

## A Philosophy Of Havruta Understanding And Teaching The Art Of Text Study In Pairs Jewish Identities In Post Modern Society

Practice-oriented educational philosopher Elie Holzer invites readers to grow as teachers, students, or co-learners through "attuned learning," a new paradigm of mindfulness. Groundbreaking interpretations of classical rabbinic texts sharpen attention to our own mental, emotional, and physical workings as well as awareness of others within the complexities of learning interactions. Holzer integrates pedagogical pathways with ethical elements of transformative teaching and learning, the repair of educational disruptions, the role of the human visage, and the dynamics of argumentative and collaborative learning. Literary analyses reveal that deliberate self-cultivation not only leads to ethical and spiritual growth, but also offers a corrective for the pitfalls of the contemporary calculative modalities in educational thinking. The author speaks to the existential, humanizing art of learning and of teaching. This book can serve as a companion volume for *A Philosophy of Havruta: Understanding and Teaching the Art of Text Study in Pairs*, adding a new dimension of its model of joint learning.

In a work that casts philosophical and theological reflections against a backdrop of personal experience, Leon Wiener Dow offers a learned discourse that elucidates the telos of Jewish law and the philosophical-theological commitments that animate it. To the reader gazing upon the halakha from the outside, this book offers a glimpse of its central, orienting concepts. To the reader who lives amidst the rigor of halakha, this book bestows an insightful glance at the law's orienting ethos and higher aspirations that often remain opaque.

"This book concerns a cohort of ultra-orthodox Jews based in the greater New York area who, while retaining membership and close familial and other ties with their strictly observant communities, seek out secular knowledge about the world on the down low (so to speak), both online and via in-person encounters. Ayala Fader conducted her ethnographic research in these rarified social circles for years, developing relationships of trust with the mostly young married men and women who have taken to clandestine methods to find alternative social spaces in which to question what it means to be ethical and what a life of self-fulfillment looks like. Fader's book reveals the stresses and strains that such "double-lifers" experience, including the difficulty these life choices inject into relationships with wives, husbands, and one's children. Not all of these "double-lifers" become atheists. Fader's interlocutors can be placed on a broad spectrum ranging from religiously observant but open-minded at one end to atheism on the other. The rabbinical leadership of these ultra-orthodox communities are well aware of this phenomenon and of how unfiltered internet access makes such alternative forms of seeking an ever-present temptation. (Some ultra-orthodox rabbis have been sounding the alarm for years, claiming that the internet represents more of a threat to community survival today than the Holocaust did in the last century.) Fader's book examines the institutional responses of ultra-orthodox communities to the double-lifers. These include what is typically referred to as a Torah-based type of "religious therapy" conducted by trained members of these communities who as therapists and "life coaches" blend elements of modern psychiatry with ultra-orthodoxy and "treat" troubling, potentially life-altering doubt and skepticism as symptoms of underlying emotional pathology"-- Learning that her orthodox Jewish rabbi father has passed away, Manhattan single woman Ronit Krushka returns to the home she fled years earlier and reconnects with a beloved cousin and a forbidden childhood sweetheart, only to become a threat to her former community. A first novel. Reprint. 25,000 first printing.

This book contains fifteen original papers covering a broad spectrum of topics in Jewish demography and identity, considering both Diaspora communities and the population of Israel. While most of the papers make use of quantitative data, some base themselves on qualitative and archive materials. The book is divided into five parts, reflecting the different complementary dimensions investigated: historical demography, history, and politics, immigration and immigrant adaptation, transnationalism, and demography and identity. This work is presented to Professor Sergio DellaPergola upon his retirement from teaching at the Hebrew University of Jerusalem.

Rethinking Concepts and Imagining Alternatives

Turn It and Turn It Again

Principles and Pedagogies in Jewish Education

Portraits of Adult Jewish Learning

Preservation Education

Making Meaning at Many Tables

Paradigms in Jewish Philosophy

**Contesting a gradual disregard for the values of Dignity, Democracy, and Diversity in higher education, this volume explores best practices from universities and colleges in Israel and the USA to illustrate how these values can offer a holistic values framework for higher education globally. Presenting a range of interdisciplinary chapters from fields including history, philosophy, memorial studies, cultural, political, gender, and religious studies, the text considers how these values can be reflected in policy and practice across all areas of the university, including teaching and learning, admissions, students' affairs, staff well-being, and institutional identity. The volume highlights constructive theories, experimental models, and case studies that collectively inform a holistic framework for moral, ethical, and equitable higher education worldwide. Offering key insights into the relevant discourse regarding local and global events that have impacted both Israelis and Americans, this volume will appeal to researchers in the fields of higher education, sociology of education, and philosophy of education, as well as postgraduates and scholars with interests in the transformation of higher education in light of contemporary times and challenges.**

The *International Handbook of Jewish Education*, a two volume publication, brings together scholars and practitioners engaged in the field of Jewish Education and its cognate fields world-wide. Their submissions make a significant contribution to our knowledge of the field of Jewish Education as we start the second decade of the 21st century. The Handbook is divided broadly into four main sections: **Vision and Practice: focusing on issues of philosophy, identity and**

planning – the big issues of Jewish Education. Teaching and Learning: focusing on areas of curriculum and engagement Applications, focusing on the ways that Jewish Education is transmitted in particular contexts, both formal and informal, for children and adults. Geographical, focusing on historical, demographic, social and other issues that are specific to a region or where an issue or range of issues can be compared and contrasted between two or more locations. This comprehensive collection of articles providing high quality content, constitutes a definitive statement on the state of Jewish Education world wide, as well as through a wide variety of lenses and contexts. It is written in a style that is accessible to a global community of academics and professionals.

A prominent rabbi and imam, each raised in orthodoxy, overcome the temptations of bigotry and work to bridge the chasm between Muslims and Jews Rabbi Marc Schneier, the eighteenth generation of a distinguished rabbinical dynasty, grew up deeply suspicious of Muslims, believing them all to be anti-Semitic. Imam Shamsi Ali, who grew up in a small Indonesian village and studied in Pakistan and Saudi Arabia, believed that all Jews wanted to destroy Muslims. Coming from positions of mutual mistrust, it seems unthinkable that these orthodox religious leaders would ever see eye to eye. Yet in the aftermath of 9/11, amid increasing acrimony between Jews and Muslims, the two men overcame their prejudices and bonded over a shared belief in the importance of opening up a dialogue and finding mutual respect. In doing so, they became not only friends but also defenders of each other's religion, denouncing the twin threats of anti-Semitism and Islamophobia and promoting interfaith cooperation. In Sons of Abraham, Rabbi Schneier and Imam Ali tell the story of how they became friends and offer a candid look at the contentious theological and political issues that frequently divide Jews and Muslims, clarifying erroneous ideas that extremists in each religion use to justify harmful behavior. Rabbi Schneier dispels misconceptions about chosenness in Judaism, while Imam Ali explains the truth behind concepts like jihad and Shari'a. And on the Israeli-Palestinian conflict, the two speak forthrightly on the importance of having a civil discussion and the urgency of reaching a peaceful solution. As Rabbi Schneier and Imam Ali show, by reaching a fuller understanding of one another's faith traditions, Jews and Muslims can realize that they are actually more united than divided in their core beliefs. Both traditions promote kindness, service, and responsibility for the less fortunate – and both religions call on their members to extend compassion to those outside the faith. In this sorely needed book, Rabbi Schneier and Imam Ali challenge Jews and Muslims to step out of their comfort zones, find common ground in their shared Abrahamic traditions, and stand together and fight for a better world for all.

This book develops a new philosophy of Israel education. "Person-centered" Israel education is concerned with developing in individual learners the ability to understand and make rational, emotional, and ethical decisions about Israel, and about the challenges Israel regularly faces, whether they be existential, spiritual, democratic, humanitarian, national, etc. Chazan begins by laying out the terms of the conversation then examines the six-pronged theory of "person-centered" Israel education to outline the aims, content, pedagogy, and educators needed to implement this program. Finally, the author meditates on what a transformation from ethnic to ethical education might look like in this context and others. This book is Open Access under a CC-BY license.

This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up-to-date selection of the central themes. It includes 95 newly commissioned articles that focus on and advance key arguments; each essay incorporates essential background material serving to clarify the history and logic of the relevant topic, examining the status quo of the discipline with respect to the topic, and discussing the possible futures of the field. The book provides a state-of-the-art overview of philosophy of education, covering a range of topics: Voices from the present and the past deals with 36 major figures that philosophers of education rely on; Schools of thought addresses 14 stances including Eastern, Indigenous, and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic; Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present, for example care and justice, democracy, and the curriculum; New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience, videogames, and radicalization. The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training. Moreover, it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub-discipline. Combined with different conceptions of the purpose of philosophy, it discusses various aspects, using diverse perspectives to do so. Contributing Editors: Section 1: Voices from the Present and the Past: Nuraan Davids Section 2: Schools of Thought: Christiane Thompson and Joris Vlieghe Section 3: Revisiting Enduring Debates: Ann Chinnery, Naomi Hodgson, and Viktor Johansson Section 4: New Areas and Developments: Kai Horsthemke, Dirk Willem Postma, and Claudia Ruitenberg

Judaism for the World

A Relational Approach

Approaches to Teaching the Works of Ralph Waldo Emerson

Research in Jewish Demography and Identity

Professional Development in Relational Learning Communities

The Oxford Handbook of the Abrahamic Religions

Open Minds, Devoted Hearts

***This book explores heutagogy (self-determined learning) - a new approach to teaching and learning in higher education - and proposes a paradigm shift in teaching, learning, and the educational enterprise and ecosystem. The first part of the book presents the philosophical, psychological and sociological foundations of heutagogy, and describes lessons learned from prior experiences of its implementation. The second part presents a collaborative self-study of five heutagogy courses in higher education. The third discusses how the academic***

**community can enhance the paradigm change, and compares heutagogy to similar academic approaches. The concluding chapter of the book explores the question of "what next"? and suggests some possible elaborations of heutagogy. "At the beginning, it was very difficult for me to appreciate the course's mode of learning. All my life I had learned in a traditional manner. Occasionally I felt that I was being thrown into deep water without a lifeguard. ... But as the course progressed, I succeeded in letting go of my deeply rooted habits and discovered a new learning approach, through which I found in myself a new learner..." (Student's reflection) "...this book suggests a novel approach to learning and education and will become a widely read one." Dr. Lisa Marie Blaschke, Carl von Ossietzky University of Oldenburg**

**The study of classical Jewish texts is flourishing in day schools and adult education, synagogues and summer camps, universities and yeshivot. But serious inquiry into the practices and purposes of such study is far rarer. In this book, a diverse collection of empirical and conceptual studies illuminates particular aspects of the teaching of Bible and rabbinic literature to, and the learning of, children and adults. In addition to providing specific insights into the pedagogy of Jewish texts, these studies serve as models of what the disciplined study of pedagogy can look like. The book will be of interest to teachers of Jewish texts in all contexts, and will be particularly valuable for the professional development of Jewish educators.**

**How do religious educators meaningfully engage adult learners? How do they invite adults to begin a learning journey and inspire them to stay on it? In an era of "spiritual but not religious," how can religious educators, and clergy in particular, respond to the yearnings of adults for connection, wholeness, and purpose? Open Minds, Devoted Hearts offers the examples of three outstanding congregational rabbis whose teaching answers that call to action. Through innovatively incorporating biographical portraits and educational scholarship the book provides a comprehensive exploration of how the themes of narrative, transformation, and spirituality bring adult religious educators and learners into a powerful interactive educational process. The portraits and accompanying analysis reveal how constructing personal meaning and building sacred community through study situates adult learning as a dynamic centerpiece of an energized congregational life.**

**This book confronts the challenges that hermeneutics brings to ethics and education by thematizing the critical influence which ethics and contemporary educational theory and practice have on the self-understanding of philosophical hermeneutics. In the hermeneutic spirit of commitment to cultivating lifelong habits of critical thinking, moral reflection, and articulate expression, the book presents many voices that illuminate a rich cultural diversity with the profound hope of nurturing the full-flourishing of human beings. The hermeneutics of education calls for diverse ways of thinking about education, which deeply cares for the common good of individuals, communities, and nations. This diversity promotes a genuine interest in different approaches to the event (Ereignis) of education. (Series: International Studies in Hermeneutics and Phenomenology - Vol. 8) [Subject: Hermeneutics, Ethics, Education]**

**Chase's Calendar of Events is the most comprehensive and authoritative reference available on special events, holidays, federal and state observances, historic anniversaries, astronomical phenomena, and more. Published since 1957, Chase's is the only guide to special days, weeks, and months.**

**Sons of Abraham**

**Exploring Heutagogy in Higher Education**

**American Jewish Year Book 2015**

**A Candid Conversation about the Issues That Divide and Unite Jews and Muslims**

**Reflections on God, Life, and Love**

**A Philosophy of Israel Education**

**Overcoming Silence, Transforming Violence**

In Jewish Education from Antiquity to the Middle Ages there are fifteen tightly themed specialist studies that discuss individual texts, wider literary corpora, and various related themes to set a new agenda for the study of Jewish education.

Practice-oriented educational philosopher Elie Holzer invites readers to grow as teachers, students, or co-learners through "attuned learning," a new paradigm of mindfulness.

Groundbreaking interpretations of classical rabbinic texts sharpen attention to our own mental, emotional, and physical workings as well as awareness of others within the complexities of learning interactions. Holzer integrates pedagogical pathways with ethical elements of transformative teaching and learning, the repair of educational disruptions, the role of the human visage, and the dynamics of argumentative and collaborative learning. Literary analyses reveal that deliberate self-cultivation not only leads to ethical and spiritual growth, but also offers a corrective for the pitfalls of the contemporary calculative modalities in educational thinking. The author speaks to the existential, humanizing art of learning and of teaching. This book can serve as a companion volume for A Philosophy of Havruta: Understanding and Teaching the Art of Text Study in Pairs, adding a new dimension of its model of joint learning.

This volume is the first of its kind to bring together scholars from inside Jewish education and from the learning sciences to address core elements of Jewish education: its desired outcomes, the kinds of learning needed to achieve these, and how those kinds of learning actually occur. The Jewish intellectual tradition has a long and complex history that has resulted in significant and influential works of scholarship. In this book, the authors suggest that there is a series of common principles that can be extracted from the Jewish intellectual tradition that have broad, even life-changing, implications for individual and societal achievement. These principles include respect for tradition while encouraging independent, often disruptive thinking; a precise system of logical reasoning in pursuit of the truth; universal education continuing through adulthood; and living a purposeful life. The main objective of this book is

to understand the historical development of these principles and to demonstrate how applying them judiciously can lead to greater intellectual productivity, a more fulfilling existence, and a more advanced society.

In this book, Raider-Roth offers an innovative approach to teacher professional development that builds on the intellectual strength and practical wisdom of practitioners. Focusing on nurturing relationships between and among participants, facilitators, subject matter, texts, and the school environment, this book helps educators create a repertoire of teaching approaches founded on sustained, deep, democratic, local, and active learning. The author demonstrates that, within the context of trustworthy relationships, teachers can better connect with all that they know about teaching, learning, and their own identities. This, in turn, enables them to act on what they know in the best interest of their students and leads to the kinds of lasting change and commitment that can move the teaching profession beyond training for a particular skill set.

Book Features: Examples showing how the work of relational learning communities can improve teachers' practice. A focus on the cultural dimension in professional development for teachers. A view of teaching and learning as deeply relational and transformative. Strategies to help facilitators and participants create processes to best support a fertile learning environment.

Venus in the Afternoon

Disobedience

The Going

A Novel

An Authentic Orthodox View

The Jewish Intellectual Tradition

The Annual Record of the North American Jewish Communities

**A leader of the transcendentalist movement and one of the country's first public intellectuals, Ralph Waldo Emerson has been a long-standing presence in American literature courses. Today he is remembered for his essays, but in the nineteenth century he was also known as a poet and orator who engaged with issues such as religion, nature, education, and abolition. This volume presents strategies for placing Emerson in the context of his time, for illuminating his rhetorical techniques, and for tracing his influence into the present day and around the world. Part 1, "Materials," offers guidance for selecting classroom editions and information on Emerson's life, contexts, and reception. Part 2, "Approaches," provides suggestions for teaching Emerson's works in a variety of courses, not only literature but also creative writing, religion, digital humanities, media studies, and environmental studies. The essays in this section address Emerson's most frequently anthologized works, such as Nature and "Self-Reliance," along with other texts including sermons, lectures, journals, and poems. Young people can be peacebuilders--citizens who address the root causes of hatred and abuse of power to build more just and peaceful communities. Indeed, young people are already leading movements to change policy and culture--most prominently, the students of Marjory Stoneman Douglas High School, the Climate Strikers, and the originators of the Standing Rock protests and Black Lives Matter movement. Yet churches are notably absent among those who support and mentor such leaders. Drawing on the deep wisdom of Christian tradition and practice and the latest insights in educating for peace and civic engagement, Youth Ministry as Peace Education offers clergy, students, and practitioners a new approach to youth ministry--a way to equip young people to transform violence and oppression as part of their Christian vocation. In this theologically robust and pedagogically innovative and tested resource, Elizabeth W. Corrie takes seriously the capacity of young people and shows how to integrate new tools and insights into the typical facets of congregational youth ministry: building community, learning theology, reading scripture, going on mission and service trips, engaging in worship and prayer. The final chapter suggests an additional facet of congregational youth ministry needed for young people to overcome silence and transform violence: preparing and planning for engaging the world nonviolently. Youth are not the future; they are the present. Youth are not meant to accept injustice and violence passively. Like all of us, they are meant to work actively to establish God's shalom--peace, justice, and well-being--on earth as it is in heaven.**

**No longer confined to traditional institutions devoted to Talmudic studies, havruta work, or the practice of students studying materials in pairs, has become a relatively widespread phenomenon across denominational and educational settings of Jewish learning. However, until now there has been little discussion of what havruta text study entails and how it might be conceptualized and taught. This book breaks new ground from two perspectives: by offering a model of havruta text study situated in broader theories of interpretation and learning, and by treating havruta text study as composed of textual, interpersonal and intrapersonal practices which can be taught and learned. We lay out the conceptual foundations of our approach and provide examples of their pedagogical implementation for the teaching of havruta text study. Included are illustrative lesson plans, teachers' notes and students'**

**reflections, exercises for students, and other instructional materials for teaching core concepts and practices.**

**This Year Book, now in its 115th year, provides insight into major trends in the North American Jewish communities and is the Annual Record of the North American Jewish Communities. The first two chapters of Part I examine Jewish immigrant groups to the US and Jewish life on campus. Chapters on “National Affairs” and “Jewish Communal Affairs” analyze the year’s events. Three chapters analyze the demography and geography of the US, Canada, and world Jewish populations. Part II provides Jewish Federations, Jewish Community Centers, social service agencies, national organizations, overnight camps, museums, and Israeli consulates. The final chapters present national and local Jewish periodicals and broadcast media; academic resources, including Jewish Studies Programs, books, articles websites, and research libraries; and lists of major events in the past year, Jewish honorees, and obituaries. For those interested in the North American Jewish community—scholars, service providers, volunteers—this volume undoubtedly provides the single best source of information on the structure, dynamics, and ongoing religious, political, and social challenges confronting the community. It should be on the bookshelf of everyone interested in monitoring the dynamics of change in the Jewish communities of North America. Sidney Goldstein, Founder and Director, Population Studies and Training Center, Brown University, and Alice Goldstein, Population Studies and Training Center, Brown University The American Jewish Year Book is a unique and valuable resource for Jewish community professionals. It is part almanac, directory, encyclopedia and all together a volume to have within easy reach. It is the best, concise diary of trends, events, and personalities of interest for the past year. We should all welcome the Year Book’s publication as a sign of vitality for the Jewish community. Brenda Gevertz, Executive Director, JPRO Network, the Jewish Professional Resource Organization There is something deeply problematic about the ways that Jews, particularly in America, talk about “Jewish identity” as a desired outcome of Jewish education. For many, the idea that the purpose of Jewish education is to strengthen Jewish identity is so obvious that it hardly seems worth disputing—and the only important question is which kinds of Jewish education do that work more effectively or more efficiently. But what does it mean to “strengthen Jewish identity”? Why do Jewish educators, policy-makers and philanthropists talk that way? What do they assume, about Jewish education or about Jewish identity, when they use formulations like “strengthen Jewish identity”? And what are the costs of doing so? This volume, the first collection to examine critically the relationship between Jewish education and Jewish identity, makes two important interventions. First, it offers a critical assessment of the relationship between education and identity, arguing that the reification of identity has hampered much educational creativity in the pursuit of this goal, and that the nearly ubiquitous employment of the term obscures significant questions about what Jewish education is and ought to be. Second, this volume offers thoughtful responses that are not merely synonymous replacements for “identity,” suggesting new possibilities for how to think about the purposes and desired outcomes of Jewish education, potentially contributing to any number of new conversations about the relationship between Jewish education and Jewish life.**

**A Meditation on Jewish Law**

**Jewish Education from Antiquity to the Middle Ages**

**A Philosophy of Havruta**

**Understanding and Teaching the Art of Text Study in Pairs**

**Academia Meets the Zeitgeist**

**Sharing Best Practices and Finding Common Ground**

What do we mean by “adult Jewish learning”? Where is contemporary adult Jewish learning taking place? What kinds of learning matter to adult Jewish learners in the twenty-first century? Portraits of Adult Jewish Learning boldly tackles these questions through the exploration of various learners’ experiences in diverse circumstances: couples exploring a Jewish museum, actors co-creating a Jewish-themed play, social justice activists consolidating their Jewish values and identities, Jewish preschool educators visiting Israel, Jewish and non-Jewish staff at a Jewish social service agency studying traditional texts together, Latinx converts seeking to understand “how to be a good Jew,” members of a Torah study group producing their own commentaries, Jewish community leaders coming to terms with the challenges of Jewish pluralism. Using the social science methodology of portraiture, the authors provide nuanced detail about the wide range of participants, settings, subject matter, and ways of meaning making that characterize adult Jewish learning today. Viewing these narratives side by side enables readers to think “outside the frame” about programming, curricula, pedagogies, and contexts that encourage meaningful adult learning. This book will capture the imagination of

educational leaders, clergy, policymakers, philanthropists, teachers, and adult learners, and will spark conversation about how to enrich the field of adult Jewish learning overall.

Over the past twenty years, there has been a fundamental shift in the institutional organization of historic preservation education. Historic preservation is the most recent arrival in the collection of built environment disciplines and therefore lacks the pedagogical depth and breadth found in allied endeavors such as architecture and planning. As the first degree programs in preservation only date to the 1970s and the first doctoral programs to the 1990s, new faculty are confronted with pedagogical challenges that are unique to this relatively nascent field. Based on a conference that included educators from around the world, Barry L. Stiefel and Jeremy C. Wells now present a collection that seeks to address fundamental issues of preservation pedagogy, outcome-based education and assessment, and global issues of authenticity and significance in historic preservation. The editors argue that the subject of the analysis has shifted from, "What is the best way to fix a historic building?" to, "What are the best ways for teaching people how to preserve historic properties (and why) according to the various standards that have been established?" This important reconsideration of the state of the field in historic preservation education will appeal to a broad audience across numerous disciplines.

Portraits of Jewish Learning brings together colorful accounts of the ways that Jewish students today are having meaningful learning experiences in day school classrooms, Hebrew programs, synagogue-based schools, and high school and college courses that push students out of their comfort zone. Whether the students are second graders engaged in text analysis, sixth graders solving complex "mystery puzzles" about Jewish values, or teens encountering "counter-narratives" about Israel's history, these stories--informed by careful and disciplined inquiry--prompt readers to reflect on questions of what Jewish learning is, what we can discover by studying experiences of learning at close range and over time, and how Jewish education can respond to the needs and interests of Jewish learners who seek a Judaism that is relevant in today's world. The work of researchers and practitioners who are changing the landscape of contemporary Jewish education, these portraits are designed to encourage critical discussion among educational leaders, clergy, policymakers, philanthropists, and parents, as well as teachers and those aspiring to work in Jewish education. They invite us to think about the many ways that today's Jewish education can be enriched by experimentation and innovation.

Winner of the Katherine Anne Porter Prize in Short Fiction, 2012. The short stories in this rich debut collection embody in their complexity Alice Munro's description of the short story as "a world seen in a quick, glancing light." In chiseled and elegant prose, Lieberman conjures wildly disparate worlds. A middle aged window washer, mourning his wife and an estranged daughter, begins to grow attached to a young woman he sees through the glass; a writer, against his better judgment, pursues a new relationship with a femme fatale who years ago broke his heart; and the daughter of a Holocaust survivor struggles with the delicate decision of whether to finally ask her aging mother how it was that she survived. It is all here--the exigencies of love, of lust, the raw, unlit terrain of grief. Whether plumbing the darker depths or casting a humorous eye on a doomed relationship, these stories never force a choice between tragedy and redemption, but rather invite us into the private moments and crucibles of lives as hungry and flawed as our own.

A Centennial, writes Hebrew College President Rabbi Sharon Cohen Anisfeld, "is an invitation to reflect on the last century of teaching and learning at Hebrew College, to ask ourselves what has changed and what has endured, to explore accomplishments and share ongoing struggles, to articulate our aspirations for the next one hundred years." A compilation of captivating essays on Jewish studies alongside powerful personal memoirs from the College's earliest years until today, *Yiddushim* captures and celebrates the spirit of a learning community connected to its source and brimming with spiritual and intellectual creativity as it carries forward its legacy of rootedness and renewal into the future.

International Handbook of Philosophy of Education

Judaism and Homosexuality

Chase's Calendar of Events 2016

Jewish Doubt in the Digital Age

Youth Ministry as Peace Education

The World of the Yeshiva

The Ultimate Go-to Guide for Special Days, Weeks and Months

## Read Book A Philosophy Of Havruta Understanding And Teaching The Art Of Text Study In Pairs Jewish Identities In Post Modern Society

In the fascinating story of Israel-China relations, unique history and culture intertwine with complex diplomacy and global business ventures—some of which have reached impressive success. China and Israel is a living collage that addresses these issues from a point of view that combines the professional and the personal. This book paints a broad picture of China-Israel relations from an historical and political perspective and from the Jewish and Israeli angle. To tell this story, Shai relies on rare documents, archival materials and interviews with individuals who were active in forming the relationship between these two states. He profiles Morris Cohen who, according to some, served as Sun Yat-sen's personal advisor; gynecologist Dr. Ya'akov Rosenfeld, who rose to the rank of general in the Chinese Red Army and ended his career as a family physician in Tel Aviv; and international business magnate Shaul Eisenberg, otherwise known as "the king of China," who executed the first Sino-Israeli military contacts. Shai also covers the attempts of major Israeli companies and business people to enter China, and describes the opportunities and risks involved when China purchases companies that are part of Israel's national infrastructure.

In light of modern changes in attitude regarding homosexuality and recent controversy surrounding government legislation, the author, a Rabbi, explores the Jewish stance on homosexuality. He combines an unswerving commitment to Jewish Law with a deep understanding of the philosophical and moral issues involved. He advocates the adoption of a fair and balanced perspective and attitude.

The Oxford Handbook of the Abrahamic Religions includes authoritative yet accessible studies on a wide variety of topics dealing comparatively with Judaism, Christianity, and Islam, as well as with the interactions between the adherents of these religions throughout history. The comparative study of the Abrahamic Religions has been undertaken for many centuries. More often than not, these studies reflected a polemical rather than an ecumenical approach to the topic. Since the nineteenth century, the comparative study of the Abrahamic Religions has not been pursued either intensively or systematically, and it is only recently that the comparative study of Judaism, Christianity, and Islam has received more serious attention. This volume contributes to the emergence and development of the comparative study of the Abrahamic religions, a discipline which is now in its formative stages. This Handbook includes both critical and supportive perspectives on the very concept of the Abrahamic religions and discussions on the role of the figure of Abraham in these religions. It features 32 essays, by the foremost scholars in the field, on the historical interactions between Abrahamic communities; on Holy Scriptures and their interpretation; on conceptions of religious history; on various topics and strands of religious thought, such as monotheism and mysticism; on rituals of prayer, purity, and sainthood, on love in the three religions and on fundamentalism. The volume concludes with three epilogues written by three influential figures in the Christian, Jewish, and Muslim communities, to provide a broader perspective on the comparative study of the Abrahamic religions. This ground-breaking work introduces readers to the challenges and rewards of studying these three religions together.

A Philosophy of Havruta Understanding and Teaching the Art of Text Study in Pairs

An internationally recognized scholar and theologian shares a Jewish mysticism for our times. Judaism, one of the world's great spiritual traditions, is not addressed to Jews alone. In this masterful book, Arthur Green calls out to seekers of all sorts, offering a universal response to the eternal human questions of who we are, why we exist, where we are going, and how to live. Drawing on over half a century as a Jewish seeker and teacher, he shows us a Judaism that cultivates the life of the spirit, that inspires an inward journey leading precisely toward self-transcendence, to an awareness of the universal Self in whose presence we exist. As a neo-Hasidic seeker, he is both devotional and boldly questioning in his understanding of God and tradition. Engaging with the mystical sources, he translates the insights of the Hasidic masters into a new religious language accessible to all those eager to build an inner life and a human society that treasures the divine spark in each person and throughout Creation.

A History of Learning and Achievement

An Intimate Portrait of Orthodox Jewry

Rabbinic Texts on Habits of the Heart in Learning Interactions

Hidden Heretics

Portraits of Adult Religious Educators

Advancing the Learning Agenda in Jewish Education

Chinese, Jews; Beijing, Jerusalem (1890-2018)

*In the advance yeshiva, adult males spend long periods of time—sometimes their entire lives—studying and interpreting traditional writings on Jewish law and theology, all but totally cut off from the mainstream of American life, and indeed, the lives of most American Jews. Why is this East European incarnation of an ancient Jewish tradition flourishing in present-day America? What does its successful transplantation tell us about Orthodox Jewish life?*

*Portraits of Jewish Learning brings together colorful accounts of the ways that Jewish students today are having meaningful learning experiences in day school classrooms, Hebrew programs, synagogue-based schools, and high school and college courses that push students out of their comfort zone. Whether the students are second graders engaged in text analysis, sixth graders solving complex "mystery puzzles" about Jewish values, or teens encountering "counter-narratives" about Israel's history, these stories—informed by careful and disciplined inquiry—prompt readers to reflect on questions of what Jewish learning is, what we can discover by studying experiences of learning at close range and over time, and how Jewish education can respond to the needs and interests of Jewish learners who seek a Judaism that is relevant in today's world. The work of researchers and practitioners who are changing the landscape of contemporary Jewish education, these portraits are designed to encourage critical discussion among educational leaders, clergy, policymakers, philanthropists, and parents, as well as teachers and those aspiring to work in Jewish education. They invite us to think about the many ways that today's Jewish education can be enriched by experimentation and innovation.*

*An investigation into the education of women in the religious Zionist community and its influence on Orthodox Judaism. Explores the history and philosophy behind the havruta method of learning, and evaluates whether models from the area of general education may enhance the havruta system in day schools.*

*This book is aimed at improving contemporary educational practice by rooting it in clear analytical thinking. The book*

**Read Book A Philosophy Of Havruta Understanding And Teaching The Art Of Text Study In Pairs Jewish Identities In Post Modern Society**

*utilizes the analytic approach to philosophy of education to elucidate the meaning of the terms: education; moral education; indoctrination contemporary American Jewish education; informal Jewish education, the Israel experience; and Israel education. The final chapter of the book presents an educators credo for 21st-century Jewish education and general education. Barry Chazan is Professor Emeritus of the Hebrew University of Jerusalem and Research Professor at the George Washington University Graduate School of Education and Human Development.*

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