

Jewish Ethics

Andrews University Leadership Program
LEAD756: Adv Studies Jewish Ethics
Faculty of Record: Thom Wolf

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Spring 2013: 1 credit

Course Syllabus

1. Purpose of LEAD756: Adv Studies Jewish Ethics

LEAD 756: Adv Studies Jewish Ethics is a part of the development of my fifth group of competencies, which are **Competency 5a: The Shoah and its Impact** and **Competency 5b: Jewish Ethics**. Associated with this course are three other courses undergirding my understanding of the Shoah from the Jewish perspective and the Jewish values associated with my leadership of The Matzevah Foundation (TMF). These courses are LEAD756: Adv Studies Jewish Ethical Leadership, LEAD 645 Ethical Leadership and Integrity, and an online, two-part course on the Holocaust taught by Tel Aviv University.

Concomitantly, LEAD 756: Adv Studies Jewish Ethics will explore the global ethic of Micah 6:8, its corresponding ethical academic theories, and how these values intersect and form an ethical framework for the work of TMF. Therefore, the purpose of this course is to develop my understanding of what the Shoah means to a Jew and how Jews view the world around them today through the values of Micah 6:8: *justice, mercy, and humility*. Consequently, I will explore the Jewish concepts of social justice—charity (*Tzedakah*), the giving of loving-kindness—mercy (*Gemilut Chasadim*) and the healing, or the redeeming of the earth (*Tikkun Olam*). I will link these values of Micah 6:8 to their academic counterparts and considered as Kant's categorical imperative, altruism, and humane orientation.

Concerning the intersection of these values with the work of TMF, I will examine how these three ethical values (principally Micah 6:8) form a bridge for me, the board of TMF, and its volunteers to become Jewish through *acting justly*—remembering the Shoah (Holocaust), *loving mercy*—restoring Jewish cemeteries in Poland, and through, *walking humbly*—reconciling Jews and Christians via this common mitzvah. Ultimately, these Jewish and ethical values will define, shape, and provide direction my research and the crafting of my dissertation.

2. Assessment of Prior Learning

I have some academic exposure to ethics from my seminary studies at Southwestern Baptist Theological Seminary. Beyond my basic Christian ethical, or moral framework, I have no academic training related to Jewish ethics; however, I have done reading and research on this topic. Additionally, I have a great deal of experience in working with Jews and Christians living in Poland, as well as, Shoah survivors, who are of Polish descent.

3. Learning Objectives

- a. I wish to learn and understand Jewish moral/ethical perspectives and how they relates to

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my leadership of TMF. To this end,

- 1) I will write a paper on key Jewish values and their ethical implications for the work of TMF.
 - 2) I will write a paper about an ethical triad of Jewish values (justice, mercy, and humility) and their ethical academic parallels.
 - 3) I will develop a PowerPoint Presentation for use in public speaking opportunities as a part of TMF's educational program.
- b. I will write a paper about TMF and the role that mercy plays in its work.
 - c. I will write a paper connecting the contribution of Jewish Ethics of mercy and its outflow as a moral standard, a dimension of leadership, and a bridge in resolving conflict.
 - d. At the conclusion of this course, I will write a combined reflection paper and compete Competency 5a: The Shoah and its Impact and Competency 5b: Jewish Ethics. I will support these two competencies by uploading associated documentation to my leadership portfolio.

4. Learning Strategies and Resources

- a. As a part of developing my theoretical ethical understanding, I will draw upon LEAD 645 Ethical Leadership (fall semester 2012). As a part of this course, I explored Jewish ethical and moral values and produced several papers, forum posts, and two class projects.
 - 1) Forum posts (e.g., Post 2: Moral Crisis – Are we really as evil as Johnson suggests? And, Post 6: Ethical Considerations in Leadership).
 - 2) TMF Code of Ethics produced in LEAD 645 Ethical Leadership
 - 3) Lessons in Micah 6:8: The Ethical Triad for Children (a series of short teachings on Jewish and Christian values based on *justice*, *mercy*, and *humility*).
- a. In connection with LEAD 535: Principles of Academic Writing, I used the course to research and read articles and books about the Shoah. I also produced an annotated bibliography of select books related to the Shoah.
- b. To develop and deepen my understanding of the Shoah from the Jewish perspective, I enrolled in two courses on the Holocaust taught by Tel Aviv University and Yad Vashem. The seminar is available through [Coursera.org](https://www.coursera.org). I earned certification in the following courses:
 - 1) [The Holocaust - An Introduction \(I\): Nazi Germany: Ideology, The Jews and the World](#) (three week course, approximately seven hours to complete); [course syllabus](#), and the course [certificate](#).
 - 2) [The Holocaust - An Introduction \(II\): The Final Solution](#) (three week course, approximately seven hours to complete); [course syllabus](#), and the course [certificate](#).
- c. Course assignments from LEAD 756: Adv Studies Jewish Ethics.

5. Course Assignments for LEAD 756: Adv Studies Jewish Ethics

- a. Write a paper examining the Jewish and ethical values of TMF
- b. Write a paper about the history of TMF, its story, and the value of mercy
- c. Write a paper surveying the values of Micah 6:8 and their academic parallels
- d. Produce a PowerPoint Presentation about TMF utilizing key Jewish and academic values

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- e. Write a paper about the contribution of Jewish ethics and the ubiquitous value of mercy.

6. Knowledgebase

- Dorff, E. N. (2007). Part one: Tikkun olam in theory. In *The way into tikkun olam (repairing the world)* (Kindle ed.). Woodstock, VT: Jewish Lights Pub.
- Du Preez, J. (1985). Social justice: Motive for the mission of the Church. *Journal of Theology for Southern Africa*(53), 36-46.
- Hyman, R. T. (2005). Questions and response in Micah 6:6-8. *Jewish Bible Quarterly*, 33(3), 157-165.
- Johnson, C. E. (2012). *Meeting the ethical challenges of leadership: Casting light or shadow*. United States of America: Sage Publications, Inc.
- Karpen, J. F. (2002). *Remembering the future: Towards an ethic of reconciliation for Jewish and Christian communities*. (3048893 Ph.D.), Union Theological Seminary, Ann Arbor.
- Krajewski, S. (2007). The evolution of Catholic-Jewish relations in Poland after 1989. In R. D. Cherry & A. Orla-Bukowska (Eds.), *Rethinking Poles and Jews: Troubled past, brighter future* (Kindle ed.). Lanham, MD: Rowman & Littlefield Pub.
- Pawlikowski, J. T. (1988). Christian ethics and the Holocaust: A dialogue with post-Auschwitz Judaism. *Theological Studies*, 49(4), 649.
- Purpel, D. E. (2008). What matters. In (Vol. 12, pp. 115-128): Kuyers Institute for Christian Teaching & Learning.
- Sucharov, M. (2011). A Jewish voice and the creation of a Tikkun Olam culture-discussion of 'Irreducible Cultural Contexts: German-Jewish Experience, Identity, and Trauma in a Bilingual Analysis'. *International Journal of Psychoanalytic Self Psychology*, 6(2), 172-177. doi:10.1080/15551024.2011.552412
- Telushkin, J. (1994). *Jewish wisdom: Ethical, spiritual and historical lessons from the great works and thinkers*. New York: William Morrow and Company, Inc.
- Telushkin, J. (2001). *Jewish literacy: The most important things to know about the Jewish religion, its people and its history* (Revised ed.). New York: William Morrow and Company, Inc.
- Telushkin, J. (2009). *A code of Jewish ethics: Love your neighbor as yourself* (Vol. 2). New York: Bell Tower (Crown Publishing Company).
- Wolf, T. (2010). *Lifecode: An examination of the shape, the nature, and the usage of the oikocode, a replicative nonformal learning pattern of ethical education for leadership and community groups*.

7. Target date for course completion: January 2020

8. Course timeline

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- a. Fall 2012: I enrolled in LEAD756: Adv Studies Jewish Ethical Leadership, LEAD 645 Ethical Leadership and Integrity, and LEAD 535: Principles of Academic Writing.
- b. Fall 2012: I participated in the Global Conversation Lecture Series in New Delhi, India.
- c. Spring 2013: I enrolled in LEAD 756: Adv Studies Jewish Ethics.
- d. Fall 2014: I conducted literature review for my dissertation.
- e. Spring 2015: I read Thom Wolf's dissertation.
- f. Spring 2015: I presented my dissertation proposal and applied for IRB approval to conduct my research.
- g. Fall 2015: I produced a PowerPoint about the work and values of TMF for the European Jewish Cemetery Conference in Vilnius, Lithuania.
- h. Spring/Summer/Fall 2016: I conducted my research.
- i. Spring 2016: I enrolled in two Holocaust courses and completed the associated coursework for certification.
- j. Spring 2017: I began analyzing data and writing results.
- k. Spring 2018: I participated in the pre-defense of my dissertation.
- l. Summer 2019: I successfully defended my dissertation.
- m. Spring 2020: I will complete remaining coursework for LEAD 756: Adv Studies Jewish Ethics.

9. Evidence of knowledge base:

- a. Course assignments from LEAD 756: Adv Studies Jewish Ethics:
 - 1) Paper examining the Jewish and ethical values of TMF
 - 2) Paper about the history of TMF, its story, and the value of mercy—*Mercy: Remembering, Restoring, and Reconciling* (presented at Global Conversation Lecture Series, fall 2012, New Delhi, India).
 - 3) Paper surveying the values of Micah 6:8 and their academic parallels
 - 4) PowerPoint Presentation about TMF utilizing key Jewish and academic values ([The Matzevah Foundation 25 Oct 2015.pptx](#)).
 - 5) Paper summarizing and reviewing Wolf's dissertation
- b. Summary of journal article from LEAD 535: Principles of Academic Writing Reading (A Summary Ordinary Poles Look at the Jews EDIT 8 Jan 2020.docx).
- c. Annotated bibliography from LEAD 535: Principles of Academic Writing Reading (Reece Short Annotated Bibliography.docx).
- d. Book review from LEAD 535: Principles of Academic Writing (Reece Book Review of Contested Memories.docx).
- e. Certification from the completion of two courses from Tel Aviv University and Yad Vashem Holocaust:
 - 1) [Certificate](#): The Holocaust - An Introduction (I): Nazi Germany: Ideology, The Jews and the World.
 - 2) [Certificate](#): The Holocaust - An Introduction (II): The Final Solution.
 - 3) Course Syllabi from these two courses: [Introduction \(I\)](#) and [Introduction \(II\)](#).
 - 4) Coursework from these two courses, which will consist of viewing video lectures, readings, and handwritten course journal.
- f. Dissertation: [The Third Space: The Meeting of Jew and Christian in the Act of Remembering, Restoring, and Reconciling - A Case Study of the Matzevah Foundation](#)

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- g. Combined reflection paper for Competency 5a and 5b.
- a. Portfolio documentation on website of Competency 5a and 5b.

9. Evidence of learning validation by your regional learning group:

- a. I will share my combined reflection paper for Competency 5a: The Shoah and its Impact and Competency 5b: Jewish Ethics with my LLG during spring semester 2020.
- b. I will upload artifacts, verifications, evaluations, and combined reflection paper for Competency 5a: The Shoah and its Impact and Competency 5b: Jewish Ethics to my website. Peers from my LLG will review my portfolio and sign-offs on this competency on my Participants Page in Learning Hub.

10. Evidence of learning validation by tutor/instructor:

- a. My instructor will review and evaluate the work that I produce (outlined above in Section 5, “Course Assignments”) as a part of this course.
- b. Finally, my instructor will submit a final grade for this course and record scores related to my competency on my Participants Page in Learning Hub.

11. Leadership competency: Competency 5b: Jewish Ethics.

12. Portfolio documentation:

The documented outcomes of this module, LEAD 756: Adv Studies Jewish Ethics, will include:

- a. Four written documents/papers from this course
- b. TMF PowerPoint Presentation
- c. Coursework from LEAD 535: Principles of Academic Writing, LEAD 645 Ethical Leadership and Integrity, and LEAD756: Adv Studies Jewish Ethical Leadership.
- d. Certificates from the two Holocaust courses developed by Tel Aviv University and Yad Vashem: [Introduction \(I\)](#) and [Introduction \(II\)](#).
- e. Dissertation
- f. Documentation, i.e., artifacts, verifications, evaluations, and combined reflection paper from Competency 5a: The Shoah and its Impact, and Competency 5b: Jewish Ethics.