



**GRADUATE LEADERSHIP PROGRAMS AT HEBREW COLLEGE  
COURSES OF INSTRUCTION**

**Spring Semester 2020-2021**

**Pre-Semester January Intensive Classes January 19-22, 2021  
Spring Semester Classes Run February 1– May 21, 2021**

**General Information:**

For spring of 2021, 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 are marked as online or on campus; classes which show no date and time meet asynchronously, and they are marked as such.

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 and will be expected to be mostly silent observers during class discussions.

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](mailto: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 February 1 and running the whole semester until the week of May 21, 2021  
Add/Drop Period ends February 8, 2021

- 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](mailto:bgielow@hebrewcollege.edu).

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

## JANUARY INTENSIVE SEMINARS

### **From Diversity to Pluralism: Jewish Identity in Jewish Religious and Community Leadership**

**Rabbi Or Rose**

**INT510**

non-credit only

January 19-22, 2021

Tuesday, Wednesday, Thursday -- 9:00–11:00 am and 12:00–2:00 pm

Friday 9:00–11:00 am

**ONLINE**

*Required for Mekorot students; open to all Hebrew College degree students and non-students working in the fields of Jewish Education or Jewish Communal Service*

*Tuition for non-ordination students is \$180 plus a non-refundable \$60 registration fee.*

Hebrew College is an intentionally pluralistic educational institution, welcoming students and teachers who hold diverse visions of Jewish life and the role of Jews and Judaism in the broader world. Furthermore, we live in one of the most religiously diverse societies in the history of humankind. How do we create an ethos of dignified engagement—both within our school community and beyond—acknowledging our similarities *and* differences, working for the common good when possible? What are the values and human qualities (*middot*) that support such an effort? What are some practical ways to actualize our best intentions? Which Jewish resources—classical or contemporary—might be particularly helpful in developing and sustaining this dialogical and inclusive spirit?

In this intensive course we will explore these and other related issues through text study; small and large group discussion; journaling; and song and meditation. We will also welcome guest teachers and practitioners working in related fields of endeavor.

### **Introduction to Christianity**

**Rev. Soren Hessler**

**INT519**

non-credit only

January 19-22, 2021

Tuesday, Wednesday, Thursday – 10:00 am–12:00 pm and 1:30–3:30 pm

Friday 10:00 am–12:00 pm

**ONLINE**

*Required for Shanah Aleph students; open to all degree students and non-degree students*  
*While the course is primarily designed to orient emerging Jewish religious leaders to the traditions of Christianity, non-Jewish students are welcome to enroll.*

*Tuition for non-ordination students is \$180 plus a non-refundable \$60 registration fee.*

Introduction to Christianity will focus on the histories, beliefs, and practices of contemporary Christian communities. The online intensive course will engage churches and Christian organizations in greater Boston, providing students the opportunity to network with other important actors in the religious landscape and exposure to the various expressions of Christianity in Boston. The course will be facilitated by Rev. Soren Hessler, former Associate Director of the Miller Center for Interreligious Learning & Leadership, and will include guest lecturers and workshops led by area clergy and religious professionals.

## **Introduction to Islam for Jewish Leaders**

**Celene Ibrahim**

**INT600**

non-credit only

January 19-21, 2021

Tuesday, Wednesday, Thursday –hevruta study 11:00 am–12:00 pm, class 12:00–1:00 pm and 3:30–5:30 pm

**ONLINE**

*Required for Shanah Bet students; open to all Hebrew College degree students.*

*Tuition for non-ordination students is \$180 plus a non-refundable \$60 registration fee.*

In this intensive course, students will explore key concepts and practices drawn from Islamic traditions. Special attention will be given to three distinct themes: to Islamic ethical principles, conceptions of justice, and understandings of virtue; to the deeper significances of embodied practices of worship and devotion; and to the narratives of Biblical figures who also have importance in the Qur'an. Attention to these themes supports current and emerging Jewish Leaders probe core aspects of Muslim intellectual history and recognize points of both convergence and divergence between worldviews. The course will be taught by Dr. Celene Ibrahim, Muslim scholar and faculty member in the Department of Religious Studies and Philosophy at Groton School.

## **Management Seminar**

**Dan Judson**

**PRC918**

non-credit only

January 19-22, 2021

Tuesday, Wednesday, Thursday -- 9:30–10:30 am, 11:00 am–12:30 pm, and 2:00–3:30 pm

**ONLINE**

Level: Year 5

*Open to rabbinic students in Shanah Heh only*

This course will introduce students to budgeting, development, working with boards, supervision, as well as planning and assessment. Guest lecturers with backgrounds in particular fields will help with instruction.

## SPRING CLASSES

### BIBLE

#### **Core Text - Torah 1: Bereshit 2**

**Rachel Adelman**

**BIB501** (use BIB501X for non-credit)

3 graduate credits

Wednesdays 11:45 am – 1:15 pm and Fridays 11:15 am – 12:45 pm

(Beit Midrash preparation Wednesdays 9:30 – 11:30 am and Fridays 9:00 – 11:00 am)

#### **ON CAMPUS**

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 consider the second half of *Sefer Bereshit*. In addition to developing a stronger sense of the the poetry, rhetoric, and narrative structuring of the book, we will familiarize ourselves with various 20th and 21st century modes of biblical hermenutics (Buber-Rosenzweig's redactor-critical lens, Julia Krysteva's French feminist lens, Eliade and Bachelard's topoanalytic lens, CG Jung's psychoanalytic lens). To supplement our reading of *Bereshit*, we will also be turning to medieval commentary, rabbinic midrash, and a smattering of hasidic sources.

#### **Core Text - Torah 2: Shemot 2**

**Devora Steinmetz**

**BIB601** (use BIB601X for non-credit)

3 graduate credits

Tuesdays 2:30 – 4:00 pm and Fridays 11:15 am - 12:45 pm

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

#### **ONLINE**

Level: Year 2

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

From Sinai to the consecration of the Mishkan (Tabernacle), this course engages in a deep reading of the narrative and legal sections in the book of *Shemot* following the redemption of Israel from slavery. We will focus on the main events in the wilderness: the theophany at Sinai, the Sin of the Golden calf, and the building of the Tabernacle. We will draw upon interpretations primarily from classic rabbinic midrash and Medieval commentaries: the Mekhilta, Rashi, Ramban, and Ibn Ezra. We will also engage in a reading of the Revelation at Sinai and other selected passages through the lens of modern biblical criticism (the documentary hypothesis).

## **Core Text – Torah 4: BeMidbar - The Book of Numbers**

**Rachel Adelman**

**BIB700-1 (use for both sections)**

2 graduate credits

Section 1 – Fridays 9:30 – 11:00 am **ONLINE**

Section 2 – Tuesdays 11:30 am – 1:00 pm **ON CAMPUS**

(Beit Midrash Preparation for both sections from 9:00 am-11:00 am on Tuesdays; Hybrid of Online and On Campus)

Level: Years 3 and 4

*Requires Hebrew 8 or above*

This course on the Book of Numbers (BeMidbar) will focus on crises of leadership in the Wilderness. This period tracks the transition of the Israelites from being slaves in Egypt to their formation as a self-determining nation, prepared to settle the land. We will grapple with the complaint narratives, challenges to Moses' prophecy, the spies report, Korah's rebellion, and the social and legal innovations in settling the Promised Land. We will engage in a wide-range of sources – from Tannaitic Midrash (Sifre) and classic Medieval exegesis to source criticism – with an eye to broadening our reading strategies. Students will also be invited to extend and personalize issues of leadership, in anticipation of their own transition to "Rabbanut."

## **The Book of Ruth**

**Jordan Schuster**

**BIB505** (use BIB505X for non-credit)

3 graduate credits

Mondays and Thursdays 2:30 - 4:00 pm

(Beit Midrash preparation Mondays and Thursdays 11:15 am – 1:00 pm)

**ON CAMPUS**

Level: Mekorot

*Requires Hebrew 4 or above, or 2.5 years of college-level Hebrew*

*Only open to Hebrew College ordination students*

This course will begin with selections from the Book of Judges. These selections will not only initiate our semester long study of Biblical poetics and narratology; they will also provide us with a sense of the larger theological and political realities under which the Book of Ruth's intimate portrait of life (and romance) transpires.

## CANTORIAL

### **Shabbat Nusach**

**Brian Mayer**

**CAN550**

2 graduate credits

Thursdays 11:00 am – 1:00 pm

**ONLINE**

*Prerequisites: Introduction to Basic Nusach, Hebrew level 4 or above, and basic knowledge of music theory.*

In this course, students master the traditional liturgical chants for the entire Shabbat liturgy. Students learn scales/modes, musical motifs and nusachically germane congregational melodies for all Shabbat Services. The material is approached by study of music theory, and practical application through Hevruta learning, as well as required recordings.

### **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 2**

**Various**

**PRC701**

**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.

## EDUCATION

### **Family, School and Community**

**Ilene Vogelstein**

**EDU503** (use EDU503X for non-credit)

3 graduate credits

**ONLINE, asynchronous**

This course is designed to acquaint teachers with the theories, knowledge, skills, and practices of relationship building among families, schools, and communities. In this course, we will consider conceptual frameworks in which the unique relationships between families, communities, and schools can be understood. These frameworks will help us to define the multitude of factors that impact the partnerships between families, schools, and communities, including cultural backgrounds and values, societal forces, and differing role expectations of parents and teachers. These understandings, as well as our own reflections and experiences, will serve as a basis from which our own practice concerning families, schools, and communities will develop. *This course fulfills a pedagogic application course requirement.*

### **iCenter Seminar**

**Susie Rodenstein**

**EDU685**

**3 Credits**

**ONLINE – some asynchronous and some synchronous meetings, with dates and times to be coordinated with class members**

*Only open to participants in the iCenter Fellowship*

As a component of the iCenter fellows program, this course prepares students for the final project of the Israel Education concentration and offers reflective practice on the teaching of Israel in schools and synagogues. iCenter fellows are required to participate fully and complete all written assignments for the iCenter as well as all requirements for this seminar. *This course fulfills a pedagogic application course requirement. Eligible only for iCenter fellows.*

### **Seminar in Jewish Educational Leadership**

**Susan Morrel and Marion Gribetz**

**EDU710**

3 graduate credits

**ONLINE, asynchronous**

This course explores the process of educational supervision, instructional leadership and organizational leadership in Jewish education. Students will consider and practice varied models of supervision and staff development and examine issues of change in Jewish education. In addition, students will practice Jewish educational leadership skills, including

public speaking, homiletics and educational planning and problem solving. *For advanced students and supervisors.*

## **Spiritual Development for Jewish Education**

**Michael Shire**

**EDU626**

3 graduate credits

**ONLINE, asynchronous**

Too often Jewish education has been primarily concerned with transmission of knowledge, acquisition of skills, and developing Jewish identity in young people. Nurturing the spiritual growth of the child is often missing from Jewish educational practice. This course seeks to explore the spiritual life of the child, and it will draw upon the latest research and our own experience, offering a Jewish lens with which to view this spirituality from our traditional sources. We will seek to develop new practices for Jewish education in classrooms, camps, synagogues, community centers that nurture the Jewish spiritual life of our children. The course will offer an educational focus for spiritual development, including the spirit of the child, sacred teaching, spiritual learning and transforming Jewish education. *This course fulfills a pedagogic application course requirement.*

## **Theory and Practice of 21<sup>st</sup> Century Jewish Education**

**Barbara Merson**

**EDU834**

3 graduate credits

**ONLINE, asynchronous**

This course explores the theories of 21st century Jewish education and ways that these theories inform practice. We will examine different tools for learning and teaching across educational venues. The course will explore how different applications support current theories in Jewish education and will also identify the pedagogic implications for integration of technology and ideas of 21st century education into learning experiences for Jewish education

## EDUCATION COURSES FOR PARDES EDUCATOR STUDENTS

### **Supervised Field Experience 1 – Pardes**

**Susan Morrel**

**EDU915P**

1 graduate credit

Supervised experience in a Jewish setting (school, agency, synagogue, etc.) for the full academic year. A minimum of 6-10 hours per week over two semesters 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. Supervision will focus on execution of emerging skills, observation and basic knowledge. All field experiences must be approved by the director of field experiences. Prerequisite: Models of Teaching

*This section is only open to students in the Pardes Educators Program.*

### **Supervised Field Experience 2 – Pardes**

**Susan Morrel**

**EDU916P**

1 graduate credit

Supervised experience in a Jewish setting (school, agency, synagogue, etc.) for the full academic year. A minimum of 6-10 hours per week is required over two semesters. 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. Supervision will focus on execution of emerging skills, observation and basic knowledge. All field experiences must be approved by the director of field experiences. Prerequisite: Models of Teaching and Field Experience I

*This section is only open to students in the Pardes Educators Program.*

### **Seminar on Jewish Day Schools**

**Andrea Kasper**

**EDU826**

3 graduate credits

**ONLINE, asynchronous**

Students will study the unique learning contexts of Jewish day schools and the particular challenges and opportunities they present to teachers. Students will consider selected problems in teaching a curriculum that includes Jewish and general studies; integration of multiple disciplines; and intentions to foster Judaic, Hebraic and English literacy at high levels of understanding. This course is for student teachers in Jewish day schools as well as classroom teachers who are at the early stages of their careers in Jewish day-school training. *This course is only open to first-year students in the Pardes Educator Program.*

## **Social, Emotional & Spiritual Learning**

**Evelyn Rotstein**

**EDU650P**

3 graduate credits

**ONLINE, asynchronous**

The goal of this course is to introduce the basic theory and practices of Social and Emotional Learning (SEL) as applied to the field of Jewish Education. After an introduction and overview of the topic, we will cover a variety of SEL topics that are organized around several broad areas: 1. Curricular and instructional activities that help promote students' social and emotional growth; 2. Systemic/ "Co-curricular efforts that enhance SEL by supporting #1 (above) or more directly be creating SEL-promoting environments; 3. The SEL competencies that we as educators and leaders need to enhance our own work. Although much of the work on SEL has been done in general (formal) education, we will be discussing applications and overlap with the goals, content, and methods of Jewish education, formal and informal.

*This course is only open to students in the Pardes Educators Program.*

## **HEBREW LANGUAGE**

### **Foundations of Biblical Hebrew 2**

**Two Sections – please register for the correct section:**

**For Mekorot students, taught by Jordan Schuster -- HBW511-1**

Mondays and Thursdays 9:00 – 11:00 am

*Only open to Mekorot students*

**For Shanah Aleph students, taught by Harvey Bock -- HBW511-2**

Tuesdays 9:00 – 11:00 am and Thursdays 2:30 – 4:30 pm

(use HBW511X for non-credit)

*Prerequisite: Foundations of Biblical Hebrew 1 and permission of instructor*

4 graduate credits

**ONLINE**

This course is a continuation of Foundations of Biblical Hebrew 1.

### **Rabbinic Hebrew**

**Harvey Bock**

**HBW608** (use HBW608X for non-credit)

2 graduate credits

Mondays 2:30 – 4:00 pm

**ONLINE**

Level: Year 2

*Requires Hebrew 7 or above and permission of the instructor*

This course surveys the Hebrew of classic rabbinic works, with the goal of refining the students' ability to accurately read and understand the language of major genres of post-biblical literature. Representative texts from the Mishnah through medieval biblical commentary and law are examined sequentially. Secondary literature about the Hebrew of the genres covered is also read and discussed.

## **INTERDISCIPLINARY**

### **Beit Midrash**

**Beit Midrash Staff**

**INT555**

**non-credit**

**Level: All**

Regular Beit Midrash participation is a required part of the Rabbinical and Cantorial programs. Complementing formal classroom study, students will be paired in hevrutot 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.

### **Organizing Jewish Communities for Justice and Transformation**

**Meir Lakein**

**INT562** (use INT562X for non-credit)

2 graduate credits

Mondays 4:30 – 6:00 pm

**ONLINE**

Level: All

Students will learn the fundamentals and principles of community organizing that will help them bring people together as a real community united around a common purpose and ready to act collectively both to live out their values in the public square and to build the communities they dream of having. When the country is beset by both tragedy and the inspiration of communities standing up for themselves, Jewish communities will need their leaders, particularly rabbis, to organize them to do their part. The course will cover the building blocks of community organizing, tools such as one on one relational meetings, house meetings, power analysis, leadership development, and strategy, Jewish learning, case studies, and ample opportunities for students to learn off of their own experiences.

## JEWISH HISTORY

### **The History of Zionism and Israeli Society**

**David Starr**

**HIS510** (use HIS510X for non-credit)

2 graduate credits

Tuesdays 11:30 am – 1:00 pm

**ONLINE**

Level: Year 2

*Requires permission of the instructor*

In the first part of the seminar we will explore the history of Zionism both by studying the social development of the movement in Palestine up until 1948 and via close reading of the various streams of Zionist thought. The course will focus on the seminal political events of early Zionism: the Zionist congresses, the Balfour Declaration, the successive waves of aliyot, etc. The latter part of the course will focus on the development of Israeli society, looking at questions of Jewish identity, the democratic nature of Israel, Ashkenazi-Sephardi tension, and the contentious relationship with the Palestinians. We will end the course by looking at contemporary critiques of Zionism, raising the charged questions of whether Zionism is at its end.

## JEWISH THOUGHT

### **Confronting Modernity, Confronting the Past: Formative Judaisms of the 18<sup>th</sup> and 19<sup>th</sup> Centuries**

**Edward Breuer**

**JTH539** 3 graduate credits

**JTH539A** 4 graduate credit, with hevruta component

**JTH539X** non-credit

**ONLINE, asynchronous**

This course seeks to examine the intellectual, religious and cultural dimensions of the Jewish confrontation with modernity. Through a careful reading of primary texts, students will encounter various movements and thinkers, and attempts to navigate the continuities and discontinuities of Judaism in the modern era. Examining the years between 1780 and the middle of the 19th century, the course will focus on the ways in which Jews read, interpreted, and reinterpreted their biblical and rabbinic heritage. The course will also consider new ways that Jews viewed their past, including the emergence of a new historical consciousness and its impact on the re-formation of contemporary Jewish society.

**Required Text:** Paul Mendes-Flohr and J. Reinharz, *The Jew in the Modern World*, (Second Edition; Oxford, 1995). Although there is now a third edition, good used copies of the second edition should be easy to find – and cheaper!

## **Contemporary Jewish Thought**

**Dan Judson**

**JTH918**

2 graduate credits

Wednesdays 9:30 – 11:00 am

**ONLINE**

Level: Year 5

This course has two components. In the first half of the semester we will explore American Jewish history focusing on themes of particular importance to rabbinical students like the emergence of denominations and the evolution of the American synagogue. The second half of the course is a survey of the seminal Jewish thinkers who wrote in an American context such as Mordecai Kaplan, Abraham Joshua Heschel, Joseph Soloveitchik, Judith Plaskow and others.

We will ultimately be aiming to place our own historical moment and our own theologies within broader historical/theological frameworks.

## **Hasidut – No'am Elimelech: The Role of the Tzaddik**

**Ebn Leader**

**JTH801** (use JTH801X for non-credit)

2 graduate credits

Mondays 2:30 – 4:00 pm

**ON CAMPUS**

Level: Year 4

*Requires Hebrew 7 or above*

This course will explore the models of spiritual leadership presented in the book *No'am Elimelekh*. Rabbi Elimelekh of Lezansk, the author, is one of the most important figures of early Hasidism precisely because he articulated a theory of leadership which had tremendous impact on the entire movement from the generation of his disciples onwards. We will study R Elimelekh's teachings and reflect on their relevance to contemporary rabbis. Students should have the capacity to read the Hasidic teachings in the original Hebrew.

## **Levi Yitzhak of Berditchev on Hanukkah and Purim**

**Arthur Green**

**JTH901** (use JTH901X for non-credit)

2 graduate credits

Tuesdays 4:30 – 6:00 pm

**ONLINE**

*This class will be conducted primarily in Hebrew*

*Permission of the Dean of Ordination Programs is required to enroll*

ר' לוי יצחק מברדיצ'ב: ספר קדושת לוי על חנוכה ופורים. (זהו ספר קדושת לוי המקורי, שהוציא המחבר לאור בימי חייו).  
**הקורס יתנהל בעברית.**

Along with studying the original text, students will have a pre-publication opportunity to read my forthcoming book on R. Levi Yitshak. There will also be some more general readings on the early history of Hasidism. The course will include a historical or theological research paper of 10-15 pages.

## **Medieval Jewish Thought**

**Barry Mesch**

**JTH719**

2 graduate credits

Thursdays 2:30 - 4:00 pm

**ONLINE**

Level: Year 3

This course introduces major medieval thinkers and their enduring contributions to scriptural interpretation, law, ethics, philosophy, ritual, mysticism and theology. Main figures include

- Rashi-- his work as biblical exegete, anthologist, Talmudic commentator and pedagogue.
- Judah Halevi—his vision of Jewish history and role on world stage, as well as views on Hebrew language, prophecy, *mitzvot*, Land of Israel, prophecy; Halevi's poetry.
- Maimonides—unparalleled codifier of Talmudic law; magisterial philosopher and theologian; mishnaic commentator and community leader.
- Nahmanides—master expositor of biblical narrative; kabbalist responsible for bringing kabbalistic thinking into the rabbinic mainstream.
- Rabbi Jacob ben Asher--Baal ha-Turim. Major halakhist and Torah commentator, originated the four-fold structure of the Shulhan Arukh; his works are filled with transformative devotional and liturgical insights
- Rabbi Bahya ben Asher--Torah commentator, moralist and kabbalist. *Kad ha-Kemah* presents a complete *mussar* system.
- Zoharic literature—theurgy, symbolism, *ta'amei ha-mitzvot*; the ongoing influence and development of the Jewish mystical tradition.

As time allows, we will look at other genres such as *piyyut* (sacred poetry), polemical literature (both intra-Jewish and against other religions), and ethical treatises.

## **Theology of Jewish Prayer**

**Nehemia Polen**

**JTH600** (use JTH600X for non-credit)

2 graduate credits

Mondays 9:00 – 10:30 am

**ONLINE**

Level: Year 1

*Prerequisite: Hebrew 7*

Prayer is the very core of religious life, yet our understanding of how and why to pray has varied throughout Jewish history. This course will survey ideals of *tefillah* in all periods beginning with *Tanakh*, but our main focus will be the teachings and practices associated with Hasidism, emphasizing interiority, fervor, and embodied expression. We will explore *davening* modalities and postures such as contemplative, petitionary, thanksgiving, ecstatic; the role of *niggun*, dance, and silence. We will study texts and tales of the hasidic masters, and will develop the idea of prayer as sonic offering. Based on a Baal Shem Tov tradition, we will develop a schema based on the rubric P.R.A.Y.=Presence/Resonance/Alignment/Yes!

## **PRACTICAL COURSES FOR RABBINIC OR CANTORIAL STUDENTS AND CLERGY**

### **Homiletics**

**Sharon Cohen Anisfeld**

**PRC790**

2 graduate credits

Tuesdays 2:30 – 4:00 pm

**ONLINE**

Level: Year 3

Sermons offer an important context for meaningful dialogue between a rabbi and her community. The process of preparing a sermon challenges the rabbi to bring Torah to bear on real and significant questions and concerns in her own life and in the lives of her congregants. This course will help students cultivate skills in sermon preparation and delivery. There will be an emphasis on encouraging students to develop their own voices and styles as darshanim. Learning to give and receive constructive feedback will be an important part of the substance and structure of the course.

### **Lifecycle Seminar for Clergy**

**Daniel Klein**

**PRC620**

2 graduate credits

Thursdays 2:30 – 4:00 pm

**ONLINE**

Level: Year 2

*Non-Hebrew College ordination students require permission of the instructor*

This course will train students to officiate at certain Jewish lifecycle events: covenantal ceremonies for newborns, weddings, and conversions. In this course, we will study classical and contemporary forms of these rituals and focus on identifying our decision points and processes for shaping these rituals. We will also devote time to developing the capacity to shepherd and counsel people through the rituals.

## **Maavar -- Shanah Heh Seminar**

**Daniel Klein**

**PRC920**

2 graduate credits

Wednesdays 2:30 – 4:00 pm

**ONLINE**

Level: Year 5

*This course is only open to Hebrew College rabbinical students in Shanah Heh*

The transition from student to rabbi is a momentous, exciting and often challenging process and experience. The purpose of this course is to help with the transition through a reflection on the nature and purpose of Jewish spiritual leadership and our own growth towards spiritual leadership. We will meet with rabbis to hear about their experience and advice for moving through this transition, study texts that give insight into spiritual leadership and reflect on our growth and path forward. We will also devote time to studying the Hebrew College smikha document and planning and preparing for ordination.

## **RABBINICS**

### **Core Text: Rabbinics 1 - Berakhot 2**

**Micha'el Rosenberg**

**RAB501**

3 graduate credits

Mondays 2:30 – 4:00 pm and Thursdays 11:30 – 1:00 pm

(Beit Midrash preparation Mondays 11:30 am – 1:00 pm and Thursdays 9:00 – 11:00 am)

**ON CAMPUS**

Level: Year 1

*Requires Hebrew 6 or above*

A continuation of the fall semester, we will complete the fourth chapter of tractate Berakhot, then continue on to a study of sugyot relating to the sacrificial service, Shema, and the Amidah, as a means of thinking about various approaches to and purposes of

“prayer.” The focus continues to be both on building skills that are necessary for reading, understanding, appreciating, analyzing and participating in Talmudic discourse and on developing more sophisticated and nuanced thinking about prayer.

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

**Jane Kanarek**

**RAB643-1**

3 graduate credits

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

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

**ONLINE**

Levels: Years 2, 3 and 4

This course focuses on the intensive study of selected sugyot from the third chapter of Moed Katan that focus on the intersection of festivals and mourning. We will examine questions such as: How does the Bavli understand what happens when festivals and mourning overlap with one another? How does the Bavli understand the year calendar and the life-cycle calendar? How does the Bavli’s perspective intersect with our own experiences of the year calendar and the life-cycle calendar? BY examining these questions through close readings of the Bavli, we will continue to build our skills in analyzing a talmudic argument.

### **Core Text – Rabbinics 2: Mo’ed 2 (Section 2)**

**Shayna Rhodes**

**RAB643-2**

3 graduate credits

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

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

**ONLINE**

Levels: Years 2, 3 and 4

This course focuses on the intensive study of selected sugyot from the third chapter of Moed Katan that focus on the intersection of festivals and mourning. We will examine questions such as: How does the Bavli understand what happens when festivals and mourning overlap with one another? How does the Bavli understand the year calendar and the life-cycle calendar? How does the Bavli’s perspective intersect with our own experiences of the year calendar and the life-cycle calendar? BY examining these questions through close readings of the Bavli, we will continue to build our skills in analyzing a talmudic argument. When appropriate, we will also study relevant rishonim.

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

**Micha’el Rosenberg**

**RAB643-3**

3 graduate credits

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

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

**ON CAMPUS**

Levels: Years 2, 3 and 4

This semester, we will be studying the sixth perek of Eruvin. We will use the tools of academic scholarship to make meaning of this difficult chapter: second Temple literature, parallel passages in Tosefta, Yerushalmi, and tannaitic midrash, rishonim, aharonim, as well as academic articles. Students will be expected to come to class capable of explaining most of these sources; we will read together the most difficult texts, focusing instead on the ideas that flow from these sources. Assessments will take into account both students' understanding of the concepts as well as their ability to translate texts on their own.

### **Hilkhot Tefillah**

**Allan Lehmann**

**RAB518** (use RAB518X for non-credit)

2 graduate credits

Tuesdays 2:30 – 4:00 pm

(Beit Midrash preparation Tuesdays 11:30 am – 1:00 pm)

**ONLINE**

Level: Year 1

*Requires Hebrew 6 or above*

This course will introduce students to primary halachic texts relating to tefillah in terms of personal practice and prayer leadership. We will study both Ashkenazi and Sephardic sources that explore the traditional obligations one has as a Jew and as a leader with regard to tefillah. What are the daily obligations? What are the required characteristics of a shaliach tzibbur? What are the rules surrounding the reading of Torah to the community? We will begin to think about all of these questions as we experiment with practice and look around our school and our local communities to see how tefillah is lived in our surrounding environment.

### **Hilkhot Yom Tov (Section 1)**

**Allan Lehmann**

**RAB635-1**

2 graduate credits

Thursdays 11:30 am – 1:00 pm

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

**ONLINE**

Level: Years 2, 3 & 4

*Requires Hebrew 8*

This course will cover textual sources and issues relating to specific areas of spring and autumn festival practice. Its goals are both to help students become familiar with these materials and to develop their understanding of the *halachic* process and their capacity to engage in it. The course involves analysis of *halachic* material, much of which is not available in translation, and is thus appropriate for students with advanced text skills.

### **Hilkhot Yom Tov (Section 2)**

**Devora Steinmetz**

**RAB635-2**

2 graduate credits

Thursdays 11:30 am – 1:00 pm

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

**ONLINE**

Level: Years 2, 3 & 4

*Requires Hebrew 8*

This course will cover textual sources and issues relating to specific areas of spring and autumn festival practice. Its goals are both to help students become familiar with these materials and to develop their understanding of the *halachic* process and their capacity to engage in it. The course involves analysis of *halachic* material, much of which is not available in translation, and is thus appropriate for students with advanced text skills.

### **Introduction to Talmud**

**Shayna Rhodes**

**RAB520**

3 graduate credits

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

(Beit Midrash preparation Tuesdays 9:00 – 11:00 am and Fridays 9:00 – 11:00 am)

**ONLINE**

Level: Mekorot

*Requires Hebrew 4 or above*

Students in this course will learn the skills of analyzing a variety of Talmudic texts, aggadic and halakhic. How are Talmudic sugyot (thematic units of a Talmudic tractate) constructed? What are the recurring technical terms of a Talmudic “discussion”? What are the conceptual assumptions of Talmudic discourse? What are the social and cultural contexts of the sugyot? Students will learn basic Talmudic terminology, including a glossary of Hebrew and Aramaic terms and concepts, and how to use dictionaries, concordances and other reference tools to decipher and understand a Talmudic sugya. This course also includes selections from the commentaries of Rashi and the Tosaphot with an examination of their interpretive concerns and methods. Students will be required to record selections from the Talmudic texts in order to improve skills in reading Rabbinic Hebrew. Some previous exposure to rabbinic literature is desirable.

## **Mishnah 1 – Tannaic Texts**

**David Maayan**

**RAB516** (use RAB516X for non-credit)

2 graduate credits

Wednesdays 11:45 am – 1:15 pm

(Beit Midrash preparation Wednesdays 9:30 – 11:30 am)

**ONLINE**

Level: Mekorot

*Requires Hebrew 4 or above*

## **VOCAL ARTS**

### **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.