewish Literature**
One-semester course

This course explores the exciting and rich world of Jewish literature. We will journey through the centuries with literature as our guide and discover the ways literature has shaped the identity of the Jewish people, as well as the ways the experiences of the Jewish people have been expressed through literature. This course surveys different literary genres and authors, and we will examine the history as well as the meanings

and impact of Jewish literature on the Jewish experience. We will also study different structures of literature, as well as its cultural impact, placing a special emphasis on literature and the construction of Jewish identity.

HIST 132 **Grade 9 Core: Jewish History**
One-semester course

We've come a long way. From biblical times to the present, a series of seemingly unconnected events have shaped our modern Jewish world. Our history is long, but our time in class is short. To provide students with a meaningful overview of Jewish history, we will study selected textual materials that focus on political, cultural and religious influences. We will learn how Jewish civilization was affected by external world events and how Jews, in turn, adapted to and interacted with that world. This course will provide students with the historical background by which to better understand the evolution of Jewish Law.

LAW 101 **Grade 9 Core: Jewish Law**
One-semester course

All too often, Jewish Law is seen as a bunch of "Thou Shalts," a whole lot of "Thou Shalt Nots," and nothing more. This class

seeks to broaden that view by providing a fascinating glimpse of a full-fledged legal system that has withstood the test of time unlike any other in the history of mankind. We will address questions such as: Where does Jewish Law come from? How does it work? What is its purpose? We will become acquainted with the great works of *halakhah* (Jewish Law) and discuss what made them so great. We will also examine the place of *halakhah* in the lives of Jews of the past and the present. This course is designed to familiarize students with the origin, transmission and application of normative Jewish Law. Students will be exposed to a variety of source material and delve into many case studies.

ISRST 101 **Grade 10 Core: Israel**
Full-year course

In this course we will learn about the many factors that comprise Israel today. We will begin with the advent of modern Zionist immigration to the land of Israel in 1881. We will study the emerging state's complex relationship with the local Arabs, their Turkish overlords and, from 1917 to 1948, the British Mandatory power. From 1948 to the present, we will study Israel's complex, often troubled, but dynamic society, poised between East and West. The Israel core is as much

experiential learning as it is lecture and discussion. We will engage in creative map-making activities, build a stockade and watchtower settlement, engage in debates and play games specially designed for the class.

ETHIC 201 **Grade 11 Core: Jewish Ethics**
One-semester course

Judaism is meant not only to be studied, but also to be lived. As near graduation from Prozdor, we will return to ethical teachings you have learned to see what has remained with you, to question, challenge and integrate them into your life. What are you taking with you? What questions are still unanswered? Most importantly, how can you begin to create an open conversation between your Jewish knowledge and your core values?

PHIL 202 **Grade 11 Core: Jewish Philosophy**
One-semester course

More than anything else, this course is about *you!* Now that you're preparing to graduate from Prozdor, this is your chance to figure out how experiences from your life relate to your Jewish (and personal) identity.

Three questions will form the core of our course together: How does being a Jewish American teenager affect my sense of self? Does this change the way I relate to other people? Do my convictions about God affect these answers? Together we will read ancient and modern Jewish texts, stage debates and explore the ways in which Judaism can help us make sense of the modern world and ourselves.

SUNDAY AT HEBREW COLLEGE

MIDDLE SCHOOL: Period 1 (9:30–10:20 a.m.)

ART 101 **Israeli Dance (ALL)**
Aaron Beckman and Abby Wolf

Do you like to dance? This beginner class is open to anyone who wants to learn the basics of Israeli dance. No experience necessary. We provide an introduction to the many styles of Israeli dancing, from traditional dances to modern ones. It is always a lot of fun, so come dance with us! Boys and girls welcome!

ART 103 **Prozdor Klezmer Band (ALL)**

Glenn Dickson
Full-year course

One of the most exciting art electives for our Prozdor musicians is the extraordinary Klezmer Band. This is an authentic Klezmer band and plays the vibrant music of eastern European Jewish origin. For this year we plan to add some Shlomo Carlbach tunes to the repertoire. This group will perform fall and spring concerts at Prozdor and community events when possible. Open to all students who play band and orchestra instruments, including woodwinds, brass, strings, guitar, bass and piano. We especially need low brass and strings, but all are welcome. Ability to read music on your instrument is important.

ART 149 **A Bookmaking Workshop Inspired by Jewish Sources**

Tirtzah Bassel

This hands-on workshop combines instruction in the crafts of binding and book structure, with a visual investigation of biblical and midrashic themes. In each session, we will focus on basic bookmaking skills and explore the relationship between image, text and The Book. We will view

different forms of artist books and discuss aspects of book art in relation to Jewish culture and history. We will explore various materials and experiment with unusual combinations of multimedia techniques in creating expressive and personal statements inspired by the characters and stories of the Bible and midrash. During the course, each student will experiment with several book structures and create an original book. This course is open to all students who are interested in exploring the book as an art form.

BIBLE 114 **Biblical Trials**

Jill Smith

For this elective, we will read and discuss chapters from the Torah dealing with many controversial actions of our forefathers (and mothers). We will set the stage for a mock trial. You will be the plaintiff, the defendant, the witnesses, the lawyers, the judge and the jury.

We will dress for and act out the parts to see who is guilty and who is not! Did Jacob steal Esau's birthright and blessing? Should Rueben have prevented Joseph from being sold? Was it Judah's

fault? Was Aaron responsible for the building of the golden calf? Could he have prevented it? We shall see.... Meet me in court!

BIBLE 159 **Oh! The Drama of Joseph—and the Musical, Too!**

Esther Kosofsky

Joseph—we know his story, but we'll take a closer look at this action-packed “made for the stage” saga. Why did Joseph have this tendency to tattle on his brothers, and why was he Jacob's favorite? And what about that coat, his dreams and being Pharaoh's second-in-command? In this course, we will read, act out and discuss the biblical story of Joseph in the text with accompanying commentaries and midrashim, along with a read- and sing-along of the musical *Joseph and the Amazing Technicolor Dreamcoat*.

BIBLE 197 **Violence and Redemption in the Hebrew Bible**

Jason Gaines

The Bible can be incredibly gory. The bloodiest episodes speak of kidnapping, murder, rape, war and genocide. Even the heroic King David once seduced a married woman and then condemned her unlucky husband to certain death on the battlefield. This

class will examine criminal behavior and acts of violence in the Bible, as well as how the offenders sometimes seek and find forgiveness. We will read individual narratives as well as general law collections. Finally, we will discuss what we are to make of these laws and acts of violence today, and how we can learn from the stories of absolution.

ISRST 102 **Media and Current**

Events: Focus on Israel

Katie Light

In this class, we will be exploring different types of media—print, radio, television, Internet, academic journals and others—and how they report on current events in Israel. We will cover different aspects of the news, including politics, economics, sports, arts and entertainment, culture, and the environment. At the end of this class, students will understand what has been happening in Israel as well as have a good grasp on assessing news sources and recognizing different biases.

LITR 163 **Telling Tales**

Josh Conescu

From Chelm to Woody Allen, sometimes our greatest truths can only be told through jokes and stories. We spend our entire lives telling each other our own stories. Our culture has been made rich with the tradition of the storyteller. What gives a particular joke or folk tale a Jewish twist? This class will investigate what that particular twist might be. We will consider stories both old and new. You can't really learn a story (or a joke) simply by hearing it; you have to be able to share it with someone else. Working in small groups and individually, students will develop techniques for telling tales. Each student will leave class with a repertoire of Jewish tales and a new confidence in their natural ability to share those tales with friends and family.

PHIL 105 **World Religions Through a Jewish Lens**

Seth Wax

In a country and world of many religious faiths, what does it mean to be Jewish? How do Jewish ideas and practices relate to what our Christian, Muslim and Buddhist friends and neighbors do? How do they affect

how we act? In this class, we'll explore some of the basic beliefs and traditions of some of the world's major religions, with a special emphasis on how we can enhance our own understanding and practice of Judaism.

SOCJC 114 **TELEM: Intro to Advocacy (ALL)**

Dan Gelbtuch
Open to all, this course is designed for students who have completed one year of TELEM and would like to continue their fieldwork.

You have already learned about some of the issues facing our world and have started helping out through a TELEM class. Ever think about what's next? In this course, you can continue your volunteer service while learning the basics of advocacy, the art of convincing those in power to make positive change in an area you care about. In addition to volunteering, the class will work together on an advocacy campaign to make a difference right here in our own community.

SOSTD 177 **Prophets Then and Now: Social Problems and Jewish Responses**

Ben Rotenberg

This class will focus on the Jewish imperative to make a better world for ourselves and our communities by analyzing the Jewish textual basis of *tikun olam*. We will explore ancient texts, including selections from Prophets, as well as modern works, such as readings from Abraham Joshua Heschel, a crusader for civil rights. This class is not only about learning, but also about inspiration. The goal is to inspire students to want to make change and to empower them to do so. This class will have an "action" component to work on making a positive change in our community.

SPIR 124 **The Nigun: Spirit Through Song**

Roselyn Farren

Get ready to sing Jewish! In this course, we will learn (and sing) *nigunim*, the wordless melodies that Jews have sung to rejoice, console, celebrate and calm. Music has always had a unique role to play in our spiritual service—from the Levites singing in the Temple to the chanting of the Torah to the songs at the Shabbat table. What makes a *nigun* special is that it has no

words—it's an opening for pure music (no tough lyrics to wrestle with or distract, no excuse for not joining in), and it offers a way to focus our hearts and spirits. We will learn a variety of *nigunim* and their origins and histories, and we will sing them together.

HIGH SCHOOL: Period 1 (9:30–10:20 a.m.)

ART 101 **Israeli Dance (ALL)**

Aaron Beckman and Abby Wolf

See course description on p. 22.

ART 103 **Prozdor Klezmer Band (ALL)**

Glenn Dickson

Full-year course

See course description on p. 22.

ART 172 **Water, Art and Judaism**

Jonah Friedman

Double-period course (1 and 2)

Water is a big deal in Judaism. Who knew? Take rain, for example. After a long, dry season in Israel, there is a blessing for and a celebration of the first rain. The first rain even has a name: *Yoreh*. The last rain of the season has one too: *Malkosh*.

Here in New England, we are blessed with many days of rain and snow—some say too blessed. Water features prominently in many Jewish blessings and celebrations. When Rabbi Soloveitchik was asked why celebrate water, he offered this: "It's easy to celebrate oil—it's valuable. And wine helps make us be happy. But if we can be joyous about the simple, tasteless, common water, the joy must truly be emanating from within us." This semester we'll explore water through intensive hands-on art-creating using various art materials and projects.

Art media: We will use charcoal, paint, oil pastel, color dye and staining; maybe tie-dye (groovy) and no doubt a few other colorful and wet surprises.

ISRST 106 **The Media and the Modern Middle East**

Randy Geller

In this course we will discuss breaking news stories emerging from the Middle East, with special attention to Israel. Historical background will be discussed in order to better understand contemporary Middle Eastern issues. A wide range of news sources, video

and map exercises will be used to familiarize students with current events. The class will be discussion-based and students will be encouraged and expected to actively participate in class. Several quizzes will be administered throughout the semester.

ISRST 135 **Israel Ambassadors in the 21st Century**

Dan Brosgol

Full-year course

This educational program incorporates a thorough grounding in Israeli Jewish history with acquisition of communication and advocacy skills to facilitate the training of "fresh voices" in the media. The aim is for our students to become relevant and conversant players in their world and, most importantly, on the media stage.

This program will be enriched by collaboration between 25 Israeli students from the Reali School in Haifa and 25 Jewish American students from Prozdor. The two peer groups will be working together throughout the year via videoconferencing. In the spring, the Haifa students will be hosted by the American students, and both groups will take part in a full day of intensive workshops in Boston. The culmination of this program will be a

documentary film produced by the students about their shared experiences.

LAW 104 **Modesty 101: Sex, Sensuality and Modesty in Rabbinic Thought**

Rabbi David Ehrenkranz

This course, designed for more mature students, will analyze how Judaism views sex as a positive and holy force worth waiting for. While we will focus on the normal range of emotions that accompany this most intimate of acts, including love and lust, we will examine how Jewish Law attempts to dignify these emotions through a structured set of laws that have successfully guided us for the last 3,000 years. Moreover, we will compare and contrast the postmodern era's view of sexuality to rabbinic thought. Let me stress that this course is for the student who is willing to delve into these profound issues with great sensitivity and with great respect for rabbinical authority. There will be one bound text that will be handed out by the instructor on the first day of classes. Knowledge of basic Hebrew is a plus.

LITR 167 **“Murder Most Foul”:
Shakespeare and the Bible**
Max Werber

Is King David a better man than Macbeth, or is he just as greedy? Does Macbeth have more blood on his hands, or is David just as blood-thirsty? What drove these men onward, and are their words their most redeeming qualities? After all, Shakespeare often gives his “villains” the most soul-searching speeches, and King David left us verses that mine the soul. When we compare Shakespeare to the Bible, we get down to the heart of the matter. We cut right down to the bone. In this course we will act out Bible scenes to see how the words are more than just letters on a page; read a little Shakespeare and examine the psychological motives behind the heroes’ actions; watch films of Shakespeare’s plays to gain a better viewpoint of the emotions involved and what’s at stake; compare and contrast Shakespeare’s heroes, villains, madmen and fools to the Bible’s prophets, kings, warriors and women. Please be prepared to participate.

PHIL 158 **The Good Society**
Jason Happel

What kind of society do you want to live in and why? Liberals and conservatives speak out for certain public policies, but are there good reasons for taking a partisan position? In this class, you’ll sharpen your ability to articulate your political values through debates and the study of classic works of political philosophy. What is your guiding standard: satisfaction of self-interest, happiness for the greatest number, the cultivation of human virtue? Comparing classical, modern and Jewish views of justice orients us as we evaluate revolutionaries like Che and liberals like Spinoza.

PHIL 161 **How Could God Have Allowed the Holocaust to Happen?**
Tamar Duke-Cohan

How could God have allowed the Holocaust to happen? This question has troubled Jewish thinkers during and after the Holocaust. Was it a punishment for the sins of Israel? Is it proof that there is no God? Is this a question that good Jews should even pose? In this course, we will examine the explanations that rabbis from all branches of Judaism and other Jewish thinkers have offered for this

thorny issue. We will also read what Holocaust survivors had to say about their relationship with God. Our year will close with the writings of a teenager, living in hiding in Nazi occupied Holland, who tried to wrestle with this question in his touching and thought-provoking diary entries.

SOCJ 114 **TELEM: Intro to Advocacy (ALL)**

Dan Gelbtuch
Open to all, this course is designed for students who have completed one year of TELEM and would like to continue their fieldwork.

See course description on p. 24.

SOSTD 178 **Spielberg, Levinson and Lumet: An In-Depth Study**

Jacqui Adler
Double-period course (1 and 2)

This comparative film class will examine the films of directors Steven Spielberg and Sidney Lumet and writer/director Barry Levinson, three Jewish filmmakers who approach their craft from completely different perspectives. Students will examine their films in depth, including the inner workings of character, story, history, moral conflict, triumph and loss, as well as their design of each film and how Judaism has shaped the movies that they have brought to

the screen. Students will discuss the impact these filmmakers have made on today’s society and their legacy. There is no prerequisite for this course. Some R-rated films will be shown, including *Schindler’s List*.

SOSTD 179 **Prozdor Girl Group**

Elyse Rast
For Girls Only!

Think about this for a second: You enter your Prozdor classroom, kick off your shoes, take a deep breath and relax. You know for a little while you can be yourself, focus on making yourself happy and having a really good time. When it’s time to go, you leave with some new skills, feeling empowered and like you can accomplish anything! In this class you can do all those things... and more! We’re going to draw on Jewish tradition, literature, holidays and beliefs while doing meditation, relaxation, arts and crafts, storytelling, drama and music. You’ll be in a safe place, have a chance to articulate your questions and concerns, have fun and be real.

SPIR 111 **Prayer with Flair**
Efraim Yudewitz

How do we balance the structure of the siddur with our desire to express our own needs in prayer? This journey through Jewish prayer will investigate the background behind the creation and evolution of the siddur, while providing the opportunity to explore the prayers in great detail. We’ll study in *hevruta* style, with small group teams tackling challenging texts and establishing more skills and confidence with independent study. Outcomes will include a strong understanding of a variety of key prayers, a personal connection to the concepts of prayer and reflection, as well as an enhanced vocabulary of key terms related to *tefillah*.

**MIDDLE SCHOOL: Period 2
(10:25–11:15 a.m.)**

All middle school students have core classes during second period.

**HIGH SCHOOL: Period 2
(10:25–11:15 a.m.)**

ART 101 **Israeli Dance**
Aaron Beckman and Abby Wolf

See course description on p. 22.

ART 149 **A Bookmaking Workshop Inspired by Jewish Sources**
Tirtzah Bassel

See course description on p. 22.

ART 152 **Jewish A Cappella**
Avi Wolf

A cappella music, singing without instruments, is one of the most popular Jewish art forms on college campuses, and now it comes to Prozdor! Add your voice to the close-harmony blend of Prozdor’s newest performing group. No experience is necessary, but you should have a good voice and a great attitude. We’ll be singing a variety of Jewish and Israeli music, with performances at Prozdor in May, as well as at some area events.

ART 172 **Water, Art and Judaism**
Jonah Friedman
Double-period course (1 and 2)

See course description on p. 24.

BIBLE 114 **Biblical Trials**
Jill Smith

See course description on p. 22.

BIBLE 198 Prophecy, Magic and Witchcraft in Biblical Times

Jason Gaines

A man stands on a street and claims to know the future. Is he crazy? Is he a warlock? Or, could he be a prophet? How would your answer change if this man lived three thousand years ago? Does it matter if he is Jewish? This class will examine what it means to be a prophet and magical practitioner in the ancient world. We will focus on the Hebrew Bible, but we will also read stories of Jesus in the New Testament and Muhammad in the Quran, as well as various myths from ancient Mesopotamia and the Levant. Finally, the class will consider how ancient biblical prophets continue to speak to us today.

ETHIC 125 Tough Choices: Moral Dilemmas During the Holocaust

Tamar Duke-Cohen

Is a person required to risk his or her own life to save another person? Was it permissible for Jews to collaborate with the Nazis to save their own lives? Are Jews allowed to pretend to be Christians? To whom does the property of Jews who perished in

the Holocaust belong? These are some of the many questions we will examine in this course. We will reach our own conclusions about these controversial issues and also learn what rabbis thought when these questions were posed to them. We will analyze the methods that rabbis used to construct their replies and glimpse both the rich tradition that guided them and the compassion and wisdom they showed.

HIST 170 Hitler Youth and Neo-Nazis

Elyse Rast

If you have ever been in a youth group, you understand the intoxicating feelings of unity and ownership. Think for a moment if those feelings were used for evil. During WWII, German children between the ages of 10 and 18 were forced to join the Hitler Youth. We'll look at what that meant, how children were indoctrinated and what life was like as a member. We'll see two people who were in the Hitler Youth, and we'll talk about why this group was so important to the war movement. Next, we'll look at current Hitler Youth movements (Neo-Nazis), how they are gaining in popularity and what members are doing to recruit new kids.

LAW 111 Modesty 102: Sex, Sensuality and Modesty in Rabbinic Thought, Part II

Rabbi David Ehrenkranz

This course is designed for students who have previously taken Modesty 101: Sex, Sensuality and Modesty in Rabbinic Thought.

In this course, we will study how Jewish Law enhances the spiritual life of marriage by examining the theoretical framework that is the underpinning for *taharat mishpachah* (family purity). We will delve into rabbinical thought regarding the honor of your spouse, especially as it relates to his or her personal space. We will also attempt to understand how this covenantal relationship fits within the larger Jewish community. There will be selected pages of Mishnah, Talmud and Shulchan Aruch; Rambam will be used as the main text.

LAW 115 Your Ox Gored My Wookiee: Jewish Legal Concepts

Jason Happel

This is your chance to play lawyer for a semester. After exploring Jewish legal concepts, primarily the civil laws in the Covenant Code and the Mishnah, you'll argue several short but wacky cases with your partner before

our honorable judges. Ancient legal concepts continue to guide courts in the attempt to resolve disputes over property, injuries and contracts. After working through classic legal problems, you'll come to appreciate the utility and the brilliance of Jewish Law in this workshop.

LITR 132 Jewish Readers Theatre

Esther Kosofsky

Jewish Readers Theatre is a great way to read plays (aka literature) out loud (dramatically!) with others. You don't have to be a born actor to be in this course; all you need is the ability to read, to use your imagination and to enjoy yourself. We will read *Yentl*, adapted from the story by Isaac Bashevis Singer; *The Chosen*, adapted from the novel by Chaim Potok; and *A Shayna Maidel* by Barbara Lebow. As we read, we'll discuss and analyze the themes of Jewish identity, culture and religion in each work.

LITR 163 Telling Tales

Josh Conescu

See course description on p. 23.

PHIL 105 World Religions Through a Jewish Lens

Seth Wax

See course description on p. 23.

PHIL 159 Life's Riddles... Why?

Jonathan Ellis

Rabbi Arush says, "This world is full of questions: What's the meaning of life? Where am I going? What will be in the end? How should I live my life? Will I ever be happy? The list is endless. The drastic and seemingly unfair differences between one person's life and another's frequently perplex us. One person seems to glide on easy street while another person lives a life of excruciating hardship. One person is born with strength and perfect health while another is feeble and crippled. One is rich, yet another is poor. A kind person that never harmed a flea dies young...Why?"

Come wrangle with these questions and others by learning from the book *The Garden of Emuna (Faith): A Practical Guide to Life* by Rabbi Arush, based on the teachings of the great Hasidic master Rebbe Nachman of Breslov. In this class, each student will discover his or her own internal answers and

match them with ancient Jewish wisdom perspectives. This class will challenge each student to really ask "why?" and then begin to truly listen to the answers.

SOSTD 177 Prophets Then and Now: Social Problems and Jewish Responses

Ben Rotenberg

See course description on p. 24.

SOSTD 178 Spielberg, Levinson, and Lumet: An In-Depth Study

Jacqui Adler

Double-period course (1 and 2)

See course description on p. 26.

MIDDLE SCHOOL: Period 3 (11:45 a.m.–12:35 p.m.)

ART 102 Nilhav (ALL)

Aaron Beckman and Abby Wolf
Full-year, double-period course (3 and 4)

Ever want to be on the stage? This is your chance! In addition to expanding our Israeli dance repertoire, we will spend much of the year preparing a stellar performance for the nationally renowned Israeli dance festivals in both Boston and New York City in the spring. Boys and girls are welcome. All students

participating in Nilhav must make a commitment to the rehearsal and performance schedule, which includes some time outside of Prozdor. Nilhav is a great chance to be a part of a group that loves to work hard and have fun!

ART 104 **Kol Rinah Chorus (ALL)**

Avi Wolf

Full-year, double-period course (3 and 4)

The Kol Rinah Chorus brings together Prozdor students who enjoy choral singing. This choral group performs often throughout the year at a variety of Hebrew College and other local events. Participation requires a commitment to attending rehearsals, a great attitude and a good voice.

ART 172 **Water, Art and Judaism**

Jonah Friedman

See course description on p. 24.

ART 173 **The Biblical Studio:**

A Visual Arts Workshop Inspired by Jewish Sources

Tirtzah Bassel

“Anything under the sun is beautiful if you have the vision

– it is the seeing of things that makes it so.” —Charles W. Hawthorne, New England painter, early 20th century

In this hands-on workshop we will use drawing as a tool for exploring our senses of sight and touch and for examining our perceptions of the world we live in. In each session, we will focus on specific techniques and visual concepts, such as composition, color, form, movement and texture. We will observe still life, landscape and the human figure, and experiment with pencil, charcoal and ink. We will view and engage in the study of great masterpieces of ancient and contemporary art, while using the characters and themes of biblical stories as a springboard for our own creative work. During the course, each student will keep a sketchbook and create an original body of work. No previous experience with visual arts is required.

BIBLE 145 **Let’s Act Out the Torah!**

Esther Kosofsky

In this elective, we will read stories directly from the Torah—out loud, dramatically, in class. Through our readings and recalling the stories as we first learned them, we’ll discover what is in the actual text and what is midrash. We’ll also read numerous interpretations of

these biblical stories, including children’s versions, and use *Sedra Scenes* (remember those from Hebrew School?) to jump start our improvisations. Then, we’ll act them out. In other words, we’ll be role-playing our biblical texts. The roles may be those of characters who appear in the Bible (Adam, Eve, the Serpent), clearly and by name, or those whose presence may be inferred from an imaginative reading of the stories (Noah’s family) or spiritual figures who may talk (angels or God) or even objects (the Ark). The role-plays we create are our midrash, our explorations and interpretations of the text. Our reading will include the stories of Adam and Eve, Cain and Abel, and Noah.

BIBLE 198 **Prophecy, Magic and Witchcraft in Biblical Times**

Jason Gaines

See course description on p. 28.

ETHIC 121 **Applied Judaism: Ethics Debate Seminar**

Jennifer Stevens

“You shall be holy because I, your God, am holy.” This statement is one of many commanding us to pursue an ethical existence. What

does Jewish tradition and law consider ethical behavior? How do we make ethical decisions when Jewish tradition and Law suggest multiple, possibly conflicting, answers to difficult questions? In this course, we will explore and debate current ethical dilemmas through traditional and modern Jewish texts. Students will have the opportunity to determine their own understanding of the issues by researching opposing views and through careful reading of biblical texts and rabbinic and modern commentaries.

ETHIC 126 **The Ethics of Eating**

Ben Rotenberg

Jewish tradition gives the impression that food is key to the social, political and religious world of which we are a part. What are the Jewish values, rituals or prayers that we consider about food? How do biblical and rabbinic texts connect the profane “food” to the spiritual “holiness”? How can we understand some of the challenges and demands—practical and theoretical—of keeping kosher in today’s food-conscious world? Has traditional kashrut observance diverged from other ideologies related to food? How do religious responsibilities (e.g. being

a “light unto the nations”) inform our role as consumers in bringing justice to other parts of the world?

SOCJC 104 **TELEM: Dor L’Dor—Generations in Action (ALL)**

Ari Fornari

This unique and enriching course will provide students a wonderful opportunity to explore their relationships with older adults. Students will experience the mitzvah of *Hiddur P’nai Zaken*—enhancing or relating to the elderly. Some of the many issues we will explore in this course include questions about what the normal aging process is, where do the elderly “fit” into our society, what does Judaism have to say about the elderly, where do our seniors stand on political issues, how do our lives transition over the years, what is a living will and what do legal guardians really do, and how do we view death as we age? This class will investigate these issues and more via Jewish texts, class discussions, creative expression and personal relationships developed with local seniors. Periodic field trips (during class

time on Sunday mornings) to Coleman House Assisted Living in Newton will be an integral part of this curriculum. Students will build relationships with seniors, share wisdom and gain inspiration as they bridge the so-called “generation gap.”

SOSTD 135 **The Hollywood Connection (Grade 8 only)**

Jacqui Adler

Double-period course (3 and 4)

Did you know that your favorite movie might have an underlying Jewish premise? Did you know that Hollywood was created by Jews who produced films that were Jewish in nature but cloaked in universal principles? Did you know that the first studio moguls fled to California to escape anti-Semitism and built one of the most powerful industries in the world? This course will expose the behind-the-scenes development of Hollywood and the Jewish foundations, ideas and subtext of some of the most popular and acclaimed films in the history of the motion picture industry. We will view films with underlying Jewish themes and then discuss the impact and the message of the film on society, as well as on each other.

SOSTD 181 **Don't Say "Reformed": An Introduction to Reform Judaism**

Rabbi Julie Zupan

"Reform" is a verb and Reform Judaism is always changing. The Reform Movement is the largest and fastest growing Jewish religious group in North America. We will explore the history, beliefs, people and thinkers that have created, shaped and defined Reform Judaism.

HIGH SCHOOL: Period 3 (11:45 a.m.–12:35 p.m.)

ART 102 **Nilhav (ALL)**

Aaron Beckman and Abby Wolf
Full-year, double-period course (3 and 4)

See course description on p. 29.

ART 104 **Kol Rinah Chorus (ALL)**

Avi Wolf
Full-year, double-period course (3 and 4)

See course description on p. 30.

BIBLE 137 **Outcast, Madman and Savage Warrior—Poet, National Hero and Lover**

Jonathan Ellis

Who is this person? He started life as an illegitimate child. Then he was raised to the highest heights becoming the King of Israel! In this class, we will learn who David was and how he came to wear the crown. Discover what incredible problems he faced in his life (children killing children, betrayal of his closest advisors, dethroned by his own son and more). This class will explore what the warrior, the lover, the outcast, the hero—David—teaches us about life and life's challenges. We will look into the original texts, read the legends and listen to the poetry of the beloved King David.

BIBLE 199 **Book of Numbers: The Destructive Nature of Complaining**
Rabbi David Ehrenkrantz

The fourth book of the Torah, which contains only 52 of the 613 Mitzvot, has, at its core, a description of our tumultuous journey through the wilderness. At times, the Israelites bitterly complained about various situations that could have been approached in a much more dignified way. We will examine and explore

these narratives, focusing on the second half of the book, through the perspective of classical rabbinic commentators. We will discuss and analyze the value of resolving problems that seem insurmountable *vis a vis* trust in God, trust in others and trust in ourselves. Knowledge of Hebrew is a plus but not necessary. Each student should bring a JPS *Tanakh* to this class.

HIST 107 **The History of the Middle East**

Randy Geller

If you are curious to know the difference between Sunnis and Shias, Arabs, Persians and Turks, or to find out more about Middle Eastern minorities such as the Druze, Alawis and Kurds, then this course is for you. Beginning with the founding of Islam in the 7th century, we will explore and examine critical issues facing this storied region of the world over the past 14 centuries. Special attention will be given to the historical interplay between Jews, Muslims and Christians and the impact of the founding of the State of Israel on the surrounding region. In addition to readings, parts of movies and documentaries will be used to give a visual picture of the region. This will be a two-part

course; in the spring, we will discuss the unique background and identity of individual Middle Eastern nations. Students will be encouraged to actively participate in class and to participate in several projects. A few quizzes will be given during the semester as well.

HIST 171 **The Many Assassination Attempts on Adolf Hitler**

Elyse Rast

Few world leaders have been the target of so many assassination attempts. Numbers vary, but historians feel there were roughly 42 serious attempts on Hitler's life, and methods varied. Some of the most popular were bombs, shooting and plane crashes, but some definitely were creative! We're going to look at some of the most notorious, including *Valkyrie* and the July 20 plot. We'll watch archived films, documentaries and movies. We'll do some research, read some articles and think about what went wrong and what may have happened if one of the attempts worked.

LITR 168 **Jewish Legends Throughout the Ages, Part II: Becoming Legendary**

Paul Kreiter

Judaism is a culture and religion rich with stories passed down from generation to generation—*L'dor v'dor!* These stories are filled with memorable characters, miraculous circumstances and important themes and morals. However, no story is worth telling unless a great storyteller tells it. This person must captivate his or her audience, help them visualize the events of the tale and leave them with a greater understanding of the characters, themes and, sometimes, even of themselves.

This course will approach past and contemporary Jewish tales from biblical times, popular culture and folklore sources from the perspective of the storyteller. Students will learn the skills of great storytelling by developing dramatic and theatrical competence, by recognizing the importance of presentation and delivery, and through thoughtful analysis of text, characters and major themes. A story is a gift for an audience. It is the responsibility of the storyteller to wrap and deliver this gift with care. The storyteller as performer

has a great deal of power and control. So, become legendary, and explore Jewish tradition like never before!

LITR 169 **White Fire Theatre**

Josh Conescu

It is written that Torah is black fire on white fire. The written text is the black fire; our interpretation of the text is the white fire. In White Fire Theatre, all of the *Tanakh* will be our black fire. One of the most satisfying elements of *Tanakh* is that it challenges us to ask questions. What did Cain and Abel say to each other in that field? What were Abraham and Isaac thinking on those three days out to Mount Moriah? Who was the mysterious man who wrestled Jacob and renamed him Israel? White Fire Theatre will give us the opportunity to explore these (and many other) questions through the use of improvisational theatre. Improvisational theatre lends itself to *Tanakh* interpretation. Don't worry if you've never acted before—improvisational theatre is something you already do everyday. This class will help you focus your natural ability through the lens of *Tanakh*.

LITR 170 **Magical Reality:
Fantastical Israeli Literature**

Roselyn Farren
Full-year course

This course will consider the problem of telling the truth. How can fiction speak the unspeakable or reveal the unbelievable? Our people's history in the 20th century certainly poses this problem for writers: how to justly represent the highs and lows of Jewish history, from the Holocaust to the creation of the State of Israel. Exploring short and longer works of Israeli authors Amos Oz, Aharon Appelfeld and Meir Shalev, students in this year-long course will trace many different themes, including love, the land of Israel and the Holocaust, as we explore the texts' uses of magical realism.

PHIL 160 **Judaism vs. Idolatry**

Matthew Lowe

Being Jewish means smashing idols! In this class, we will look at the age-old battle between Judaism and idolatry. What is idolatry and why are people drawn to it? Why is it wrong? Are other religions idolatrous? Can Judaism be idolatrous? What are the modern versions of idolatry, and how can we

draw on Jewish tradition to fight them? All this and more in *Judaism vs. Idolatry*. This time, it's theological.

SOCJC 104 **TELEM: Dor L'Dor—
Generations in Action (ALL)**

Ari Fornari

See course description on p. 31.

SOCJC 119 **Prozdor Leadership
Institute: Community, Leadership
and Justice**

Dan Gelbtuch

Double-period course (3 and 4)

Be a part of a core group of Prozdor students on the path of transformation into a community of leaders. We'll explore our Jewish identities by engaging in the study of Jewish texts and Jewish history as related to community, leadership and justice. We'll hone the skills necessary for leadership and take advantage of leadership opportunities at Prozdor and in our own communities. Most of all, we'll create concrete, positive change at Prozdor, our own home communities and Greater Boston.

SOSTD 173 **Issues in Contemporary
Jewish Life**

Efraim Yudewitz

Spend time learning, discussing and debating issues of controversy within the Jewish community. Topics to be discussed include Jewish continuity and the future of the Jewish community, as well as the purpose and sustainability of Jewish organizations, including camps, synagogues and JCCs. Participants will leave having a better understanding of some of the challenges that face the Jewish community as well as have an opportunity to debate amongst their peers.

SOSTD 180 **Prozdor Film Festival!**

Max Werber

Films are fun! Jewish films are funner and funnier! Each week we'll show a movie originally screened as part of the Jewish Film Festival, including animation, documentaries, mysteries and (dare I say it?) love stories. If it touches the Jewish soul or the Jewish heart, the movie will find its way into the Prozdor Film Festival.

**MIDDLE SCHOOL: Period 4
(12:40–1:30 p.m.)**

ART 102 **Nilhav (ALL)**

Aaron Beckman and Abby Wolf
*Full-year, double-period course
(3 and 4)*

See course description on p. 29.

ART 104 **Kol Rinah Chorus (ALL)**

Avi Wolf
*Full-year, double-period course
(3 and 4)*

See course description on p. 30.

ART 172 **Water, Art and Judaism**

Jonah Friedman

See course description on p. 24.

HIST 170 **Hitler Youth and
Neo-Nazis**

Elyse Rast

See course description on p. 28.

HOLID 101 **Jewish Holidays 101**

Rabbi David Ehrenkranz

In this course, we will discuss and examine the biblical and postbiblical sources for our holidays. We will also discuss how certain customs developed and why family and community customs are valuable to every Jew. From Rosh Hashanah to Shavuot,

we will discover the significance of rituals like fasting and why we should pray (let alone take off days from school for this). If you would like to improve your understanding and enjoyment of the holidays, this course is for you.

LITR 168 **Jewish Legends
Throughout the Ages, Part II:
Becoming Legendary**

Paul Kreiter

See course description on p. 33.

LITR 169 **White Fire Theatre**

Josh Conescu

See course description on p. 33.

SOCJC 108 **TELEM: Hunger and
Homelessness (ALL)**

Ari Fornari

This interdisciplinary curriculum will introduce you to the reality of poverty in America today, its causes and consequences, the history of the Jewish response to poverty and what our tradition says about fighting poverty. We will explore this complex topic through a variety of disciplines and genres: economics, writing, history, sociology, theology, Bible, Rabbinics, Jewish philosophy and Hebrew. This course will also

require a commitment to doing community service. Students will periodically travel immediately after class on Sunday (by Hebrew College bus) to a soup kitchen, where we will participate in preparing a free, hot, homemade Sunday meal for local people who are homeless or otherwise struggling. The energy and spirit you bring will build relationships and create a gratifying experience for all.

SOSTD 135 **The Hollywood
Connection (Grade 8 only)**

Jacqui Adler

Double-period course (3 and 4)

See course description on p. 31.

SOSTD 180 Prozdor Film Festival!

Max Werber

See course description on p. 34.

SOSTD 173 **Issues in Contemporary
Jewish Life**

Efraim Yudewitz

See course description on p. 34.

Note: Midweek classes are open to all students.

**HIGH SCHOOL: Period 4
(12:40–1:30 p.m.)**

ART 102 **Nilhav**
Aaron Beckman and Abby Wolf
*Full-year, double-period course
(3 and 4)*

See course description on p. 29.

ART 104 **Kol Rinah Chorus (ALL)**
Avi Wolf
*Full-year, double-period course
(3 and 4)*

See course description on p. 30.

ART 138 **Holocaust Literature
Through Drama**
Esther Kosofsky

This “Readers’ Theatre” course is group story-reading. You don’t have to be an actor to take this class; all you need is the ability to read out loud, use your imagination and be a bit dramatic. We will read Holocaust literature that has been adapted into plays and scripts, including “Number the Stars,” “The Diary of Anne Frank” and “I Never Saw Another Butterfly.” After each reading, we will discuss the literature, the adaptation, the characters and their stories.

ART 173 **The Biblical Studio: A
Visual Arts Workshop Inspired by
Jewish Sources**
Tirtzah Bassel

See course description on p. 30.

BIBLE 137 **Outcast, Madman and
Savage Warrior—Poet, National
Hero and Lover**
Jonathan Ellis

See course description on p. 32.

BIBLE 197 **Violence and
Redemption in the Hebrew Bible**
Jason Gaines

See course description on p. 23.

ETHIC 112 **Living Middot: Past,
Present and Future**
Jennifer Stevens

What makes a value Jewish? How can we incorporate that value into our lives? In this course, students will explore the biblical and rabbinic context of present-day Jewish values and will discuss how they currently live out these values and consider how they might continue to live by them. Possible topics include making peace in the home, the use of language, guarding the environment and protecting or saving life.

ETHIC 126 **The Ethics of Eating**
Ben Rotenberg

See course description on p. 31.

LITR 201 **Consolidating Kingship**
Roselyn Farren
Full-year course

When he was anointed by Samuel to succeed Saul as king, King David recognized a problem. On the one hand, he certainly wanted the throne; on the other, he needed to make sure that the awe that the first divinely appointed king, Saul, inspired in his people, would be preserved for his reign. To better understand the account of this transfer of power in Samuel I, we will read (and compare it to) Shakespeare’s *Richard II*. Shakespeare was not only a brilliant writer, but also a subtle reader who understood and made visible the workings of royal power. We will examine the ways that King David and Shakespeare’s Bolingbroke maintain the sacredness of the monarchy while, at the same time, making every effort to usurp it, and we’ll enjoy the ways that Shakespeare’s text helps us understand and appreciate *Tanakh*.

SOCJC 108 **TELEM: Hunger and
Homelessness (ALL)**
Ari Fornari

See course description on p. 35.

SOCJC 119 **Prozdor Leadership
Institute: Community, Leadership
and Justice**
Dan Gelbtuch
Double-period course (3 and 4)

See course description on p. 34.

SOSTD 140 **Eco-Judaism**
Matthew Lowe

What does Judaism have to say or offer in response to the greatest crisis our world faces today: the immanent and imminent ecological catastrophes that threaten to overwhelm and possibly end all life as we know it? This class argues for a Jewish/spiritual approach to the eco-crisis. We will consider biblical, rabbinic and spiritualist resources in order to find out whether and how Jewish religious life could be reoriented to address and take action on environmental problems.

SOSTD 181 **Don’t Say “Reformed”:
An Introduction to Reform Judaism**
Rabbi Julie Zupan

See course description on p. 32.

SOSTD 182 **American Judaism:
A Sociological Perspective**
Katie Light

In this class, we will explore contemporary Judaism (individuals, families and communities) through a sociological lens. We will explore and test theories, read studies and excerpts from books on American Jewish sociology, and work on a research project as a class. Students will also learn to practice research methodologies such as interviews, surveys and participant observations.

**MONDAY AT TEMPLE
BETH ABRAHAM, NASHUA**

Period 1 (6:30–7:20 p.m.)

ART 138 **Holocaust Literature
Through Drama**
Esther Kosofsky

See course description on p. 36.

SOSTD 180 **Prozdor Film Festival!**
Max Werber

See course description on p. 34.

Period 2 (7:30–8:20 p.m.)

LITR 121 **Ain’t Dead Yet: Jewish
Folktales and Folklore**
Max Werber

Learn about Jewish folk tales and folklore. In this class, we will get to know people like “Gimpel the Fool” and “The Man Who Slept through the End of the World.” We’ll screen films based on Yiddish tales—films like *The Golem* and *The Dybbuk*. In class, we will read English versions of Yiddish stories that are sure to make you laugh. Believe me, you’ll be smarter than the “Wise Men of Chelm” after you read these tales and legends!

PHIL 110 **Ani Ma’amin—I Believe:
A Seminar in Jewish Thought and
Philosophy**
Jonathan Spira-Savett

What is God? Are the mitzvot commands, good ideas or just traditions? Do I have a soul? Why do bad things happen in the world? This class will ask these questions. It will also ask: If we all have different answers, what makes one answer any better than another? We’ll read some key biblical texts, meet important Jewish philosophers in their books and keep personal journals. At the term end, everyone will write an *Ani Ma’amin*, a personal Jewish belief statement.

TUESDAY AT HEBREW COLLEGE

Period 1 (6:30–7:20 p.m.)

ART 163 **Choreography and Storytelling in Israeli Dance**
Abby Wolf

Do you like to dance? Have you ever been interested in choreographing your own dances? Using Israeli music and themes from Jewish history, students will learn how to tell stories through dance. We will use steps and elements from both Israeli and modern dance to express events, emotions and actions. By working in small groups, students will learn to explore new ways of self expression. No dance experience necessary.

ART 174 **The Art of Jewish Symbols and Jewish Spirit**

Tova Speter
Note: This is an arts-based course and will involve instruction in painting technique and color theory.

This course will explore themes of Jewish symbols and personal Jewish identity through an exploration of acrylic painting on canvas. Students will focus on designing and painting two detailed works throughout the course. Some texts will

be utilized, but students are expected to share their thoughts and ideas both verbally and visually.

HIST 121 **Invisible in History: Jews in Colonial and Revolutionary America**

Norm Finkelstein

Jews are often “written out” of American history textbooks. Yet, we have played active roles in every period of American life. The Colonial and Revolutionary periods provide an exciting backdrop for examining Jewish life in an emerging country. In this course, we will examine primary source documents, letters and memoirs to help us discover an era in Jewish history that often goes unnoticed. It was a time when Jewish religious, cultural and social institutions developed in America. The lives of Colonial- and Revolutionary-era Jews were interesting and varied. Understanding who they were and how they lived adds a new dimension to our understanding of American history.

HIST 170 **Hitler Youth and Neo-Nazis**

Elyse Rast

See course description on p. 28.

HIST 172 **Exile and Return**

Dan Brosgol

After the destruction of the First Temple, the Jewish communities in Babylon and Egypt yearned for a return to Jerusalem. This age of regret, remorse, self-searching and prophecy is the focus of much of the *Tanakh*. In this class, we will examine some of the prophecies and stories of Jewish life in exile and read about the glorious return to Zion and the era of the Second Temple.

ISRST 106 **The Media and the Modern Middle East**

Randy Geller

See course description on p. 25.

PHIL 160 Judaism vs. Idolatry

Matthew Lowe

See course description on p. 34.

Period 2 (7:30–8:20 p.m.)

ART 163 **Choreography and Storytelling in Israeli Dance**

Abby Wolf

See course description on p. 38.

ART 175 **The Art of Hebrew Names**

Tova Speter

Do you know how you got your name? Were you named after someone in your family, or maybe someone in the Torah? This course will utilize a variety of art techniques to explore your Hebrew name, what it means and how it relates to your identity. We'll play with collage, drawing, painting, paper cutting and mixed media to visually explore your Hebrew name. Some family research and text-based study will be required to learn more about your name, but most of the course will be direct art-making.

HIST 107 **The History of the Middle East**

Randy Geller

See course description on p. 32.

HIST 171 **The Many Assassination Attempts on Adolf Hitler**

Elyse Rast

See course description on p. 33.

HIST 173 **Rough, Tough and Unorthodox: The Jewish Gangster in America**

Norm Finkelstein

In the early 20th century, no group provided more shame to Jewish Americans than headline-grabbing gangsters such as “Mother” Frederika Mandelbaum, “Bugsy” Siegel, “Dutch” Schultz and the Purple Gang. Jewish gangsters came out of the crowded immigrant ghettos of America’s largest cities. At a time when Jews faced discrimination in employment, a few turned to crime as a way to succeed in America. Many began their careers as juvenile delinquents. They were not nice people, yet during the rise of Nazism in the 1930s and when Israel was fighting for independence in the 1940s, they were powerful defenders of the Jewish people. Their time of infamy did not last long and their children never followed them into lives of crime. In this course, we will analyze the short but turbulent era of the Jewish gangster in America through contemporary news accounts, memoirs and films. As Meyer Lansky is purported to have said—and as repeated in *The Godfather, Part II*—“We are larger than U.S. Steel!”

ISRST 122 **Issues in Contemporary Israel**

Dan Brosgol

In this class, we will look at issues that relate to modern-day Israel. Topics of discussion will include political parties and elections, the peace process, domestic issues, the balance between the religious and secular and a host of other controversial (or not-so-controversial) issues. Much like life in Israel, this class will be informed by the most recent developments in the news, so who knows what we will end up talking about the most?

PHIL 156 **Theology for Skeptics, Part II**

Matthew Lowe

Note: Theology for Skeptics, Part I, is recommended but not required.

This course is exactly what it sounds like: a challenge to God-friendly students to engage skepticism, and a challenge to skeptics to engage theology. We will study how Jewish texts aggravate or relieve the problems of theological skepticism. How do Jews relate to a problematic God or problematic God ideas? What’s the place of theology in Judaism?

**WEDNESDAY AT TEMPLE
EMUNAH, LEXINGTON**

Period 1 (6:00 - 6:50 p.m.)**ISRST 106 The Media and the
Modern Middle East**

Randy Geller

See course description on p. 25.

**LAW 115 Your Ox Gored My
Wookie: Jewish Legal Concepts**

Jason Happel

See course description on p. 28.

**PHIL 149 Who am I Really?:
Jewish Ideas About the Soul and
the Self**

Seth Wax

What am I? Where do I come from? What does it mean to be “me”? Sages, ordinary people and teenagers have asked these questions for thousands of years, and the Jewish tradition has suggested fascinating answers about what it means to have a soul and how we can really know that. In this class, we’ll be studying Jewish ideas about the self and the soul, looking at sources from the Bible and Talmud, medieval philosophy, Kabbalah and Hasidism, and hear from modern views that challenge the idea that we have a soul, like psychology and Buddhism.

Period 2 (6:55–7:45 p.m.)**HIST 107 The History of the Middle
East**

Randy Geller

See course description on p. 32.

**PHIL 105 World Religions Through
a Jewish Lens**

Seth Wax

See course description on p. 23.

PHIL 158 The Good Society

Jason Happel

See course description on p. 26.

**WEDNESDAY AT COHEN
HILLEL ACADEMY,
MARBLEHEAD**

Period 1 (6:30–7:20 p.m.)**ETHIC 111 Doing the Right Thing:
Hot Topics in Judaism, Part I**

Stacey Doniger

As a teenager, you are constantly faced with the challenge of figuring out what is the right thing and how to act. You must make proper decisions that will affect not only your life, but also the lives of those around

you. Jewish teachings can help us form worthy responses to the challenges of our time. We will take a look at the Jewish perspective of many hot topics, allowing you to have more insight as you make valuable decisions throughout your teenage years. Topics may include modesty, body piercing, interdating, homosexuality, alcohol, drugs and eating disorders.

**LITR 121 Ain’t Dead Yet: Jewish
Folktales and Folklore**

Max Werber

See course description on p. 37.

Period 2 (7:40–8:30 p.m.)**ART 176 In Your Artist’s Eyes:
Jewish Text Through Collage**

Stacey Doniger

Discover the meaning and background of various Jewish texts, including passages from the Siddur, Torah, Prophets and *Pirkei Avot* (Teachings of our Fathers). Following the studies, students will create their own depictions of these passages by crafting collage representations using various media such as photographs, magazines and newspaper prints. Students are free to explore their creativity. No collage experience necessary!

SOSTD 180 Prozdor Film Festival!

Max Werber

See course description on p. 34.

**WEDNESDAY AT TEMPLE
ISRAEL, NATICK**

Period 1 (6:30–7:20 p.m.)**ETHIC 121 Applied Judaism: Ethics
Debate Seminar**

Jennifer Stevens

See course description on p. 30.

**HIST 121 Invisible in History: Jews
in Colonial and Revolutionary
America**

Norm Finkelstein

See course description on p. 38.

Period 2 (7:40–8:30 p.m.)**BIBLE 178 The Bible Says So...
Or Does It?**

Jennifer Stevens

“But it’s in the Bible!” Did you ever wonder whether “it” really is in the Bible or if “it” was meant in the way the person saying it used it? In this course, students will have the opportunity to study familiar biblical verses more closely in order to gain a better

understanding of the original context. Students will compare the biblical context to how the verses are used or invoked today.

**HIST 173 Rough, Tough and
Unorthodox: The Jewish Gangster
in America**

Norm Finkelstein

See course description on p. 39.

**THURSDAY AT TEMPLE
ISRAEL, SHARON**

Period 1 (6:30–7:20 p.m.)**HIST 105 Comparative Judaism**

Rabbi Julie Zupan

What is the difference between Conservative Judaism and conservative Judaism? What happens at a Reconstructionist religious service? Why might one temple offer Confirmation but not another? In this class, we’ll explore the similarities and differences among different approaches to Judaism today. We will encounter the diversity in contemporary Judaism, from the major movements to emerging trends, and see where we fit, as individuals and as parts of our families, in the big picture.

PHIL 159 Life’s Riddles... Why?

Jonathan Ellis

See course description on p. 29.

SOSTD 180 Prozdor Film Festival!

Max Werber

See course description on p. 34.

Period 2 (7:40–8:30 p.m.)**BIBLE 137 Outcast, Madman and
Savage Warrior—Poet, National
Hero and Lover**

Jonathan Ellis

See course description on p. 32.

**LITR 121 Ain’t Dead Yet: Jewish
Folktales and Folklore**

Max Werber

See course description on p. 37.

**SOSTD 181 Don’t Say “Reformed”:
An Introduction to Reform Judaism**

Rabbi Julie Zupan

See course description on p. 32.

FACULTY AND STAFF BIOGRAPHIES

Jacqui Adler began teaching at Prozdor in January 2005. Since 1986, she has worked in Los Angeles at various production companies, developing and producing a variety of television movies and specials, including the Golden Globe and Christopher Award winning film, *One Against the Wind*, starring Judy Davis and Kate Beckinsale, as well as *Dalva*, which was based on Jim Harrison's book of the same name, and starred Farrah Fawcett. This past summer, Jacqui taught an eight-week film and television workshop for College on the Lot, a program instituted and designed in conjunction with the New England Institute of Art and Plymouth Rock Studios in Plymouth. A graduate of Prozdor and Emerson College, she brings with her a wealth of "Hollywood" knowledge and experience.

Mira Angrist has many years of experience teaching Hebrew to children, youth and adults in various settings. She has trained and supervised Hebrew teachers nationwide in a Hebrew language curriculum for Jewish day schools (*Chaverim B'Ivrit*). Mira recently earned a certificate from the Senior Educators Program at the Melton Centre for Jewish Education at Hebrew University and holds a master's degree in social work from Rutgers University. Currently, Mira is the URJ Hebrew specialist and on the Prozdor and Ulpan faculty at Hebrew College.

Tzilla Barone, coordinator of Israel programs for Prozdor, as well as the director of Hebrew College's Ulpan, was born and educated in Israel. Since Tzilla's arrival in the United States, she has taught at various Jewish schools around the country, as well as at several universities. In the Boston area, she has taught

Hebrew at Brandeis University and, for the past 16 years, has taught at Clark University, as well as at Hebrew College. Tzilla resides with her family in Sharon and works as a volunteer in the Technion Alumni Association, the Boston-Haifa Connection, Temple Israel in Sharon and more.

Tirtza Bassel is an Israeli artist who has studied drawing and painting in Jerusalem, Italy and the United States. For the past three years, she was based in South Tel Aviv. She recently moved to Boston to pursue a graduate degree in painting at Boston University. She worked as senior educator and program coordinator for the Nesiya Institute in Jerusalem for the past four years, designing and leading programs in experiential education and leadership training for high school- and college-age Israelis and Americans. She has designed and facilitated interracial dialogue programs and leads visual arts workshops for artists and non-artists in organizations such as the Dorot Foundation, the AVI CHAI Foundation, and the BIMA Summer Arts Program at Brandeis University. Tirtzah has studied art at the Jerusalem Studio School; the International School of Drawing, Painting and Sculpture in Umbria, Italy; and the Maryland Institute College of Art in Baltimore. She has also studied contact improvisation dance technique and spent time hiking and rappelling in the deserts of Israel, Egypt and Jordan.

Aaron Beckman is beginning his seventh year on the Prozdor staff as the Israeli dance instructor. When not dancing, Aaron works as a computer consultant. Israeli dancing has

been in Aaron's blood since birth (his parents met at an Israeli dance session); however, he has only been dancing regularly for nine years. Aaron has taught dancing at schools and at local open dance sessions during the past six years, and he was a frequent guest teacher for the Israeli dance classes at Prozdor before becoming a regular dance teacher. Aaron looks forward to drawing more men into the Israeli dance program.

Margie Tarmy Berkowitz assumed leadership of Prozdor in the fall of 1998. Margie received her BA from Boston University and her master's degree in Jewish education from Hebrew College. She also received a certificate in advanced graduate studies in Jewish school administration at Hebrew College. After directing Camp Yavneh in the 1980s, she served as education director at Temple Israel in Sharon and Temple Beth Avodah in Newton. Margie, her beloved husband, Stan, *z'l*, and her three children, Jordana, Joshua and Jonathan, are all alumni of Prozdor and Camp Yavneh. Margie says coming back to Prozdor is like coming home again. Margie has six grandchildren: Sammy, Gabriel, Ari, Shoshana, Noah and Jesse. Her other passion in life is selling antiques.

Dan Brosgol is the executive director of Keshet Newton, an innovative after-school program located in Newton Centre, and this will be his seventh year teaching at Prozdor. He holds a BA in politics from Brandeis University and both a certificate in Jewish day school education and a Master of Jewish Education from Hebrew College. He is an avid runner and Boston sports fan and lives in Bedford with his wife, Elizabeth, two sons, James and Oren, and daughter, Asalie.

Josh Conescu has been teaching fourth grade at the Rashi School for the past five years. He has also been a faculty member of Temple Shalom since 2002. Before that, he worked in the public schools of Newton and Wellesley. Before *that*, he was the managing director of Unexpected Productions—Seattle's oldest improvisational theater. He began performing improvisational theater in 1983. Josh is fascinated by exploring the "white spaces" found between the "black spaces" of Jewish texts and loves Jewish folk tales, both Ashkenazi and Sephardi. He lives in Newton with his wife and two wonderful children. Someday, he hopes to learn Yiddish.

Rachel Dayanim is the special needs coordinator at Prozdor. She holds a master's degree in special education from Columbia Teacher's College and a BA in elementary and early childhood education from Yeshiva University. She has worked as an early childhood and elementary school teacher, as well as a resource room teacher at a Jewish day school. She currently lives in Newton with her husband and three daughters.

Glenn Dickson, bandleader and clarinetist of the traditional klezmer band Shirim Klezmer Orchestra and the avant-klezmer band Naftule's Dream, has recorded 11 CDs with his bands, including a collaboration with Maurice Sendak, "Pincus and the Pig" and the "Klezmer Nutcracker." He has toured Europe and North America playing everywhere from bars and bowling alleys to the Berlin Jazz Festival and with the Philly Pops. His websites are www.shirim.com and www.naftulesdream.com.

Stacey Doniger, who is starting her third year at Prozdor, enjoys engaging others in embracing and celebrating a love of Judaism. A graduate of George Washington University (BA) and Baltimore Hebrew University (MAJE and MAJCS), Stacey has worked in the field of both formal and experiential Jewish education in a variety of settings, including United Synagogue Youth, retreats, family programming and supplementary school administration. Currently, Stacey is embracing her love of Jewish education as a first-grade teacher at the Cohen Hillel Academy in Marblehead. When she is not busy teaching, she loves to create scrapbooks, cook Shabbat dinners, bake, travel and watch reality television.

Tamar Duke-Cohan, who now lives with her husband and two children (including Gideon '08) in Newton, had an eclectic childhood spent mostly in Israel, with extended stays in England, Germany and the United States. Coming from a family deeply affected by the Holocaust, she has conducted research on the Jews of Germany and edited the Brzezin Yizkor book. Tamar is committed to preserving the memory of the Holocaust and hopes to motivate learners to engage with the topic at both an emotional and an intellectual/moral level. She has developed training programs and taught at the Harvard Extension School. She now works as a senior business analyst, envisioning and designing software applications. Tamar volunteers at the Mayyim Hayyim Community Mikveh.

Rabbi David Ehrenkranz ("Rabbi E") will be starting his fourteenth year at Prozdor. He received his rabbinical ordination from Yeshiva University in 1993 and a master's degree in English literature (Renaissance) from City University of New York Graduate Center in 1996. Rabbi Ehrenkranz is in the Who's Who of American High School Teachers (1998–1999). Orthodox rabbinical advisor at Brandeis University from 1998 to 2000, Limudei Kodesh faculty at Maimonides High School (since 1996) in Brookline and participant in the innovative teacher training/mentor program under the auspices of the Rabbi Joseph B. Soloveitchik Institute, Rabbi Ehrenkranz also taught for the Ma'ayan Women's Institute and was an active participant in Unity Shabbaton for the Rabbinical Council of America. Last year, Rabbi Ehrenkranz received the BJE Keter Torah Award for his contribution to Jewish education in the Boston area.

Deborah Skolnick Einhorn, now with seven years of Prozdor teaching under her belt, looks forward to teaching *Grade 11 Core: Jewish Ethics* on Sundays this year. Deborah will also be coordinating and teaching Moreshet (senior seminar) on Tuesday nights. She is a PhD student at Brandeis University in the Near Eastern and Judaic studies department, specializing in contemporary American Jewish life. Deborah also teaches in the BBYO Professional Development Institute at Hebrew College and as a part-time lecturer at Tufts University.

Jonathan Ellis comes to the Boston area from the midwest. This will be Jonathan's third year teaching at Prozdor. Jonathan is passionate about living a rich, Jewish life and thrilled

to share his excitement with his students. Jonathan has much experience with Jewish youth. He served as director of the Jewish Community Center Day Camp in Kansas City and as the educational coordinator for Camp Isabella Freedman, a Jewish camp in the Berkshires. He is also proud to be a past Jewish environmental educator for the Teva Learning Center, which inspires Jewish youth to live consciously through the use of Jewish and environmental wisdom. Jonathan lived in Israel for two years, where he studied at Pardes Institute of Jewish Studies and volunteered for Project Otzma. He enjoys practicing yoga, cooking for Shabbat and hiking with his five children. He resides in Sharon.

Refael (Raffi) Fadlon, who will begin his third year teaching at Prozdor, will also assume the position of Hebrew language coordinator for Prozdor. He is a Hebrew teacher at Maimonides School and will begin teaching a course on Israel advocacy there this fall. He holds a certificate in Hebrew language teaching from Hebrew College and a law degree from the Hebrew University of Jerusalem. In his free time, Raffi enjoys researching his family's roots and reading about Jewish history.

Roselyn Farren has studied text all her life and has taught text at Prozdor for ten years. A graduate of Maimonides School and Barnard College, she studied at Midreshet Lindenbaum (a yeshiva for women in Jerusalem) and is in the final phase of a PhD in English literature at Brandeis University, where she has taught and assisted in a variety of writing and literature courses. Roselyn is the program director at Ma'ayan: Torah Studies Initiative for

Women, creating traditional Jewish text-study opportunities for women (and sometimes men) in the Greater Boston area. She lives in Sharon with her husband, Steven Greenwood, and their three children.

Norman Finkelstein enters his twenty-ninth year of teaching at Prozdor, where he was a student over fifty years ago. He holds undergraduate and graduate degrees from both Hebrew College and Boston University and recently retired as a librarian in the Brookline Public Schools. Mr. Finkelstein is the author of 17 nonfiction books on history and biography, several of which are used in the history courses he teaches at Prozdor. He is the recipient of a number of prestigious writing and teaching awards, including two National Jewish Book Awards, the Golden Kite Honor Award for Nonfiction and Hebrew College's Louis Hillson Memorial Award.

Jonah Friedman is happy to be a member of the Prozdor family for his tenth year. The weekly process of discovering anew what we find and create in our classes makes Prozdor the place to be: a wonderful place. Having lived in Israel for ten years and served in the IDF, he holds close the sights, smells, tastes and sounds of the land and culture of Israel that continue to nourish him. Currently, Jonah also teaches Eastern and Middle Eastern religion at Fordham University, teaches art in the Doing Art Together program associated with the Metropolitan Museum of Art in New York, and coordinates the Hebrew Resource Center at Temple Shaarey Tefila in New York. Jonah is a practicing artist and a graduate of the Harvard Divinity School, focusing on the theory and practice of wonder.

Ari Lev Fornari is a rabbinical student at Hebrew College. Recently, he worked at Jewish Milestones and Youth in Focus in the San Francisco Bay Area. Before moving to Boston, Ari completed the Anne Braden Anti-Racist Organizing Program with the Catalyst Project, which continues to ground his involvement in grassroots social justice movements. Ari strives to weave his spiritual practices with his political work in a vision of our collective liberation. In his spare time, he makes *mezuzot* and other assorted DIY Judaica items. Ari enjoys studying Talmud with SVARA, riding a bike and cooking for a crowd. He is excited to learn with Prozdor youth this year.

Jason Gaines is a PhD student at Brandeis University, studying the Hebrew Bible and semitic languages. He holds an MA from Brandeis and a BA from Sarah Lawrence College, where he studied religion and ran the Hillel program. He hails from New Mexico and lived a few years in Jerusalem. He has a pet bat named Bongo. This is Jason's first year teaching at Prozdor.

Dan Gelbtuch is an activist and an educator. He is passionate about inspiring young people to explore and change their worlds. Prior to working at Prozdor, Dan spent three years teaching about democracy and social justice in the New York Public School System. Dan is a graduate of Wesleyan University, where he studied Jewish history and did activist work around the criminal justice system. In his spare time, Dan loves listening to American folk music, reading about revolutionaries and meditating.

Galit Grutman is a certified teacher who holds a BEd in teaching foreign language and has more than ten years of experience in that field. Galit is working at Maimonides School as the director of Hebrew language for grades K–12, as well as teaching Hebrew there. In addition, Galit mentors schools that adopt the *NETA* Hebrew curriculum and guides the teachers throughout the year. This will be Galit's sixth year teaching Hebrew at Prozdor. She lives in Newton with her husband and children.

Rabbi Baruch HaLevi grew up in Omaha, Nebraska, and attended the University of Kansas, where he received a BA in philosophy. He began his Judaic studies in Israel at Livnot and later at the Pardes Institute, and he received rabbinic ordination from the Ziegler School at the University of Judaism in Los Angeles. Rabbi HaLevi spent five years as a rabbinic intern at Ohr HaTorah synagogue in Los Angeles and then, in 2002, he accepted a position at Tifereth Israel in Des Moines, Iowa, where he and his wife Ariela spent four years re-energizing the historic congregation. During that time, they celebrated the birth of their son, Yehuda, and, later, their daughter, Maya. Rabbi HaLevi and his family moved to Swampscott, Massachusetts, in the summer of 2006 to begin his tenure at Congregation Shirat Hayam. In February 2007, he received his doctoral degree in ministry, with an emphasis in Jewish spirituality, from the Graduate Theological Foundation of Oxford University. Rabbi B is an avid student of mysticism, meditation and yoga, as well as a passionate writer. Ultimately, he is committed to reclaiming an authentic Judaism that is inclusive of Jews, semi-Jews and non-Jews, built upon the foundational texts, beliefs and practices of traditional Judaism, while simultaneously re-invigorating this tradition in relevant, modern ways.

Jason Happel returns to Prozdor with his own brand of action-packed philosophy. Working his way through college as a fish cutter in Maine, he observed human nature during lunchtime poker games. After discovering Maimonides, he turned away from swearing and skullduggery, and became an admirer of all things Jewish. In his ten years of teaching and working with youth, he has developed an appreciation for the human capacity to question everything, even questioning. Jason is currently a law student and teaches an online philosophy course called *Great Themes in Philosophy*.

Karen R. Hayett is the education director at Temple Israel of Natick. She has had more than 20 years of experience as a classroom teacher and has been the director for 14 years. She also oversees the youth education and programming at the Temple, and was the catalyst for an innovative new program in the religious school. Karen has been the branch coordinator for Prozdor at Temple Israel for the past several years. She graduated from the University of Massachusetts-Boston and received her BA in Jewish education from Hebrew College. Karen resides in Holliston with her husband, Harvey, and two teenage sons.

Esther Kosofsky lives in Nashua, New Hampshire, and has been a member of the Prozdor faculty for five years. She has decades of experience in Jewish education as a teacher, family educator, theater director and assistant principal. Drama and musical theater have been a big part of her life (since first grade!) and she enjoys sharing the process of creating dramatic work with theatrical folks of all ages.

Besides teaching at Prozdor, Esther facilitates couples' discussion groups for the Union of Reform Judaism, coordinates adult learning programs at Temple Israel in Boston and directs children's musicals.

Paul Kreiter will be joining the Prozdor staff for his second year and brings with him a strong background in education, curriculum and instruction, the performing arts and Judaic studies. He has held positions as camp counselor, teacher, community events organizer and student affairs and events coordinator for Jewish and secular institutions. His experience includes six years as a camp counselor and educator at Camp Ramah Wisconsin, a teaching position in modern Jewish history at Temple Beth Emeth in Ann Arbor, Michigan, and he was accepted into the Hillel Jewish Campus Service Corps Fellowship at Brown University Hillel in Providence, Rhode Island. Paul is committed to teaching Jewish values and helping Jewish youth better understand their Jewish identities inside and outside their communities. When not at Prozdor, Paul focuses his time and career helping communities at risk for abuse, neglect and social dysfunction. Currently employed as a case worker for an intensive foster care agency in the Greater Boston area, Paul helps provide community education, counseling and clinical assessments and planning for children and families. He also volunteers as a research fellow for Boston University's Center for Anxiety and Related Disorders, conducting cognitive behavioral research and working with patients in therapeutic settings. Paul lives in Cambridge and has a passion for the performing arts and loves comedies. He spends his free time running, swimming and playing the guitar.

Aimee Kwitkin-Close is Prozdor's Director of Administration. She is a graduate of Prozdor (class of 1982) and has a BA from Brandeis University, as well as an MEd and Certificate in Jewish Family Education from Hebrew College. Aimee has worked in the Greater Boston Jewish community for many years. She has served as the executive director of the Tremont Street Shul in Cambridge and Congregation Kehillath Israel in Brookline, and has worked as both Jewish educator and membership director at the JCCs of Greater Boston. When not working at Prozdor, Aimee enjoys baseball, softball, biking and doing volunteer work for Temple Israel of Sharon. Aimee lives with her family in Sharon.

Noreen Leibson has been the education director at Temple Beth Abraham for almost 20 years. She received her undergraduate degree in education at the State University of New York at New Paltz and earned a master's in social work from Boston University. She also completed the Principals' Seminar at Hebrew College. Currently, Noreen is pursuing a second master's degree, this time in Jewish studies at Hebrew College. For the last ten summers, Noreen has worked as a *yoetzet* and educator at Camp Ramah New England. Noreen is married to Mitch Wolper and has two daughters, Hannah P'07 and Emma P'10.

Andrea Lesser-Gonzalez has been in the field of special education for over 20 years. Primarily, she has worked with young children with autism/PDD (Pervasive Developmental Disorders). Her experience ranges from classroom teacher to educational consultant and teacher trainer. Six years ago, she decided to open a family childcare business, which

allows her to be home with her daughter, as well as continue to do what she loves: working with young children. Her undergraduate coursework centered around both general education and teaching children with special needs. She has a master's degree in education and is a certified teacher of young children with special needs in Massachusetts. While she has primarily worked with children who fall within the spectrum of autism disorders, she has a wide range of experience over her years in the workforce. Andrea volunteered once a month at Gateways for four years and then became an official member of the Prozdor team four years ago. She looks forward to continuing to work with the terrific volunteers from Prozdor in the upcoming year.

David Levy P'95, *Associate Director of Prozdor* and *Director of Makor*, is thrilled to be returning for his fifth year at Prozdor—or ninth, if you count his time here as a student. In the interim, he graduated from Harvard, ran the business end of an independent record label in Los Angeles, directed the youth programming for Congregation Mishkan Tefila in Chestnut Hill and wrote for the *Jewish Advocate* and *TalkinBroadway.com*. He is pursuing two master's degrees at Hebrew College (one in Jewish education, the other in Jewish studies), hopefully graduating this coming June. In his volunteer life, he sits on the boards of *Keshet* and Alumni & Friends of New England Region USY. He's an active member of the Jewish Young Adult Writers' Forum and JP Shabbat, and he writes for *Jewschool.com*. He lives in Jamaica Plain with his cat, Maestro.

Katie Light is excited to be joining the Prozdor family this year. Katie has a BA in sociology from Trinity College in Hartford, Connecticut, an MA in Near Eastern and Judaic Studies from Brandeis University, and is currently working toward a PhD in sociology at Boston University. Her academic foci include sociology of religion, religious education and institutions and contemporary Judaism. In between degrees, Katie experienced the real world by working at the Jewish Community Relations Council and teaching at Yachad, a program similar to Prozdor, both in West Hartford, Connecticut. She also spent the 2005–06 academic year learning at Pardes in Jerusalem. In her spare time, Katie enjoys paper-cutting, reading mystery novels and baking. A native Californian, Katie currently lives in Cambridge and lovingly tends to her orchid named Pam.

David List joins the Prozdor team as our new Director of Student Life. This past May, he graduated from Hebrew College, receiving his Master of Jewish Education and Certificate in Jewish Informal Education, Youth Leadership and Camping. While working on his master's degree, David worked as the full-time youth educator at Congregation Beth El of the Sudbury River Valley. David has also worked with numerous other programs and Jewish organizations in the Boston area. David looks forward to his new role with Prozdor and is excited to work with everyone in the Prozdor community.

Ellen Lodgen has worked for 35 years at Cohen Hillel Academy in Marblehead in various roles, including math, science and art teacher; assistant principal; and now director of extracurricular programs and public relations officer. Ellen does Hebrew calligraphy and

illumination in the form of *ketubot*, *haftorot* and other pieces of work. Her hobbies include cooking, all types of needlework and other crafts. Ellen and her husband Larry (also a teacher at Cohen Hillel) have one daughter, Sara, who is a member of the Prozdor class of 2009.

Matthew Lowe recently completed the Master of Theological Studies program at Harvard Divinity School, where he studied so much theology even God said "settle down!" He also graduated in 2005 from the joint program with Columbia University and the Jewish Theological Seminary, with a bachelor's degree in philosophy from each school. Matthew loves music, cartoons, hula-hooping, poi-spinning, and is ready and willing to talk about God at any hour of the day or night.

Martha Martin has been registrar at Prozdor for the past nine years. She attended the Katharine Gibbs School and the University of Massachusetts–Boston. She lives in Dorchester with her husband.

Rabbi Karen G. Reiss Medwed is excited to begin as Dean of Faculty at Prozdor this year. She most recently received her PhD in Jewish education at NYU and has been directing the master's program in Jewish education at the University of Pennsylvania. Prior to that, Karen worked at Camp Ramah in the Poconos, directed the MBS high school program at Temple Beth Shalom in Roslyn, New York, and wrote a book for USY titled *The Call to Freedom*. Karen, her husband Marc, and their three children are excited to be moving to Sharon and to be joining the vibrant Jewish

community there. When not working with Prozdor, Karen can also be found on the faculty of Hebrew College as Assistant Professor of Jewish Education. In her spare time, she will be trying to learn her way around Boston and the surrounding towns.

Rivka Pe'eri has been teaching Hebrew as a second language since 1979 to English-speaking students at the King David High School in Liverpool, United Kingdom; the Jewish Education Institute in Pittsburgh, Pennsylvania; Cohen Hillel Academy in Marblehead and the North Shore Hebrew High School in Swampscott. Her education includes a BA in sociology and anthropology from Tel Aviv University and in computer graphic design from Sivan College in Tel Aviv, as well as many academic courses in teaching and education.

Elyse Rast has worked as an educator in both secular and nonsecular environments for 15 years. She has a BS from Syracuse University in communication studies, an MS from Boston University in communications and children's television and an MS from Wheelock College in education. In addition, Elyse has completed coursework with Facing History and Ourselves and with Rosh Hodesh: It's a Girl Thing, a national Jewish teen empowerment program. As the Holocaust coordinator at the Jewish Community Relations Council, Elyse manages all Holocaust and genocide programming and education for the New England Holocaust Memorial. In addition, she works closely with survivors, trains and facilitates the memorial's docents, and works with many community,

religious and political organizations. She also teaches Holocaust and genocide-related topics and runs three teenage girl empowerment programs at Hillel B'nai Torah in West Roxbury. Elyse has two kids and two kittens and lives in Westwood.

Yehudit Schimmel teaches Hebrew language at Prozdor, frequently incorporating music and song into her classes, reflecting her experience as a music teacher, director of children's choirs and teacher of Torah and Haftarah cantillation. She is passionate about her subject and her students.

Esther Shorr is a senior lecturer of Hebrew at Brandeis University, a Hebrew teacher at the School of Languages at Middlebury College, and coauthor of the book *Brandeis Modern Hebrew* and the online program, *Hebrew in 5 Minutes*. Esther holds a master's degree in Jewish studies from Hebrew College, a BA from Hebrew University, a high school teaching certificate from Haifa University and a music teaching certificate from Oranim School of Music. She was a member of the Zamir Chorale of Boston for ten years, and she loves to incorporate music into her classes. Esther has many years of teaching and lecturing experience in Israel, England and the United States.

Jill Smith is a graduate of Boston University, with a BA in psychology and an MA in education. She is also a graduate of Prozdor and an alumna of Camp Yavneh. Jill has taught Hebrew school at many synagogues throughout the Greater Boston community. She has been a Hebrew educator at Temple Emanuel Religious School for 25 years. During

the past school year, Jill taught in the Makor program and frequently substitute taught at Prozdor. Jill has two daughters and three grandchildren. She lives in Newton with her husband, Joe, an attorney.

Joe Smith was born in Austria to survivor parents. He grew up in Bangor, Maine. Joe graduated from Boston University with a combined degree in psychology and sociology. He then graduated from Boston College Law School and has been a practicing attorney for 36 years. While attending law school, Joe taught Hebrew school and bar/bat mitzvah lessons. During the past school year, Joe taught in the Makor program and substituted at Prozdor. Joe has two daughters and three grandchildren. He lives in Newton with his wife, Jill.

Tova Speter is a local artist, art educator and community muralist. With a background in art therapy, Tova is a great believer in the power of art as a means of expression, and in the artistic process as a vehicle for discovering hidden talents. She also has a background in developing curriculum and programming for Hebrew schools that integrate the visual arts. Tova has been teaching at Prozdor since 2006, and her classes focus on the artistic process and Jewish learning. Past courses have included: *Jewish Papercutting*, *Painting Dreams in the Bible*, *Scrapbooking the Holidays*, *Creating Creation*, *Mosaic Arts and Social Justice*, and more. During the day, Tova can be found working at a local arts nonprofit organization; at other times she may either be painting in her art studio, working on a community mural around town or eating ice cream.

Rabbi Jon Spira-Savett has been the rabbi at Temple Beth Abraham in Nashua, New Hampshire, since July 2008. Rabbi Jon has worked with Jewish teens since 1993. He's taught off the ground on ropes courses; he's taught about Jewish ethics in Hebrew high programs; he's taught about the environment and American history in day schools; and he's taught other high school teachers through the Jewish Theological Seminary. Rabbi Jon has helped educators all over the country start Jewish teen foundations, which have given away thousands of dollars to fight poverty and improve the world. He is a Red Sox and Twins fan and is interested in Midrash, Jewish thought, Musar and Chasidut.

Jennifer Stevens is excited to continue teaching at Prozdor. After leaving the business world to pursue her love of all things Judaic, she discovered her passion for Jewish education. She earned a master's in Jewish studies from Hebrew College and taught in various Boston-area synagogues and privately before joining the Prozdor family. When she is not teaching at Prozdor, Jennifer spends most of her time with her spunky son Caleb, her delightful daughter Elisheva (Ellie) and hopefully with her husband, Aaron. Jennifer enjoys going on adventures with her kids, reading good fantasy writing, appreciating nature, cooking (especially baking!) and singing all kinds of folk music.

NEED HELP? HAVE A QUESTION?

Seth Wax P '98 has been at Prozdor for ten years, five as a student and five as a teacher. He recently completed a master's degree at Harvard Divinity School in Buddhist studies and is entering the Rabbinical School of Hebrew College this fall. Seth enjoys studying comparative theology and meditation, and he loves hiking.

Max Werber earned his degree in fine arts from Bezalel Academy of Art and Design at Hebrew University in Jerusalem. He lived in Jerusalem for ten years, where he exhibited sculptures and paintings at the Israel Museum of Jerusalem as well as the Tel Aviv Museum of Art. During that time, he owned and operated an art supply import business. He was also a soldier in the anti-aircraft unit of the Israeli Air Force. Max returned to the United States and worked in sales and in management training. He and his family moved back to Maccabim, Israel, for two years, where he became a certified Israel tour guide at Hebrew Union College. He also taught English as a second language to both children and adults. Max, his wife Renee, and their three daughters live in Sharon. Max enjoys biking, swimming, hiking, as well as reading and translating Hebrew biblical commentary into English.

Abby Wolf P'00 is looking forward to another successful year for the Prozdor dance program. Abby has danced throughout her entire life, and this will be her eighth year teaching at Prozdor and directing Nilhav. Abby was previously the artistic director of B'yachad, the Israeli dance troupe at Brandeis, and other teaching experience has included running the

dance program at Camp Yavneh, teaching and performing at *simhot*, and teaching at dance clinics for younger children. In addition to Israeli dancing, Abby also participates in other forms of dance and has a background in jazz, modern and ballet.

Efraim Yudewitz has spent his adult life dedicated to both formal and informal Jewish education. Efraim graduated from Rutgers University with a degree in Jewish studies. He has worked for the Museum of Jewish Heritage, A Living Memorial to the Holocaust, and the Foundation for Jewish Camping, and has spent many summers as a camper and staff member at Camp Yavneh. In addition to teaching at Prozdor, Efraim is working at Gann Academy-The New Jewish High School of Greater Boston. Efraim knows many people who have come through the Prozdor ranks and is extremely excited to be part of the action.

Rabbi Julie Zupan graduated from Tufts University with a BA in history in 1991 and received her rabbinic ordination from the Hebrew Union College-Jewish Institute of Religion in 1999. She serves as elder-care chaplain with the Jewish Chaplaincy Council of Massachusetts and as a Jewish family educator with the JCC Early Learning Centers. She is married to Rabbi Joseph Meszler, and they are the proud parents of Samantha and Justin. This is Rabbi Zupan's fifth year with Prozdor.

General Questions About Prozdor

School cancellation	617-559-8609
Attendance line	617-559-8808
Fax	617-559-8801
Library	617-559-8750

Billing Information

Martha Martin	617-559-8803
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Branch Support

David Levy	617-559-8807
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Curriculum

Rabbi Karen Medwed	617-559-8804
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Gateways and Student Aide Issues

Rachel Dayanim	617-559-8811
Andrea Lesser-Gonzalez	alessergonzalez@prozdor.org

Hebrew Language

Raffi Fadlon	617-559-8814
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Transcripts

Martha Martin	617-559-8803
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Financial Aid

Aimee Kwitkin-Close	617-559-8809
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Messages for Teachers and Students

Martha Martin	617-559-8803
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Moreshet: Senior Seminar

Deborah Skolnick Einhorn	deinhorn@prozdor.org
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Individual Concerns About a Student

David List	617-559-8805
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Recruitment/Re-enrollment

David List	617-559-8805
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Teacher and Course Information

Rabbi Karen Medwed	617-559-8804
David Levy	617-559-8807

Transportation

Aimee Kwitkin-Close	617-559-8809
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Shabbatonim and Retreats

David List	617-559-8805
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Special Programs

David Levy	617-559-8807
David List	617-559-8805

Special Needs

Rachel Dayanim	617-559-8811
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Israel Exchange Programs

Tzilla Barone	617-559-8812
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Calendar

David List	617-559-8805
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Prozdor Office Contacts

Please feel free to contact us at any time in the Prozdor office with any questions, comments, concerns or compliments that you may have. Just leave us a voicemail or send an email.

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Prozdor Attendance Line

617-559-8808
Please call this number if your child will be absent from Prozdor.

Branch Locations, Coordinators and Phone Numbers

Please use these phone numbers during school hours only.

Mondays

Temple Beth Abraham, Nashua
Noreen Leibson, Coordinator
603-883-9844

Wednesdays

Cohen Hillel Academy, Marblehead
Ellen Lodgen, Coordinator
781-639-2880 x206

Temple Israel, Natick

Karen Hayett, Coordinator
508-650-3521 x113 or x114

Temple Emunah, Lexington

David List
781-861-0303 or 617-559-8805

Thursdays

Temple Israel, Sharon
Aimee Kwitkin-Close, Coordinator
617-962-0780 (School hours only) or
617-559-8809

