



GRADUATE LEADERSHIP PROGRAMS AT HEBREW COLLEGE COURSES OF INSTRUCTION

Fall Semester 2021-2022
August 30 – December 23, 2021

General Information:

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

Fall courses begin on Monday, August 30, 2021.

Add/Drop ends on Friday, September 24.

The last day of class is Friday, December 17, and all final work must be turned in by Thursday, December 23. Grades will be posted on Friday, January 7.

Dropping/Withdrawing from a course:

You may drop a course during the Add/Drop Period by returning to the Hebrew College Student Portal, Campus Café, and dropping the course. If you do not have access to Campus Café, please contact the Registrar at registrar@hebrewcollege.edu.

If you withdraw from a course after Add/Drop is over, you must email the Registrar's Office and include a [Course Withdrawal Form](#). *The student is responsible for notifying the Registrar's Office when 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.

Refunds for withdrawals are offered up to and including the end of the fourth week of classes. Students withdrawing from class after the fourth week of classes are no longer eligible to receive a refund.

Refunds will be applied as follows:

- By Add/Drop date: 100% tuition refund
- By second week: 80% tuition refund; "W" (withdrawal) on transcript
- By third week: 50% tuition refund; "W" on transcript
- By fourth week: 25% tuition refund; "W" on transcript
- After fourth week: no refunds issued; "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.

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

**Fall Semester 2021-2022
August 30 – December 23, 2021**

BIBLE

Core Text - Torah 1: Bereshit 1

Rachel Adelman

BIB500 (use BIB500X for non-credit)

3 graduate credits

Tuesdays and Thursdays 11:15 am-12:45 pm

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

*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 (Parshanut), with a special focus on Rashi and his midrashic sources.

Core Text - Torah 2: Shemot 1

Shayna Rhodes

BIB600

3 graduate credits

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

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

*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, Umberto Cassuto), 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 5: Devarim

Allan Lehmann

BIB900

2 graduate credits

Tuesdays 2:30-4:00 pm

(Beit Midrash preparation Tuesdays 10:45 am-12:45 pm)

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

Mondays 2:15-4:15 pm and Wednesdays 11:45 am-1:15 pm

(Beit Midrash preparation Mondays 11:15 am-12:45 pm and Wednesdays 9:30-11:30 am)

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 3 (Festivals, Eikhah & Esther)

Josh Jacobson

CAN637 (use CAN637X for non-credit)

2 graduate credits

Wednesdays 9:30-11:30 am

Prerequisite: Cantillation 1 or permission from the instructor

A continuation of Cantillation I, students are taught a common Ashkenazi tradition for the chanting of Lamentations, the Festival megillot (Ruth, Ecclesiastes and Song of Songs) and Esther. Students prepare significant portions of text to be chanted and are critiqued by the

instructor and their fellow students. Emphasis is on expressive reading based on a deep understanding of both the text and the musical system.

Introduction to Basic Cantillation

Louise Treitman

CAN519 (use CAN519X for non-credit)

2 graduate credits

Tuesdays, 2:30 pm–4:30 pm

Requires Hebrew 4 or permission from the instructor

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

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).

Introduction to Basic Nusach

Lynn Torgove

CAN522 (use CAN522X for non-credit)

2 graduate credits

Fridays 11:30 am--1:00 pm

Requires Hebrew 4 or permission from 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 cantors and Jewish music professionals 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 and other professional cantorial skills.

Preparation for Comprehensive Exams

Various

PRC997

1 graduate credit

Open only to cantorial & rav-hazzan students in their final year

Cantorial and rav-hazzan students must receive permission from their advisor to enroll in this course

This course is open to cantorial and rav-hazzan students only in their final year before ordination and is intended for review for the completion of comprehensive exams required in Nusach. Students must complete all comprehensive exams by the end of the 2 weeks before Passover.

EDUCATION

Curricular Approaches and Considerations

Jennifer Truboff

EDU640P

3 graduate credits

Online, asynchronous

Open only to students in the Pardes Educator Program

What role does curriculum play in the Jewish educational setting? How much is determined by the school? And what are the teacher's roles and responsibilities when it comes to curriculum? And just what do we mean when we say curriculum?

In this course we will explore curriculum - both teacher and in house school created and formally published curricula as well as standards and benchmarks that have been created nationally for various subject matter. (i.e. Rabbinics; Tanakh; Israel and other). We'll examine how curriculum is used and understood in various settings of Jewish education.

The thrust of the inquiry will be the setting of the Jewish Day School but will also touch on experiential curricula, adult education and other emergent arenas.

Foundations of Jewish Education

Michael Shire

EDU850

2 graduate credits

Tuesdays, 2:30–4:00 pm

Open only 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, asynchronous

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 are they 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.

Models of Teaching

Susie Rodenstein

EDU601 (use EDU601X for non-credit)

3 graduate credits

Online, asynchronous

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.

Positive Behavior Support

Rachel Figurasmith

EDU555 (use EDU555X for non-credit)

3 graduate credits

Online, both asynchronous and with weekly live class meetings via Zoom; time TBD – please contact dron@hebrewcollege.edu for updated information.

In this course students will design, assess, and refine a behavior management philosophy that fits individual Jewish educators. Students will learn the value of setting a framework for positive behavior through relationships, routines, and structured spaces. Grounded in an understanding of neurodiversity, students will gain skills to respond and plan for individual needs in thoughtful ways, with successfully proven tools. Using Jewish text and learning as a guide, this course will explore how educators in all settings can manage behavior Jewishly. Students can expect to learn from the work of Ross Greene, Kathleen Cushman, Daniel Siegel, and Peter Wright, among others, to engage in reflection on the classrooms they currently experience, and to learn from a panel of Boston-area Jewish education experts.

Supervised Field Experience I

Susan Morrel

EDU915

1 graduate credit

Year-long

Prerequisite: Models of Teaching in Jewish Education

All experiences must be approved by the Director of Field Experiences

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.

Supervised Field Experience II

Susan Morrel

EDU916

1 graduate credit

Year-long

Prerequisite: Models of Teaching in Jewish Education and Field Experience I

All experiences must be approved by the Director of Field Experiences

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.

Supervised Field Experience: Special Education

Susan Morrel

EDU924

1 graduate credit

Year-long

All experiences must be approved by the Director of Field Experiences

This course is a 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 6-10 hours per week 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.

Teaching Skills for the Day School Classroom

Michael Shire

EDU600P

3 graduate credits

Online

Open only to students in the Pardes Educators Program

The goal of this course is to prepare students with the necessary practical skills and accompanying knowledge to craft and teach Jewish studies lessons in a Jewish Day School setting. Learners will examine ways of framing classroom education and its Jewish nuances,

to be more intentional as they learn about, design and implement engaging experiences for learners. Space is created where learners will practice the craft of teaching to reflect on their own experience, learning and growth as well as those in their cohort. Class meeting times and dates to be discussed directly with those enrolled.

GRADUATE RESEARCH SEMINARS

Graduate Research Seminar for MJE and MJEJS students

Michael Shire

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

EDU900 for MJE students --1 graduate credit

EDU901 for MJEJS students --2 graduate credits

Meets both online and in person

Wednesdays, 6:30 – 8:00 pm

Meets on the following dates:

September 1, October 13, November 17, December 15, January 12, February 16,

March 23, April 27

Year-long

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.

Graduate Research Seminar for Pardes Educator students

Marion Gribetz

EDU900P

1 graduate credit

This research seminar is the culmination of Pardes Educator students' two years of learning and practice. Students will prepare a final project, the Hebrew College-Pardes Educator Portfolio of Growth. Through the Portfolio of Growth students will:

- Synthesize theory and practice
- Deepen the ability to analyze, reflect and apply content to enhance professional practice
- Evolve their teaching through peer and mentor feedback

- Apply their pedagogy learning to practice
- Critically explore pedagogical practices
- Reflect deeply on their growth as an educator during graduate school
- Build a portfolio of professional artifacts and examples in order to be prepared for novice teaching and beyond.

HEBREW LANGUAGE

Aramaic

Harvey Bock

HBW611 (use HBW611X for non-credit)

2 graduate credits

Tuesdays 2:30–4:00 pm

Requires Hebrew 6 and permission from 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 (Mekorot)

Shahar Colt

HBW510-1 (use HBW510X for non-credit)

4 graduate credits

Mondays, Thursdays and Fridays 9:00-10:30 am

Requires permission from the instructor

This course is an intensive introduction to Biblical Hebrew. A basic familiarity with Hebrew is presumed, including mastery of the *binyanim* and the conjugation of all major root classes. Working in close coordination with the course Core Text: Bereshit, grammatical concepts will be applied to the decoding of texts studied in that course. These texts will include midrash and rabbinic commentary, thereby also affording students guidance and practice in decoding unvocalized rabbinic texts.

Foundations of Biblical Hebrew 1 (Shanah Aleph)

Harvey Bock

HBW510-2 (use HBW510X for non-credit)

4 graduate credits

Mondays and Thursdays 2:30-4:30 pm

Requires permission from the instructor

This course is an intensive introduction to Biblical Hebrew. A basic familiarity with Hebrew is presumed, including mastery of the *binyanim* and the conjugation of all major root classes. Working in close coordination with the course Core Text: Bereshit, grammatical concepts will be applied to the decoding of texts studied in that course. These texts will include midrash and rabbinic commentary, thereby also affording students guidance and practice in decoding unvocalized rabbinic texts.

INTERDISCIPLINARY

Beit Midrash
Beit Midrash Staff
INT555
non-credit

Regular Bet Midrash participation is a required part of the Rabbinical School program. 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.

Capstone Seminar- Jewish Studies
Rachel Adelman
INT950
3 graduate credits
Year-long

This year-long course is required of all graduating rabbinical students receiving the MAJS degree. The course meetings are determined by the instructor with additional individual meetings with mentor.

JEWISH THOUGHT

Hasidut – Text Study
Ebn Leader
JTH805 (Use JTH805X for non-credit)
2 graduate credits
Wednesdays 11:45 am-1:15 pm (Beit Midrash preparation Wednesdays 9:30–11:30 am)

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

This course will engage with the teachings of Rabbi Nahman of Breslav, a unique figure in early hasidism. Students will read and analyze examples of his teachings as they appear in the book Likutei Moharan, and engage with contemporary scholarship on this figure and his teachings.

The Zohar

Ebn Leader

JTH808 (use JTH808X for non-credit)

2 graduate credits

Thursdays, 2:30-4:00 pm (Beit Midrash preparation Thursdays 11:15 am-12:45 pm)

A working knowledge of talmudic Aramaic is required for this course

Students who are not in the Hebrew College rabbinical program should speak to the instructor before enrolling

An introduction to the Jewish mystical tradition and the reading of its central text, the Zohar. Students will be taught the symbolic language of Kabbalah and will learn to read passages in the Aramaic original, but also using the new translation and commentary of the Pritzker edition.

An Advanced Exploration of Midrash and Parshanut

Arthur Green

JTH850 (use JTH850X for non-credit)

2 graduate credits

Tuesdays 4:30-6:00 pm

Requires advanced Hebrew skills

Students who are not in rabbinic years 4 and 5 require permission from the instructor

We will read the story of the Burning Bush in Shemot 3 and the accounts of the death of Nadav and Avihu in Va-Yikra. The primary texts will be Kasher's Torah Shelemah (for the Aggadic sources) and the commentary of Rabbenu Bahya. Secondary readings on the process of Midrash and Parshanut will include writings by S. Rawidowicz, F. Talmage, M. Fishbane, M. Hellner-Eshed, R. Kara-Ivavov, etc.

Medieval Jewish Thought

Barry Mesch

JTH719 (use JTH719X for non-credit)

2 graduate credits

Thursdays 9:00-10:30 am

In this course we are going to focus on the writings of three of the most influential thinkers and writers of the Middle Ages. They are Saadya Gaon, Yehuda Halevi and Moses Maimonides (Rambam). Saadya and Rambam were rationalists who believed in the ultimate importance of reason and its relevance to religion and to Judaism. Halevi, the poet and thinker, taught something different. While reason is important and useful it is not essential for achieving the ultimate goal and purpose of religion. Halevi's poetry will also be addressed. We will conclude with a brief look at Spinoza's Theological Political Treatise. Spinoza represents, at the same time, the end of Medieval Jewish philosophy and the beginning of modern Jewish thought. We will engage the theology of these thinkers both as historians (what did they say?) and as interlocutors (what might they mean for us?) The use of Biblical interpretation as a primary vehicle to reconcile the challenge of scientific naturalism and Biblical supernaturalism will be an ongoing theme in the course.

PRACTICAL COURSES FOR RABBINIC OR CANTORIAL STUDENTS AND CLERGY

Lifecycle Seminar for Clergy

Daniel Klein

PRC620

2 graduate credits

Mondays 2:30-4:00 pm

Non-Hebrew College ordination students require permission from 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.

Introduction to Pastoral Care and Counseling

Margot Meitner

PRC810 (Use PRC810X for non-credit)

2 graduate credits

Thursdays 9:00-11:10 am

Requires permission from the instructor to enroll

This course is an introduction to the theory and practice of pastoral care and counseling through the life cycle with particular focus on times of grief and loss and on mental health issues. Students will explore the role of clergy as "spiritual health practitioner," integrating knowledge of psychology, spirituality, and Jewish tradition and practice to offer comfort and support, and inspire healing and growth, in individuals and communities. Topics

covered include the dynamics of healing relationships; boundaries and confidentiality; transference and counter-transference; active listening; psychological and spiritual dimensions of loss and grief, suffering and resilience; and prayer and Jewish practice as a pastoral resource. Students will write reflective papers, as well as participate in experiential exercises and roleplaying in class.

Senior Seminar

Allan Lehmann

PRC915

2 graduate credits

Tuesdays 9:00-10:30 am

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

Shani Rosenbaum

RAB500

3 graduate credits

Mondays 11:15 am-12:45 pm and Wednesdays 11:45- 1:15 pm

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

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 1: Nashim u’Gevarim (Section 1)

Jane Kanarek

RAB601-1

3 graduate credits

Mondays 11:15 am-12:45 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)

This course centers on intensive study of a number of sugyot from the first chapter of tractate kiddushin along with relevant academic secondary readings on women/gender and rabbinic Judaism. As we examine the ways in which these sugyot conceptualize betrothal, we will focus on identifying the different issues or questions that implicitly animate each sugya. Academic secondary readings present yet another interpretive lens. This course aims to build your skills in reading a talmudic sugya and Rashi

Core Text – Rabbinics 1: Nashim u’Gevarim (Section 2)

Shayna Rhodes

RAB601-2

3 graduate credits

Mondays 11:15 am-12:45 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)

A study of essential talmudic sources in *Seder Nashim* introduces classical rabbinic concepts, categories and practices concerning the roles and status of women and men. Students will read these classical rabbinic sources for their own understanding in light of the present day. They will consider issues that surround gender roles in contemporary Jewish practice through readings and discussions.

Core Text – Rabbinics 1: Nashim u’Gevarim (Section 3)

Devora Steinmetz

RAB601-3

3 graduate credits

Mondays 11:15 am-12:45 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)

We will study the third chapter of Kidushin, which focuses on several fascinating topics that apply to marriage as well as other kinds of contracts and agreements. We will work on enhancing skills of precise reading and analysis of gemara and rishonim, and we will consider relevant applications of some of the principles discussed in the chapter.

Hilkhot Kiddushin ve-Gittin (Section 1)

TBD

RAB616-1

2 graduate credits

Tuesdays, 11:15 am -12:45 pm

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

Requires Hebrew 7 or above

Open to non-rabbinic students with permission from the instructor

This course covers the laws of marriage and divorce. With a view to practical rabbinic applications, it surveys the essential rules and regulations that traditionally govern Jewish marriage ceremony and divorces. Having laid the groundwork for classical concepts and practices, the course considers present-day innovations, the challenges they pose and the opportunities that they provide.

Hilkhot Kiddushin ve-Gittin (Section 2)

TBD

RAB616-2

2 graduate credits

Tuesdays, 11:15 am -12:45 pm

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

Requires Hebrew 8

This course covers the laws of marriage and divorce. With a view to practical rabbinic applications, it surveys the essential rules and regulations that traditionally govern Jewish marriage ceremony and divorces. Having laid the groundwork for classical concepts and practices, the course considers present-day innovations, the challenges they pose and the opportunities that they provide.

Introduction to Mishnah and Jewish Practice Seminar

Jordan Schuster

RAB514 (use RAB514X for non-credit)

3 graduate credits

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

(Beit Midrash preparation Tuesdays 9:00-11:00 am and Thursdays 11:15 am-12:45 pm)

Requires Hebrew 4

This course is an intensive introduction to the form and content of the Mishnah, the first code of rabbinic law. Students will gain familiarity with classical rabbinic syntax, key concepts, and frequent forms of rabbinic teachings, building a foundation for further study of rabbinic literature. In addition, this course will help students to cultivate a relationship to the Mishnah as a guide to grounding, innovating and evolving Jewish practice today.

Teaching Talmud

Jane Kanarek

RAB900 (use RAB900X for non-credit)

2 graduate credits

Online -- Mondays 2:30-4:00 pm

Open only to participants in Svara fellowship program; alumni fellows should register for the non-credit section

This class is required for those participating in the Hebrew College-SVARA Talmud pedagogy fellowship. Over the course of the semester, we will study a variety of approaches to Talmud pedagogy. We will interrogate different teaching strategies, learn about classroom observation, and consider cultures of hevruta. In the process, we will become metacognitive practitioners, that is be conscious of how we conceptualize the Bavli, of the culture we aim to create in our classrooms, and how these intersect with our Talmud teaching. This course will lay the foundation for the intensive introduction to SVARA's particular approach to Talmud pedagogy.

VOCAL ARTS

Cantorial Capstone Seminar

Lynn Torgove

MUS906

1 graduate credit

This is a year-long course

Open only to cantorial and rav-hazzan students

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

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, and preparing the student to be an inspiring musician and prayer leader. 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 two selections: a liturgical selection either from memory or from the Hebrew text, and a secular or liturgical piece with instrumental accompaniment, from memory from repertoire to be approved in advance.

Kol Arev Chamber Choir

Amy Lieberman

MUS550

Non-credit only

Mondays, 4:30-6:30

Only cantorial and rav-hazzan students need to register; all others need to schedule an audition

Participation is required for cantorial and rav-hazzan students.

This ensemble is open to students and community members who have successfully auditioned for and who will serve as members of Kol Arev Chamber Ensemble during the academic year.