



GRADUATE LEADERSHIP PROGRAMS AT HEBREW COLLEGE COURSES OF INSTRUCTION

**Fall Semester 2020-2021
September 8– December 18, 2020**

General Information:

For fall of 2020, on-campus classes are only open to students who are matriculated into one of Hebrew College's graduate degree programs. Non-degree students, and students who are cross-registering from other institutions, are welcome to enroll in classes being offered exclusively online.

Courses which are meeting exclusively online are marked as such. If the class is not designated as online, it will meet on campus. If a class is marked online with no date and time, that class meets asynchronously.

Courses are available as credit-bearing or non-credit bearing. There is a difference in the course numbers for credit and non-credit courses—non-credit courses usually end in X. Be sure to register using the correct course number. You will be charged according to your registration. Students who are registered for non-credit will not receive a grade at the conclusion of the course.

PLEASE NOTE: We use the online platform Schoology for our online courses. The majority of our on-campus courses also use the online platform to provide readings and other information to the students. You must have an email address to participate.

Registration is not complete until you pay your tuition. You will not receive access to Schoology until registration is complete.

TUITION AND FEES INFORMATION

Registration fee: *(This fee is non-refundable)*

Credit courses only	\$120 per semester
Combination of Credit and Non-credit courses	\$120 per semester
Non-Credit Courses only	\$ 60 per semester

Tuition for all courses:

# Credits	Credit Price	Non-Credit
1 credit	\$1,240	\$ 370
2 credits	\$2,480	\$ 740
3 credits	\$3,720	\$1,110
4 credits	\$4,960	\$1,480

Dropping/Withdrawing from a course:

The student is responsible for notifying the Registrar's Office when dropping or withdrawing from any course. A conversation with the instructor is not sufficient. If the Registrar's Office is not notified, you will be responsible for full course tuition and not entitled to any sort of refund. You may drop a course *during the Add/Drop Period* by returning to the Hebrew College Student Portal and dropping the course. If you withdraw from the course after Add/Drop is over, you must email the Registrar's Office (registrar@hebrewcollege.edu). Include your full name and the name of the course from which you are withdrawing. Refunds will be applied as listed below:

REFUND SCHEDULES

COURSES LASTING A FULL SEMESTER

Courses begin the week of September 8 and running the whole semester until the week of December 18, 2020

Add/Drop Period ends September 16, 2020

- During the Add/Drop Period: 100 percent tuition refund. Registration fee is not refundable. No transcript.
- Second week of classes: 80 percent tuition refund. Registration fee is not refundable. Grade of W on transcript.
- Third week of classes: 50 percent tuition refund. Registration fee is not refundable. Grade of W on transcript.
- Fourth week of classes: 25 percent tuition refund. Registration fee is not refundable. Grade of W on transcript.
- After the fourth week of classes: no tuition refund. Registration fee is not refundable. Grade of W on transcript.

COURSES LESS THAN A FULL-SEMESTER IN LENGTH

Courses lasting less than a full semester: (courses start and end on various dates)

Add/Drop Period ends at 11:00 pm (Boston time) of the first day of class.

- During the Add/Drop period for the specific class: 100 percent tuition refund. Registration fee is not refundable.
- No refund after Add/Drop Period, Grade of W on transcript.

Students receiving Federal Direct Loans or Pell Grants are subject to federally mandated refund regulations. Please contact the Financial Aid Office for further information: 617-559-8847 or bgielow@hebrewcollege.edu.

Students with extenuating financial circumstances may contact the financial aid office for special consideration: 617-559-8847 or bgielow@hebrewcollege.edu.

FALL CLASSES

BIBLE

Core Text - Torah 1: Bereshit 1

Shayna Rhodes

BIB500 (use BIB500X for non-credit)

3 graduate credits

Tuesdays 2:30 – 4:00 pm and Thursdays 11:30 am-1:00 pm ONLINE

(Beit Midrash preparation Tuesdays 11:30 am – 1:00 pm and Wednesdays 11:45 am – 1:15 pm ONLINE)

Level: Year 1

*Non-Hebrew College students may take this class only with permission from the instructor
Requires Hebrew 5 or above*

In this course, we will engage in close readings of selected passages in Genesis (Bereshit). We will hone our text reading skills in Biblical Hebrew as well as medieval commentary. Students will be introduced to rabbinic exegesis (Parashanut), with a special focus on Rashi and his midrashic sources.

Core Text - Torah 2: Shemot 1

Rachel Adelman

BIB600

3 graduate credits

Thursdays 11:30 am-1:00 pm and Fridays 11:15 am – 12:45 pm

(Beit Midrash preparation Thursdays and Fridays 9:00-11:00 am)

Level: Year 2

*Non-Hebrew College students may take this class only with permission from the instructor
Requires Hebrew 7 or above*

From a family of twelve sons to a great nation, Exodus (Shemot) recounts the foundational myth of the Jewish People. This course entails a close study of the Hebrew text, through the lens of classical parshanut and midrash as well as modern literary readers (Benjamin Sommer, Avivah Zornberg, Nahum Sarna), while attentive to major themes and motifs such as exile, the Egyptian oppression and plagues, the role of Righteous Women in the Redemption, and miracles in the desert (as in the Splitting of the Sea and the Manna).

Core Text – Torah 3: Vayikra

Nehemia Polen

BIB800

2 graduate credits

Thursdays 11:00 am – 1:00 pm ONLINE

(Beit Midrash preparation Thursdays 9:00 – 11:00 am ONLINE)

Level: Year 3 & Year 4

Requires Hebrew 8 or above

Standing at the very center of the Pentateuch, Vayikra reveals the priestly view of the relationship between God and Israel, and the interconnected dimensions of sacred time, space, and person. We will study major themes of Vayikra including the sacrificial system, the numinous power of the divine Presence, purity and impurity, the relationship between personal and social embodiment, the meaning of sacred time, and the interplay of the ritual and the ethical. We shall attempt to understand Vayikra's theory of priesthood, including the paradox of self-referentiality and the paradox of initiation.

Attention will be given to the role of Vayikra in the context of the Pentateuch as a whole, with special focus on narrative elements such as the death of Aaron's sons on the Tabernacle's inaugural day. We will apply insights from anthropology, comparative theology, and the contributions of modern scholars, but our main emphasis will be a close and careful reading of the text, assisted by classical commentators including Rashi, Ramban and Seforno.

Core Text - Torah 5: Devarim

Allan Lehmann

BIB900

2 graduate credits

Tuesdays 2:30-4:00 pm ONLINE

(Beit Midrash preparation Tuesdays 11:00 am-1:00 pm ONLINE)

Level: Year 5

Requires Hebrew 8 or above

Deuteronomy, the final book of the Torah, is the text Rabbinical students at Hebrew College approach as they enter their final year of the program. This course will approach this book, which has been so formative in shaping all later expressions of Judaism, through modern historical and literary lenses, as well as through the varieties of traditional interpretations through the ages.

Genres and Themes of Biblical Literature

Rachel Adelman

BIB502 (use BIB502X for non-credit)

3 graduate credits

Tuesdays and Thursdays 2:30–4:00 pm ONLINE

(Beit Midrash preparation Tuesdays 11:30 am–1:00 pm and Wednesdays 11:30 am–1:15 pm ONLINE)

Level: Mekorot

Requires Hebrew 4

This course will focus on biblical narrative and legal discourse. We will cover the arc of biblical history and historiography in its Ancient Near Eastern context, examining prose selections from the Torah, as well as the historical books: Joshua, Judges, Samuel I and II, and Kings I and II, with a foray into the early Second Temple Period. A few sessions will also focus on legal sections, including ritual and civil law. Particular attention is paid to understanding of the Hebrew text, and to the linguistic and literary characteristics of the different genres.

CANTORIAL

Cantillation 1

Josh Jacobson

CAN529 (use CAN529X for non-credit)

3 graduate credits

Wednesdays 9:30 – 11:30 am ONLINE

Requires Hebrew 4 or above and basic music ability

Students analyze the punctuation system underlying the chanting of the Hebrew Bible. Students are instructed in the syntactic parsing and correct contemporary pronunciation of biblical Hebrew, and learn a traditional Ashkenazic mode for the public cantillation of the Pentateuch.

While this course is primarily for cantorial and rabbinical students, others are welcome provided they have an adequate sense of musical pitch and the ability to read and translate biblical Hebrew.

Introduction to Basic Cantillation

Louise Treitman

CAN519 (use CAN519X for non-credit)

3 graduate credits

Thursdays, 11:15 am – 1:00 pm ONLINE

Level: Mekorot

Requires Hebrew 4 or permission of the instructor

This class is an introduction to basic concepts of Torah cantillation. It is not just about learning the melodies. Students will acquire and/or improve skills to chant Torah on weekdays, Sabbaths and Festivals using a common Ashkenazi trope. Topics will also include the rituals surrounding the Torah service, the history of cantillation/trope, correct contemporary pronunciation of biblical Hebrew, and the underlying syntactic structure of the whole system of cantillation. While this course is primarily for rabbinical students, others are welcome (depending on size of the class), provided they have adequate sense of musical pitch and the ability to read and translate biblical Hebrew (with the help of a dictionary).

Although this course cannot count for graduate credit for cantorial ordination students, cantorial students are welcome to register for non-credit.

Introduction to Basic Nusach

Lynn Torgove

CAN522 (use CAN522X for non-credit)

2 graduate credits

Wednesdays 3:45 – 5:15 pm ONLINE

Level: Year 1

Requires Hebrew 4 or permission of the instructor

An introduction to the modes and motifs of traditional synagogue prayer. Emphasis will be on not only acquiring the musical skills to lead services, but also exploring the spiritual and textual underpinnings of nusach. We will be discussing issues of prayer leading, including improvisation and congregational participation, as well as the historical context of traditional davening. We will be studying Weekday and Shabbat nusach and melodies with a concentration on how to learn the modes. There will be reading assignments, and weekly recording assignments.

Cantorial Coaching

Various Instructors

PRC579

1 graduate credit

Open only to Cantorial & Rav-Hazzan students.

This course provides coaching by a practicing cantor who will guide the student according to his or her individual needs. Goals of coaching are to increase facility with prayer leading and to improve vocal and musical interpretations of selected repertoire as pertains to the Jewish Life Cycle. The student will be evaluated on the benchmark requirements by the third year of residency to ascertain proficiency.

Cantorial Internship 1

Various

PRC700

1 graduate credit

Open only to Cantorial & Rav-Hazzan students.

Students spend a semester on location in a synagogue, observing a practicing cantor. The on-site cantor meets with and coaches the student in the practical application of skills learned in the classroom.

Preparation for Comprehensive Exams

Various

PRC997

1 graduate credit

Open only to Cantorial & Rav-Hazzan students in their final year.

This course is open to cantorial and rav-hazzan students only in their final year before ordination and is intended for review and completion of comprehensive exams required in either Nusach or Cantillation. Students must complete all comprehensive exams by April 1. Cantorial and rav-hazzan students must receive permission from their advisor to enroll in this course.

EDUCATION

Foundations of Jewish Education

Michael Shire

EDU850 (use EDU850X for non-credit)

Mondays, 2:30 – 4:00 pm ONLINE

2 graduate credits

Only open to ordination students

Jewish Education is a practical art that has a theoretical base with application to practice. It has roots in Western industrial schooling as well as traditional pedagogies of teaching and learning in rabbinic antiquity. Recent innovation has drawn upon social, emotional and spiritual modes of learning to redefine Jewish Education for the 21st century. Jewish Education is a vast field including all kinds of schooling, camping, experiential and wilderness learning as well as college campus and adult and community learning. Students will be introduced to relevant theories and key pedagogical methods in the field of Jewish education so that they become familiar with the discourse of the field and can be skilled, innovative and knowledgeable about Jewish teaching and learning. The course incorporates the ways in which ordination students will utilize educational frameworks and approaches in their specific clergy roles.

Human Development

Nina Price

EDU802 (use EDU802X for non-credit)

3 graduate credits

Online

The course is focused on understanding the processes of human cognitive development by drawing from both classical prominent scholars in educational psychology and up-to-date scientific findings from neuroscience and cognitive and educational psychology. The learning process is discussed from the perspective of the ever-developing brain. Students will acquire knowledge and tools to meaningfully evaluate traditional, common and science-based learning strategies. The goal is to be able to understand the tension between effective cognitive processing and psychological factors that prevent most of us to choose them, and think of ways to overcome the barriers. Specifically, the course introduces highly-effective research-based learning strategies. And focus on the following questions: why are they effective? Why they are NOT so commonly used? What educational myths are related to them? And last, what is the important role of the teacher in advancing and fostering effective learning among their students? Moreover, the implications for teachers' own processes of development as learners and human beings will be highlighted. Students will have the opportunity to ask questions about their own practice as instructors, guides or learners, and find ways to look for answers by designing small-scale behavioral research.

Required Texts:

- The majority of readings for the course will be available on-line or will be posted on Schoology.
- You will be required to purchase two texts: Goodman, R. L. (2008). What We Now Know about Jewish Education. Torah Aura Prod. and Moskowitz, N.S. (2003). The Ultimate Jewish Teacher's Handbook. ARE Publications. It is recognized that these books are a bit expensive. This is not the only course for which they will be required reading, so please recognize the purchase of these books as an investment in your entire MJEd course of instruction. Although you will not be required to purchase other books from the syllabus, the books included on the syllabus are wonderful resources, and you may want to consider adding them to your personal bookshelf.

Models of Teaching**Susie Rodenstein****EDU601****Online****3 graduate credits**

In this course, students will analyze a wide repertoire of teaching models in Jewish education, influenced by content, students and institutional contexts, which represent techniques, philosophical approaches and values of teachers. The course will examine rationales for choosing or adapting different models and students will practice alternative approaches. Features of lesson planning and how to structure lessons and courses for Jewish educational settings will also be considered. In addition, students will reflect on their own teaching experiences and collaboratively assess alternative ways to address the range of educational issues that they encounter.

Neurodiversity Across the Jewish Lifespan**Rachel Figurasmith****EDU681 (Use EDU681X for non-credit)****Online****3 graduate credits**

In our Jewish communities we interface with a range of neurodiversity, involving individuals with strengths and challenges along a continuum of competencies at all stages of life. This course explores the reality that neurodiversity is part of people's lifelong experiences and manifests itself in different ways across the lifespan. We will explore what neurodiversity is, why this is the language of choice, and how this conceptually can shape our interactions with members of our communities. Each week of the semester we will focus on a different stage of life: beginning with young children and reaching all the way up to older adults. We will look at ways in which early childhood supports neurodivergent children and their families; inclusion and self-contained settings in public schools, day

schools, and summer camps; the unique experiences of transitioning to adulthood with disabilities; and experiences of neurodivergent individuals as they age. Students will participate in the course synchronously (live) on a weekly basis for 75 minutes. Students will be polled about availability and the time will be determined prior to the first day of class. Students will be expected to interface with their community as they are able, to participate in virtual tours, participate actively in course communication, and complete all written assignments.

Supervised Field Experience 1

Susan Morrel

EDU915

1 graduate credit

This is a year-long course

Prerequisite: Models of Teaching or Foundations of Jewish Education

All field experiences must be approved by the Director of Field Experiences.

Full academic year-long supervised experience in a Jewish setting (school, agency, synagogue, etc.). A minimum of 6 hours per week, based on the discretion of the Director of Field Experience, is required. Experiences will be tailored to meet the professional goals and objectives of the individual student. If appropriate, a current paid position may be incorporated into the experience. Focus on execution of emerging skills and reflective practice.

Supervised Field Experience 2

Susan Morrel

EDU916

1 graduate credit

This is a year-long course

Prerequisite: Supervised Field Experience 1

All field experiences must be approved by the Director of Field Experiences.

Full academic year-long supervised field experience in a Jewish setting (school, agency, synagogue, etc.) that is designed to meet the professional needs of students at a more advanced level. A minimum of 6 hours per week, based on the discretion of the Director of Field Experience, is required. Experiences will be focus on application and integration of expanded knowledge and continued reflective practice. If appropriate, a current paid position may be incorporated into the experience.

Supervised Field Experience: Special Education

Susan Morrel

EDU924

1 graduate credit

This is a year-long course

Prerequisite: Supervised Field Experience 1

All field experiences must be approved by the Director of Field Experiences.

Full academic year-long supervised experience in a Jewish setting (school, agency, synagogue, camp, etc.) serving students with a variety of special needs. A minimum of 6 hours per week, based on the discretion of the Director of Field Experience, is required. Experiences will be tailored to meet the professional goals and objectives of the individual student. If appropriate, a current paid position could be the basis for the experience with a focus on expanding the role to include a wide range of skills.

Supervised Field Experience: Early Childhood 2

Susan Morrel

EDU927

1 graduate credit

This is a year-long course

Prerequisite: Supervised Field Experience in Early Childhood 1 (EDU926)

All field experiences must be approved by the Director of Field Experiences.

Full academic year-long supervised field experience in an Early Childhood Jewish setting. A minimum of 6 hours per week, based on the discretion of the Director of Field Experience, is required. Experiences will be designed to meet the professional needs of students. Focus on application and integration of expanded knowledge and continued reflective practice. If appropriate, a current paid position may be incorporated into the experience.

GRADUATE RESEARCH SEMINARS

Graduate Research Seminars

Michael Shire and Barry Mesch

Hybrid

Register for the appropriate section which corresponds to your degree program:

EDU900 for MJE students --1 credit

EDU901 for MJEJS students --2 credits

EDU902 for MAJS and MJLS students --2 credits

EDU900P for Pardes Educator students --1 credits

This research seminar is the culmination of a student's years of study at Hebrew College and provides students with the opportunity to integrate their learning of Judaic texts with educational theories and practice. The final project allows students to further investigate a topic that intrigues them and relates to their work. Throughout the yearlong project, students will be guided by the seminar instructors, a faculty adviser of their choosing and by the seminar community itself. The project is then submitted as a bound written paper and presented orally at an end-of-year day of celebration. This course is yearlong, ending in May.

HEBREW LANGUAGE

Aramaic

Harvey Bock

HBW611 (use HBW611X for non-credit)

2 graduate credits

Tuesdays 2:30 – 4:00 pm ONLINE

Level: Year 2

Requires Hebrew 6 and permission of the instructor

Students will learn the basic features of Aramaic grammar, focusing on the dialect of Aramaic used in the Babylonian Talmud. A solid knowledge of Hebrew grammar will be expected, so that students can take advantage of systematic correspondences between Hebrew and Aramaic grammar. Some experience reading Talmudic texts will also be presumed. The texts that are read consist primarily of aggadic materials from the Babylonian Talmud. At the end of the course, other texts with liturgical and halakhic significance will be read as well.

Foundations of Biblical Hebrew 1

Harvey Bock

HBW510 (use HBW510X for non-credit)

4 graduate credits

Tuesdays and Thursdays 9:00-11:00 am ONLINE

Level: Mekorot and Year 1

Requires permission of the instructor

This course is an intensive introduction to Biblical Hebrew, with an added emphasis on the morphology that continues to serve in subsequent periods of Hebrew. A basic familiarity with Hebrew is presumed, such as two years of college-level Hebrew or a day-school background.

INTERDISCIPLINARY

Approaching the Holocaust

Barry Mesch

Online

Please register for the correct section:

- **INT539 is the 3 credit version, without hevruta component**
- **INT539A is the 4 credit version, with hevruta component – *this section fulfills a Jewish Text Class requirement for Jewish Studies degree students***
- **INT539X is the non-credit version, without hevruta component**

Approaching the Holocaust : From antisemitism to genocide - from disbelief to recognition to no options for escape. Perpetrators, victims, bystanders, upstanders.

We will try to understand what happened and also try to understand “how and why.” We will look at a variety of primary sources as well as an excellent book by Peter Hayes called **“WHY - Explaining the Holocaust.”** We will also look at responses to the Holocaust – - How does Judaism survive after such a catastrophe? And some Christians ask the same question about Christianity – how does it survive? How does the founding of the State of Israel represent a response to the Holocaust? Finally, we will look at a phenomenon taking place in Poland today attempting to educate the younger generation about the Holocaust by putting them in touch with the Jewish history of their own towns and cities. At the same time that antisemitism rears its ugly head throughout the world there are seeds of something different. Assignments will include readings of history, poetry, videos, etc. There will be a Folder on the website that will encourage you to post URL’s or materials that you would recommend to the class.

This is a class where your ongoing weekly participation is crucial. The material is often difficult and upsetting. Bring your responses to the discussion threads and the “office hours”. We truly learn from each other.

There will be a few short papers and a final paper in the course. You will also be asked to lead one class discussion thread during the semester on Schoology.

Required for Purchase

Peter Hayes, **Why - Explaining the Holocaust**, Norton, 2017

Peter Hayes, **How was it Possible: A Holocaust Reader** This book is available digitally through EBSCO host.

Beit Midrash
Beit Midrash Staff
INT555
non-credit
Level: All

Regular Bet Midrash participation is a required part of the Rabbinical School program. Complementing formal classroom study, students will be paired in hevrotot for intensive study of Jewish texts. This takes place during daily Beit Midrash hours within a supervised study hall setting, where tutors are available to help students work with the original sources and to discuss ideas and issues that emerge from the text study.

Capstone Seminar- Jewish Studies
Jane Kanarek
INT950
3 graduate credits
Note: Year-Long Course
Level: Year 5

This year-long course is required of all graduating rabbinical students receiving the MAJS degree. The course meets four times during the fall and twice during the spring.

Inner Life and Social Justice Activism
David Jaffe
INT561 (use INT561X for non-credit)
2 graduate credits
Mondays 4:30-6:00 pm ONLINE
Level: All

This course explores inner, personal development and social change activism as an integrated spiritual path. Drawing on Mussar and Chassidic literature and the concept of tikkun hamiddot (personal ethical and spiritual development), this course examines the connections between spirituality and strategies for social justice organizing and advocacy for transformative social change. Some of the specific areas of exploration will include motivation and self-interest, choice, humility and trust.

JEWISH THOUGHT

Classical Jewish Thought

Jordan Schuster

JTH518 (use JTH518X for non-credit)

2 graduate credits

Wednesdays 9:30 – 11:00 am (Beit Midrash preparation Mondays 2:30 -4:00 pm)

Level: Year 1

Requires Hebrew 6 and permission of the instructor

In this course, we will be exploring rabbinic conceptions of creation, desire, and G-d. Grounded in 20th and 21st century scholarship on rabbinic thought, our conversations will additionally rely upon our reading of primary source materials in the Hebrew original.

Hasidut - Yosher Divrei Emet

Ebn Leader

JTH803 (Use JTH803X for non-credit)

2 Graduate Credits

Level: Year 5

Wednesdays 11:45 am -1:15 pm (Beit Midrash preparation Wednesdays 9:30–11:00 am)

Requires high level Hebrew skills and experience with textual analysis of hasidic teachings. People who are not fifth year rabbinical students should speak to the instructor.

In this course we will study the teachings of Rabbi Meshulam Feibush of Zbarz, one of the early hasidic teachers of the lineage of the Maggid of Zlotchov. We will focus on his teachings in relation to the Jewish year cycle, and use this learning as an opportunity to introduce some of the basic structures of the year cycle as seen in Lurianic kabbalah. Students should have the capacity to read the Hasidic teachings in the original Hebrew.

Required Texts: We will study the book *Yosher Divrei Emet* by R Meshulam Feibush of Zbarz, focusing mainly on his teachings regarding the year-cycle and the High-Holidays in particular (sections 51-57).

Modern Jewish Thought

David Starr

JTH838 (use JTH838X for non-credit)

2 graduate credits

Thursdays 2:30 – 4:00 pm ONLINE

Level: Year 3 & Year 4

This course will explore the writings of major Jewish thinkers living in the modern era and place them in the context of their historical setting. The class will focus on the various ways these thinkers – from Mendelssohn to Buber – understood the dynamic relationship between inherited tradition and modern conceptions of religious life.

Mystical Prayer in Judaism

Arthur Green

JTH580 (use JTH580X for non-credit)

2 graduate credits

Tuesdays 4:30-6:00 pm ONLINE

Level: All

Readings for advanced Hebrew students in R. Meir Ibn Gabbai's *Tola'at Ya'akov*, a sixteenth century Kabbalistic commentary on the daily prayerbook. Background reading will include key concepts of Kabbalistic thought and devotion.

Theology of the Jewish Year

Nehemia Polen

JTH630 (use JTH630X for non-credit)

2 graduate credits

Mondays 2:30 – 4:00 pm ONLINE

Level: Year 2

Requires Hebrew 8

The calendar, with its cycle of sacred observances, is the great teacher of Judaism's practices, values and theology. We will study the explicit and implicit theology of the year, focusing on key texts from the Bible to Hasidism. We will examine theocentric, historical, agricultural and ethical framings of the holidays, and will consider the interplay between solar and lunar rhythms. We will focus on Hasidic texts, especially for Hanukkah and Purim. In every case we will attempt to uncover the ideas that motivate the rituals and that transform ceremonies into spiritual practices. Hasidic texts will be read with an eye to interiority and the personal and collective quest for meaning.

LITURGY

Siddur

Daniel Klein

LGY591 (use LGY591X for non-credit)

2 graduate credits

Mondays 2:30-4:00 pm

Level: Mekorot

Requires Hebrew 4 or above

Students not in Mekorot need permission of instructor

The broad goal of this course is to help students transform words of liturgy into words of prayer by learning more deeply about the background, meaning and structure of the weekday Shacharit service. We will focus most of our attention on Ashkenazi liturgy, with some time spent on liturgical variations for Shabbat and holidays, on some differences between Ashkenazi, Nusach Sefard and Edot haMizrach liturgies and on liturgical differences between movements. Students will also work on their capacity to read and/or chant the service aloud and reflect on how their growing knowledge of liturgy influences their prayer practice.

PRACTICAL COURSES FOR RABBINIC OR CANTORIAL STUDENTS AND CLERGY

Senior Seminar

Allan Lehmann

PRC915

2 graduate credits

Tuesdays 9:00-10:30 am ONLINE

Level: Year 5

The Senior Seminar provides an opportunity for students approaching graduation to investigate a number of current topics that face rabbis in their practice. Most of these topics involve issues of personal status and Jewish identity such as intermarriage, Jewish identity by birth, the role of non-Jews in Jewish families and communities, and conversion. Contemporary readings from a range of Jewish sources are integrated with primary text study. Students are encouraged to bring their personal experience to class discussions.

RABBINICS

Core Text - Rabbinics 1: Berakhot 1

Micha'el Rosenberg

RAB500

3 graduate credits

Mondays 11:30 am – 1:00 pm and Fridays 11:15 – 12:45 pm

(Beit Midrash preparation Mondays and Fridays 9:00-11:00 am)

Level: Year 1

Requires Hebrew 6 or above

Through intensive, guided study of one full chapter of the tractate Berakhot, this first semester inducts first-year rabbinical students into the discipline of traditional rabbinic learning. Course work covers essential themes in the field of liturgy while building skills that are necessary for reading, understanding, appreciating, analyzing and participating in Talmudic discourse and for accessing the full range of classical rabbinic sources.

Core Text – Rabbinics 3: Mo'ed 1 (Section 1)

Shayna Rhodes

RAB642-1

3 graduate credits

Mondays 11:30 am-1:00 pm and Wednesdays 11:45 am – 1:15 pm ONLINE

(Beit Midrash preparation Mondays 9:00-11:00 am and Wednesdays 9:30 -11:30 am ONLINE)

Levels: Years 2, 3, 4

This course will focus on several aggadic selections in masekhet Ta'anit. We will begin by orienting ourselves to the tractate by studying the Mishnah. We will go on to look at several tales, examining them individually, comparing them, and analyzing what they have in common. Our focus will be primarily on the sugya itself, secondarily on Rashi. The goals will be to introduce the study of narrative in the Talmud and to improve skills: navigating text without pointing or punctuation, fluency in reading Rashi, beginning to see the sugya as a whole and how one sugya relates to another. Ta'anit is a treasure trove of narratives that illuminate the worldview of the sages in a way that far surpasses the legal material.

Core Text – Rabbinics 3: Mo’ed 1 (Section 2)

Devora Steinmetz

RAB642-2

3 graduate credits

Mondays 11:30 am-1:00 pm and Wednesdays 11:45 am – 1:15 pm ONLINE

(Beit Midrash preparation Mondays 9:00-11:00 am and Wednesdays 9:30 -11:30 am ONLINE)

Levels: Years 2, 3, 4

This semester we will focus on the study of aggadic sections of the Bavli. We will learn selected stories as well as sustained aggadic passages, attending to literary features, context, and intertextuality as well as to the core ideas and questions that these texts address.

Core Text – Rabbinics 3: Mo’ed 1 (Section 3)

Jane Kanarek

RAB642-3

3 graduate credits

Mondays 11:30 am-1:00 pm ONLINE and Wednesdays 11:45 am – 1:15 pm ON CAMPUS

(Beit Midrash preparation Mondays 9:00-11:00 am and Wednesdays 9:30 -11:30 am ONLINE)

Levels: Years 2, 3, 4

This course will focus on conceptualizing the relationship between halakhah and aggadah. We will study selected sugyot from the Bavli and Yerushalmi as well as their parallels in tannaitic and aggadic midrashim. Readings of scholars from the geonic to the contemporary period will help frame our thinking about this material and its intersections with our own religious practices and those of the communities we hope to lead.

Hilkhot Eruvin

Micha’el Rosenberg

RAB535 (use RAB535X for non-credit)

2 graduate credits

Wednesdays 4:00 – 5:30 pm ONLINE

Level: All

Requires one semester of Talmud level 3 or above and permission of instructor

In this course, we will study the laws of eruvin, with particular attention to: a) defining the various Sabbath domains, b) requirements for construction of boundaries for an eruv, and c) requirements for the shared communal food that serves as the core of the "eruv." We will study each of these in diachronic fashion, beginning with relevant verses and rabbinic

passages, moving through rishonim (primarily as summarized in the Beis Yosef), Shulhan Arukh, aharonim, and contemporary eruv guides.

Hilkhhot Shabbat (Section 1)

Miriam-Simma Walfish

RAB630-1

2 graduate credits

Tuesdays, 11:30 am - 1:00 pm ONLINE

(Beit Midrash preparation Tuesdays 9:00 - 11:00 ONLINE)

Levels: Years 2, 3, 4

Requires Hebrew 8

The course deals with the laws and traditions of the Shabbat. Students will learn central terminology and concepts related to Shabbat law, and will explore how these laws fit into an overarching conceptual framework.

Hilkhhot Shabbat (Section 2)

Micha'el Rosenberg

RAB630-2

2 graduate credits

Tuesdays, 11:30 am - 1:00 pm

(Beit Midrash preparation Tuesdays 9:00 - 11:00 am)

Levels: Years 2, 3, 4

Requires Hebrew 8

This course is an in-depth examination of some of the central concepts of hilkhhot shabbat with a particular focus on the laws of heating/reheating food (shehiyah/hahzarah). Emphasizing the development of these laws from the Talmud through contemporary halakhic handbooks, we will also ask how these laws seek to transform the physical place of cooking from every day to holy.

Introduction to Mishnah and Jewish Practice Seminar

Jordan Schuster

RAB514 (use RAB514X for non-credit)

4 graduate credits

Mondays 11:30 am-1:00 pm and Fridays 11:15 am – 12:45 pm

(Beit Midrash preparation Mondays and Fridays 9:00-11:00 am)

Level: Mekorot

Requires Hebrew 4

This course offers an intensive introduction to the form and content of the Mishnah. By focusing on the Mishnah's first tractate, Masekhet Berachot, students will gain familiarity with rabbinic composition and rhetoric, as well as rabbinic frameworks for spiritual practice and mundane life. In addition to offering a rigorous and intellectual approach to Mishnah, this course will require students to cultivate an experiential relationship to the Mishnah as well, one in which students encouraged to engage the Mishnah as a guide to grounding, innovating and evolving their own Jewish practice -- personal and communal.

Theories of Halakhah

Jane Kanarek

RAB529

2 graduate credits

Thursdays 2:30-4:00 pm ONLINE

Level: Year 1 and Year 2

Requires Hebrew 6 or above

This course will provide an introduction to theories of halakhah and halakhic literature. We will contextualize halakhah within a wider world of legal theory as well as examine this particularly Jewish expression of law. As we gain a more expansive understanding of the development of halakhah and halakhic literature, we will also have the opportunity to consider how the languages of halakhah can be a resource for our individual and communal Jewish practices.

VOCAL ARTS

Senior Recital

Lynn Torgove

MUS905

1 graduate credit

This is a year-long course

Emphasis is on preparing the student for the senior recital. This course will be taken in addition to voice lessons during final two semesters before graduation.

Open only to Cantorial and Rav-Hazzan students.

Voice Lessons

Various

MUS500

1 graduate credit

Enrollment by non-cantorial students is only with permission from the Head of Vocal Arts, and will require payment of a studio fee.

Private lessons in singing. Emphasis is on understanding the working of the vocal mechanism, maximizing the potential of the individual singer, learning to be an effective vocal teacher, and preparing the student to be an inspiring performer. Students will be taught how to use correct technique while singing a variety of different styles of music. Students will be required to participate in a studio recital once each semester and to memorize the music that is being performed. To adjudicate progress, cantorial students will also be required to sing in Vocal Boards, performing a liturgical selection either from memory or from the Hebrew text, and a secular piece from memory from repertoire to be approved in advance.