

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

Spring Semester 2023-2024

Pre-Semester January Intensive Classes -- January 16-26, 2024

Spring Semester Classes -- January 29 – May 17, 2024

General Information:

Courses listed below are all credit-bearing unless marked otherwise. If you would like to take one of the listed classes for non-credit (which is the same as “auditing” the class), please send an email to the registrar at registrar@hebrewcollege.edu. 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 RABBINICAL SCHOOL COURSES (EXCLUDING THOSE BEING CHARGED BLOCK TUITION)

# Credits	Credit Price	Non-Credit
1 credit	\$1,270	\$ 380
2 credits	\$2,540	\$ 760
3 credits	\$3,810	\$1,140
4 credits	\$5,080	\$1,520

TUITION FOR MASTER’S AND CERTIFICATE OF JEWISH EDUCATION COURSES (EXCLUDING THOSE BEING CHARGED BLOCK TUITION)

# Credits	Master’s Degree Credit Price	Certificate Credit Price
1 credit	\$635	\$622.50
2 credits	\$1,270	\$1,245

3 credits	\$1,905	\$1,867.50
4 credits	\$2,540	\$2,490

(Registration for January seminars ends at 9:00 am on the first day of class.)

For rabbinic and cantorial students

Spring courses (other than January seminars) begin on Monday, January 29, 2024.

Add/Drop period ends on Monday, February 12.

For Jewish education students

Education modules 1 begin on Monday, January 29, and end on Wednesday, March 20.

Add/Drop period for module 1 classes ends on Monday, February 5.

Education modules 2 begin on Monday, March 25, and end on Friday, May 10.

Add/Drop period for module 2 classes ends on Monday, April 1.

The last day of instruction for spring courses is Friday, May 10, and all final work must be turned in by Friday, May 17. Grades will be posted on Tuesday, May 28.

The complete Academic Calendar may be viewed here:

<https://hebrewcollege.edu/resources/academic-calendar/>

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, for semester-long classes (January seminars will have no refunds available past the first day of class). Students withdrawing from class after the fourth week of classes are no longer eligible to receive a refund.

Refunds will be applied as follows:

- During the Add/Drop period: 100 percent tuition refund
- First week after Add/Drop period ends: 50 percent tuition refund.
- Second week after Add/Drop period ends: 25 percent tuition refund.
- No tuition refund after two weeks past end of Add/Drop period.

Students receiving Federal Direct Loans or Pell Grants are subject to federally mandated refund regulations. Please contact the Financial Aid Office for further information: 617-559-8726 or mtavan@hebrewcollege.edu.

Students with extenuating financial circumstances may contact the financial aid office for special consideration: 617-559-8726 or mtavan@hebrewcollege.edu.

JANUARY INTENSIVE SEMINARS

From Diversity to Pluralism: Religious Leadership in an Interreligious Age (Section 2)

Rabbi Or Rose

INT510-2

2 graduate credits

January 15 – January 19 2023

*Monday, January 15 – Minimum of 2 hours + Reflection Exercise

Tuesday-Thursday 9:30 am – 3:30 pm and Friday 8:30 am – 1:30 pm

Additional required hours during the spring semester, to be decided with instructor

The section is required for all students pursuing the BTI Consortium Certificate in Interreligious Leadership.

Read description below for additional time commitment and work requirements of this section.

We live in one of the most religiously diverse societies in the history of humankind. How can we cultivate an ethos of dignified engagement both within our communities of practice and across religious traditions? What are the ethical underpinnings—values and dispositions—that support such an effort? What theological resources might we draw on for this sacred work? What are some historical and contemporary models of individual and communal engagement that we can learn from as we develop our intra/interreligious leadership capacities?

Course Goals:

- Define the term “pluralism” and related terms (“diversity,” “ecumenism,” “inclusion,” “interfaith,” etc.)
- Explore the values and character traits (middot) undergirding a pluralistic worldview (humility, hospitality, interconnection, etc.)
- Examine the intersectional nature of identity (religion, race, gender, ethnicity, etc.)
- Confront the distinct challenges and opportunities of intra-religious and interreligious diversity
- Investigate views of the “other” in Jewish and other textual traditions
- Consider the role of pluralism in different professional contexts

Preparation for Class:

Given the short timeframe of this seminar, I have attempted to limit the pre-course and daily preparations. I have listed all required and optional assignments. All sources will be available through the class Schoology site or elsewhere online. Please complete all required assignments ahead of class sessions as this will allow us to engage in more productive dialogue together.

- *Participate in a MLK Day event which may include a community service project, prayer, music, study, film, etc. (minimum 2 hours) and write a reflection (500-750 words) on the experience.
- Read and discuss with instructor and classmates [Eboo Patel’s Interfaith Leadership: A Primer](#) Tuesday-Thursday of seminar week, 3:45-5:00PM.

- Engage in a *havruta* study partnership with a classmate or other peer on an interreligious theme (in consultation with the instructor) over the spring semester – minimum of 4 sessions, each 60 minutes; write a reflection (500-750 words on the experience).
- Attend the BTI annual event: “Preparing your Heart for Passover-Easter,” Friday, March 1, 2024, 8:00AM-1:00PM (location TBA).
- Explore the Miller Center of Hebrew College’s [BILI Online Curriculum – “Lessons in Interreligious Leadership”](#) and craft a new lesson for one of the units (following the existing model).

Introduction to Christianity

Rev. Dr. Soren Hessler

INT519

Non-Credit

January 16 – January 19, 2023

Tuesday-Thursday 9:00 am – 5:00 pm and Friday 9:00 am – 1:00 pm

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.

Introduction to Christianity will focus on the histories, beliefs, and practices of contemporary Christian communities. The intensive course will be conducted on-site at churches and Christian organizations in greater Boston, providing students with 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. Dr. Soren Hessler, former Associate Director of the Miller Center for Interreligious Learning & Leadership, and will include guest lectures and workshops led by area clergy and religious professionals. While the course is primarily designed to orient emerging Jewish religious leaders to the traditions of Christianity, non-Jewish students are welcome to enroll.

Introduction to Islam for Jewish Leaders

Taymullah Abdur-Rahman

INT600

Non-Credit

January 16 – January 19, 2023

Tuesday-Thursday 9:00 am – 5:00 pm and Friday 9:00 am – 1:00 pm

Required for Shanah Bet 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 Islam, non-Jewish students are welcome to enroll.

In this intensive course students will explore key concepts, practices, and historical events from the Islamic tradition. Special attention will be given to the interaction of Jews and Muslims, past and present. We will also explore specific challenges and opportunities facing contemporary Muslims in the United States. The course will be taught by Imam Taymullah Abdur Rahman,

author of 44 Ways to Manhood, and former imam for Harvard University, the Massachusetts Department of Correction, and Northeastern University. The course will include presentations by religious and cultural figures and a Friday Jumuah service.

Introduction to Buddhism for Jewish Leaders

Amelia Hall & Judith Simmer-Brown

PHI147

Non-Credit

January 16 – January 29, 2023

Tuesday-Thursday 9:00 am – 5:00 pm and Friday 9:00 am – 1:00 pm

Required for Shanah Dalet 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 Buddhism, non-Jewish students are welcome to enroll.

This course introduces the foundations of Buddhism in India, integrating doctrinal and meditative traditions while tracing their development through the three vehicles (yanas) throughout Asia. Topics include ethics and wisdom, emptiness and compassion, and the inherent wakefulness of all beings. Special attention will be given to Tibetan Buddhism, which has resonated with Judaism on such a fundamental level, including an introduction to the deity traditions of Tibet. The course will include a map of American Buddhist communities and a discussion of Jewish-Buddhist dialogue, double-belonging, and secular mindfulness. The week will close with a visit to a Boston Buddhist meditation center.

Zionism

Dan Judson

HIS510

1 graduate credit

Tuesday-Thursday, January 9-11, 9:30 am – 4:00 pm

Non-Hebrew College ordination students need permission of the instructor to enroll

In this seminar we will explore the foundational ideas and events of the Zionist movement from its beginnings through the creation of the state. The course will begin by placing Zionism within the wider canvass of late 19th century European history. We will then move through Zionist history in a roughly chronological fashion, looking at the major thinkers of the movement – Herzl, Ahad Ha-am, Kook, Jabotinsky – while also covering the major political events – The Zionist Congresses, the Balfour Declaration, The British Mandate, etc. While this course is not designed to focus solely on the conflict with the Palestinians, the relationship between Zionism and the Arab communities within and around Palestine will be one of our primary concerns.

Management Seminar

Dan Judson

PRC918

Non-Credit

Tuesday, January 16 and Wednesday, January 17 from 9 am – 4:00 pm

Only open to ordination students in Shanah Heh

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 Semester 2023-2024: January 29 – May 17, 2024

BIBLE

Core Text - Torah 1: Bereshit 2

Neil Gold

BIB501

3 graduate credits

Mondays, 2:30 – 4:00 pm and Thursdays, 9:15 – 10:45 am

(Beit Midrash preparation Mondays, 9:15 – 11:15 am and Wednesdays, 9:30 – 11:30 am)

Requires Hebrew 6 or above

Non-Hebrew College students may take this class only with permission from the instructor

We will continue an in-depth study of Sefer Bereshit, beginning with Parshat Toldot. We will focus on a literary analysis of the text, looking at the second part of the book in the context of Sefer Bereshit as a whole. Classical commentaries and midrashim will occasionally be brought into the discussion, but most of our attention will be on close reading, comprehension, and analysis of the biblical text.

Core Text - Torah 2: Shemot 2

Shayna Rhodes

BIB601

3 graduate credits

Tuesdays and Thursdays, 11:30 am – 1:00 pm

(Beit Midrash preparation Thursdays and Fridays, 9:15 am – 11:15 am)

Requires Hebrew 7 or above

Non-Hebrew College students may take this class only with permission from the instructor

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).

The Prophets in Bible, Theology, and Jewish Life

Justin David

BIB716

2 graduate credits

Thursdays, 11:30 pm – 1:00 pm

(Beit Midrash preparation on Thursdays, 9:15 – 11:15 am)

Requires Hebrew 7 or above

This Nevi'im course will focus on the Haftarot d'Nechemta, passages from Isaiah Ch. 40 and following, that are traditionally chanted as Haftarot in the seven weeks between Tisha B'Av and Rosh Hashanah. Along with their status within the tradition as devotional texts, these passages articulate some of the central ideas of the biblical prophets at their most radical. Themes include the oneness and absolute dominion of God, divine-human reciprocity, cosmic and social repair, and global justice. We will build skills by working to discern the peshat while exploring midrashim, m'farshim and secondary literature to create contemporary meaning.

CANTORIAL

High Holy Day Torah Cantillation

Louise Treitman

CAN523-2

1 graduate credit

Mondays, 4:30 pm - 6:30 pm

Suggested pre-requisite for this course: Basic Cantillation (Treitman), Cantillation I (Jacobson) or permission of the instructor.

This course does not count for graduate credit for students in the Cantorial Ordination programs, although cantorial students are welcome to audit.

This class builds on the skills learned in the Basic Cantillation course while acquiring the melodic skills needed to chant High Holy Day Torah using a common Ashkenazi trope. We will continue to explore the concepts of cantillation – chanting our sacred texts according to ancient tradition. There will be a review of the underlying syntactic structure of the system of cantillation. Then, we will delve deeper into the grammar with sentence diagramming and ongoing focus on correct contemporary pronunciation of Biblical Hebrew. This course is primarily for rabbinical students (preferably who have taken one of the pre-requisite courses or have some solid understanding of cantillation). However, others are welcome (depending on size of the class), provided they have an adequate sense of musical pitch and the ability to read and translate Biblical Hebrew.

Shabbat Nusach

Jeff Warschauer and Jessica Kate Meyer

CAN550

2 graduate credits

Tuesday's, 4:15 – 6:15 pm

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

Students will develop fluency in Ashkenazi Shabbat Nusach. We will study scales/modes, musical motifs, and cultivate improvisational skills for Shabbat services, with a focus on the relationship between word and sound.

EDUCATION

Creative Expression for Spiritual Development

Michael Shire

EDU512

2 Graduate Credits (section 1) or 1 Graduate Credit (section 2)

Online, asynchronous, with monthly synchronous meetings via Zoom

This seminar is designed to introduce participants to the diverse creative expressions of Spiritual Development including Music, Mindfulness and Meditation, Expressive Arts, Story telling, Creative Writing, Poetry, etc. These creative expressions will be grounded in a Jewish articulation of these approaches using faculty and alumni expertise who have honed these expressions in pedagogical programs. The programs themselves will include Torah Godly Play (story telling), The Expressive Arts as a religious imperative, Jewish Meditation and Mindfulness, spiritual writing and journaling, Music and nigunim etc. The section 2 module is required for the Certificate in Jewish Spiritual Education.

Jewish Spiritual Disciplines of Talmud Torah, Tefillah and Mussar

Michael Shire

EDU513

2 Graduate Credits (section 1) or 1 Graduate Credit (section 2)

Online, asynchronous, with monthly synchronous meetings via Zoom

Pirkei Avot teaches that the world stands on three fundamental human endeavors; The Study of Sacred Literature (Talmud Torah), the watchfulness of a prayerful life (Tefilah) and the infinite responsibility for the other (Gemilut Hasidim as expressed in Mussar). This module explores the Jewish philosophical and theological perspectives of these spiritual practices and provides contemporary approaches to these disciplines for human flourishing and wakefulness. The section 2 module is required for the Certificate in Jewish Spiritual Education.

From Talmud to Tachlis: A Practical Guide for Jewish Organizations

Barbara Merson

EDU532

2 Graduate Credits (section 1) or 1 Graduate Credit (section 2)

Online, asynchronous, with monthly synchronous meetings via Zoom

In addition to knowledge of specific Jewish content, Jewish educators are expected to be able to be a key participant in the day to day activities of their organizations. The goal of this module is to give learners the foundational knowledge in the “tachlis” areas of Jewish organizations so that they can most effectively contribute to the fulfillment of the organization’s mission and be good partners for volunteer leaders and other staff members. Organizational components to be covered include: Governance: organizational structure, presidential partnership; board relations; bylaws and policies; Human resources: talent management and development; Finance: understanding financials; budgeting; Fundraising: types of fundraising; donor relations; ethical and legal considerations; Marketing: types of marketing; pricing of products/services; public relations. This module is required for the Certificate in Learning and Leading

Leadership & Change

Susan Morrel

EDU533

2 Graduate Credits (section 1) or 1 Graduate Credit (section 2)

Online, asynchronous, with monthly synchronous meetings via Zoom

“Pivot” is a word which has been frequently used over the past few years as Jewish educators were confronted with the need to quickly change course during Covid. Although “pivoting” for unplanned change is essential, we realize that leading planned change is a complex process, requiring a systemic and thoughtful approach. This course is designed to help students develop a deeper understanding of issues involved in leading change in a Jewish educational setting, and to provide the tools and strategies educational leaders need to be successful change-makers in a rapidly changing field. Students will reflect on their own strengths, challenges and approaches to leadership and change (from module 2), and draw upon Jewish wisdom, as well as the literature of general education and business theories, to consider how to design and implement change which positively impacts learning. Specific topics will include: Change Readiness; Appreciative Inquiry; Asset Mapping; SWOT Analysis; Systemic Thinking, and Enduring Dilemmas. This module is required for the Certificate in Learning and Leading.

Advanced Teaching Skills for the Day School Classroom

Rachel Friedrichs

EDU700P

3 Graduate Credits

Online, asynchronous, with monthly synchronous meetings via Zoom

The goal of this course is to expand and deepen students’ skills to teach Jewish studies in the day school classroom. Participants will explore units that cover: approaches to learning for teaching; incorporating a variety of modalities in one’s lesson planning; introduction to project-based-learning; establishing classroom culture. Opportunities for learners to practice the craft of teaching to reflect on their own experience will be provided. Students will be expected to design curricular units and lesson plans to apply their learning in this course.

Foundations of Jewish Education

Michael Shire

EDU850

2 Graduate Credits

In-person class

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.

HEBREW LANGUAGE

Hebrew for Tanakh Study 2

Harvey Bock

HBW606

3 graduate credits

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

Prerequisite: Hebrew for Tanakh Study or equivalent

Non-Hebrew College ordination students require permission from the instructor

Students will work on the language of the biblical text and of the related midrash and traditional rabbinic commentary assigned in the Shanah Aleph Bereshit course, with which this course will be closely coordinated. Grammatical topics will be presented in the context of the text study.

Aramaic

Harvey Bock

HBW611

2 graduate credits

Mondays, 2:30 – 4:00 pm

Requires Hebrew 6

Non-Hebrew College ordination students need permission from the instructor to enroll

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.

INTERDISCIPLINARY

Calling Out from the Depths: The Book of Psalms in Jewish and Christian Life

Or Rose and Andrew Davis

INT533

1 graduate credit

Wednesdays 4:30 pm-6:30 pm

6 sessions: February 7, 14, 21, 28, March 13 & 20

For centuries, Jews and Christians have turned to the Book of Psalms in times of joy and thanksgiving, and in times of sadness and lament. However, there have been far fewer opportunities for members of these two communities and others to explore these ancient poetic texts together as fellow spiritual seekers. What do we share in common? Where do we differ? How might reading these sources with people with different religious or ideological commitments impact our relationship with the text?

Israel Study Abroad for Rabbinical Students

INT777

6 graduate credits

Student spends a semester or more in Israel studying. Time in Israel is required by program. Institutions at which the student may study and courses the student may choose from are specifically directed by Associate Dean for Academic Development and the Dean of the Rabbinical Program. Courses of study are chosen with a particular student in mind and will include Hebrew language courses as well as intensive text study. Student must take a minimum of 6 credits per semester and may be required to do online course work at Hebrew College during the semester as well.

Capstone Seminar- Jewish Studies

INT950

1 graduate credit

Thursdays, 9:15 – 10:45 am on PLEASE PROVIDE DATES (Group meetings)

Only open to rabbinical students in their final year

This is a year-long course, and students must register in both the fall and the spring semesters

The Capstone project allows the Shanah Heh student to delve deeply into one text with the support of a faculty member, both independently and in meetings with their tutor over the course of the fall and spring semesters. The student will build a study practice, and together with the advisor, define and complete a final project that reflects their learning.

JEWISH THOUGHT

Theology of the Jewish Year

Nehemia Polen

JTH630

2 graduate credits

Thursdays, 2:30 – 4:00 pm

Requires Hebrew 8

The calendar, with its cycle of sacred observances, is the great teacher of Judaism's practices, values and theology. Our study will explore key texts from the Bible to Hasidism, beginning with Shabbat, the core of sacred time, an embodied practice of immersive locatedness and emplacement that transforms somatic awareness with transformative effect. The holidays will be presented as an interplay between solar and lunar rhythms. For every holy day 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.

Medieval Jewish Thought

Nehemia Polen

JTH719

2 graduate credits

Tuesdays, 11:30 am – 1:00 pm

We will examine the key triad God-Torah-Israel through the views of four seminal thinkers of the medieval period: Rashi, Maimonides (Rambam), Nahmanides (Ramban), and Halevi. Rashi is the quintessential Rabbinic Jew, whose views are shaped by the world of Talmud and Midrash; Maimonides is arguably the Rabbinic tradition's greatest philosopher-theologian as well as the master systematizer of Talmudic law; Nahmanides is a consummate Talmudist, Bible commentator, and kabbalist; Halevi is the romantic poet with a post-philosophical sensibility and passionate love of Israel's land and Torah, defending the faith with eloquence and conviction.

Hasidut I

Hasidism: Mystical Revival & Early Modernity

Or Rose

JTH750

2 graduate credits

Tuesdays, 11:30 am – 1:00 pm

(Beit Midrah preparation Mondays, 2:30 – 4:00 pm)

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

In this course, we will explore the emergence and early development of Eastern European Hasidism (c. 1740-1815). This will include the study of primary and secondary sources—including a weekly beit midrash session—with special attention given to major theological and psycho-spiritual concepts and values, as well as ritual life. We will also investigate how various modern and contemporary seekers, religious leaders, and scholars have interpreted the early Hasidic masters and the larger movement, and how we might make thoughtful use of Hasidic and Neo-Hasidic resources in our lives and work as rabbis, cantors, and educators.

Modern Jewish Thought

Dan Judson

JTH838

2 graduate credits

Thursdays 2:30 – 4:00 pm

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.

Contemporary Jewish Thought

Dan Judson

JTH918

2 graduate credits

Tuesdays, 11:30 am – 1:00 pm

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.

PRACTICAL COURSES FOR RABBINIC OR CANTORIAL STUDENTS AND CLERGY

Cantorial Coaching

Various Instructors

PRC579

1 graduate credit

Only open to Cantorial & Rav-Hazzan students

This course provides coaching by a practicing cantor or Jewish music professional who will guide the student according to their individual needs. Goals of coaching may include: to increase facility with prayer leading, to improve vocal and musical interpretations of selected repertoire, to improve specific musical skills and to address cantorial responsibilities and repertoire pertaining to the Jewish Life Cycle. Students will be evaluated by their coach at the end of each semester.

Homiletics

Sharon Cohen Anisfeld

PRC790

2 graduate credits

Wednesdays, 9:45 – 11:30 am

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.

You Matter: An Exploration of Addiction, Recovery and Spirituality

Staff of the Elaine Breslow Institute of Beit T'Shuvah

PRC850

Online

2 graduate credits

Much is born from the human experience of brokenness.? In fact, the world itself, as the Torah and Jewish mysticism teach, was created out of chaos and darkness (tohu v'vohu).? Hardship and suffering however, have always preceded great creativity and advance in Judaism and can be one of humanity's great teachers.? At Beit T'Shuvah, we treat and educate those who are among the most acutely broken in our society.? They respond to labels such as junkie, criminal, alcoholic, gambler, and thief.? What we have learned during our over thirty years of serving the Jewish community, is that the destructive behaviors of addiction and crime are truly the most severe symptoms of a deeper spiritual malady. The spiritual malady of a division of self or brokenness.??

This course is designed for learners who are open and willing to explore the brokenness that exists within every human heart, including their own. We will study Jewish texts, liturgy, and spiritual practices as a means to uncover their healing potential. We will primarily focus on

addiction, its roots, and its consequences as a specific manifestation of acute brokenness. We will engage with Beit T'Shuvah residents, teachers, and leaders who work and live in a community dedicated to spiritual practice of daily t'shuvah—the spiritual means by which we restore wholeness to the fractured. And we will examine ourselves as Jewish spiritual leaders and our capacity to confront, counsel, and teach those most severely broken through the place where our hearts, souls, and the Jewish tradition meet.

RABBINICS

Core Text - Rabbinics 1: Berakhot 2

Shani Rosenbaum

RAB501

3 graduate credits

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

(Beit Midrash preparation Tuesdays 9:15 – 11:15 am and Thursdays, 11:00 am – 1:00 pm)

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.

Hilkhhot Tefillah

Allan Lehmann

RAB518

2 graduate credits

Fridays, 11:30 am – 1:00 pm

(Beit Midrash preparation Fridays, 9:15 – 11:15 am)

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.

Hilkhhot Yom Tov (Section 1)

Allen Lehmann

RAB635-1

2 graduate credits
Tuesdays 2:30 – 4:00 pm
(Beit Midrash preparation Tuesdays 9:15-11:15 am)
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.

Hilkhhot Yom Tov (Section 2)

Devora Steinmetz
RAB635-2
2 graduate credits
Tuesdays 2:30 – 4:00 pm
(Beit Midrash preparation Tuesdays 9:15 – 11:15 am)
Requires Hebrew 8

During the first part of this course, we will look at what characterizes *yom tov* and how *yom tov* differs from Shabbat. Following this, we will focus on selected liturgical aspects of *yom tov* (such as *hallel* and *birkat shehecheyanu*) both as they appear in the context of *yom tov* and as they appear in other contexts, traditional and modern. Finally, during the weeks leading up to Pesach, we will focus on the seder, and the class following Pesach, which will take place between Yom Hashoah and Yom Ha'atzma'ut, will be devoted to modern writings about the institution of these days of remembrance and celebration.

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

RAB643-1
Shani Rosenbaum
3 graduate credits
Mondays 11:30 am – 1:00 pm and Wednesdays 11:45 am – 1:15 pm
(Beit Midrash preparation Mondays 9:15 – 11:15 am and Wednesdays 9:30 – 11:30 am)

This course is centered upon the intensive study of selected *sugyot* from the first chapter of Sukkah. Concentrating on *sugyot* about the requirements for the construction of, and spending time in, the Sukkah, we will explore a plurality of ways in which the talmudic rabbis understood practices central to the holiday and consider the following questions: What is the experience of building and spending time in a Sukkah about? How can the talmudic conversation about Sukkah add meaning to our own celebration and observance of the holiday today? How does the academic study of Talmud add to my understanding of the talmudic conversation? How can I incorporate the texts of the Talmud into my practice as a Rabbi to help others understand and

find meaning in their own practice? As we consider these issues, we will solidify and expand upon textual skills built during previous semesters of study.

Core Text – Rabbinics 2: Mo'ed 2 (Section 2)

RAB643-2

Jane Kanarek

3 graduate credits

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

(Beit Midrash preparation Mondays 9:15 – 11:15 am and Wednesdays 9:30 – 11:30 am)

In this course we will study selected sugyot from the tenth chapter of Tractate Pesahim. We will spend the first half of the semester studying material about the seder, and the second half studying sugyot about kiddush and havdalah for Shabbat. Our focus will be on learning skills for reading and understanding Tosafot, and in particular the ability to read sugyot quickly for understanding.

(Beit Midrash preparation Mondays 9:15 – 11:15 am and Wednesdays 9:30 – 11:30 am)

We will focus on Tractate *Hagigah*, whose major themes include: Pilgrimage and encounter with God in the Jerusalem Temple; education of children and definitions of maturity; the Rabbinic movement's self-understanding, including the nature of *derashah* (scriptural interpretation); early Jewish mysticism; master-disciple relationships and competition in disciple circles; gradients of holiness; purity and mindful orientation; and the role of festivals in blurring social divisions and creating *communitas*. We will examine Hagigah's Mishnah, Tosefta, Yerushalmi, and Bavli, and the relationship between these corpora. Students are expected to read the primary texts with fluency and comprehension. In addition, you will be asked to read and summarize articles in Hebrew and English, reflecting recent research on the theology, legal reasoning, and modes of transmission of early rabbinic literature, and make class presentations on these topics.

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

RAB643-3

Shayna Rhodes

3 graduate credits

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

This course is centered upon the intensive study of selected *sugyot* from the first chapter of Sukkah. Concentrating on *sugyot* about the requirements for the construction of, and spending time in, the Sukkah, we will explore a plurality of ways in which the talmudic rabbis understood practices central to the holiday and consider the following questions: What is the experience of building and spending time in a Sukkah about? How can the talmudic conversation about Sukkah add meaning to our own celebration and observance of the holiday today? How does the academic study of Talmud add to my understanding of the talmudic conversation? How can I incorporate the texts of the Talmud into my practice as a Rabbi to help others understand and

find meaning in their own practice? As we consider these issues, we will solidify and expand upon textual skills built during previous semesters of study.

VOCAL ARTS

Voice Lessons

Various

MUS500

1 graduate credit

Enrollment by non-cantorial students is only with permission from Rosh Tefilla and Artist-in-Residence, Rabbi Jessica Kate Meyer 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.

Lesson Cancellation Policy

Private voice lessons can be cancelled only with sufficient lead-time by the instructor and a make-up lesson must be scheduled. If a student cancels their private lesson(s), the instructor is not obligated to offer a make-up lesson. All sessions must be completed during this semester -- no incompletes will be permitted.