

GRADUATE LEADERSHIP PROGRAMS
AT HEBREW COLLEGE

COURSES OF INSTRUCTION

Fall Semester 2026-2027 Classes

August 31 – December 23, 2026

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Academic Support Services

Hebrew College is committed to being an inclusive learning institution and community, supporting all students to the extent possible to engage fully with the courses of study. Hebrew College seeks to enhance the quality of learning by offering services and support to students with disabilities who need additional help in their academic coursework.

To learn more, please:

- Visit the “Academic Support Services Policies and Procedures” in the Academic Catalog,
- Or contact Rachel Gregorek, Director of Academic Support Services, at rgregorek@hebrewcollege.edu.

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

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

Credit courses only	\$130 per semester
Combination of Credit and Non-credit courses	\$130 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	\$1,280	\$ 410
2 credits	\$2,560	\$ 820
3 credits	\$3,840	\$1,230
4 credits	\$5,120	\$1,640

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

# Credits	Tuition Charge for both Master’s Degree & Certificate Students
1 credit	\$713
2 credits	\$1,426
3 credits	\$2,139
4 credits	\$2,852

Questions about tuition and fees? Contact Student Services at studentservices@hebrewcollege.edu.

Calendar

For rabbinic and cantorial students

- Fall courses begin on Monday, August 31, 2026, and end on Wednesday, December 16.
- The Add/Drop period ends on Thursday, September 10.

For Jewish education students

- Education module 1 courses begin on Monday, August 31, and end on Wednesday, October 21.
- The Add/Drop period for module 1 classes ends on Thursday, September 10.
- Education module 2 courses begin on Tuesday, October 27, and end on Wednesday, December 16.
- The Add/Drop period for module 2 classes ends on Tuesday, November 3.

The last day of instruction for fall semester courses is Wednesday, December 16, and all final work must be turned in by Wednesday, December 23. Grades will be posted on or before Friday, January 8, 2027.

The complete Academic Calendar may be viewed here: 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, in 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 course withdrawals are offered up to two weeks after the Add/Drop period has ended. Students withdrawing from class after this date 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 the end of the Add/Drop period.

Students receiving Federal Direct Loans are subject to federally mandated refund regulations. Please contact the Financial Aid Office for further information: 617.559.8726 or financialaid@hebrewcollege.edu.

Students with extenuating financial circumstances may contact the financial aid office for special consideration: 617.559.8726 or financialaid@hebrewcollege.edu.

COURSES OF INSTRUCTION

Please note: course information is subject to change. Please check with your advisor, department head, or faculty if you have any questions, or contact the Registrar's Office at registrar@hebrewcollege.edu.

BIBLE

Core Text - Torah 1: Bereshit 1

Devora Steinmetz

BIB500

3 Credits

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

(Beit Midrash Prep Time Tuesdays and Thursdays 9:15 am - 11:15 am)

Level: Year 1

Prerequisites: 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). Focus will be on honing skills in reading the biblical text, as well as delving into Rashi's commentary and the midrashic anthology Bereshit Rabbah. We will address questions of gender and family dynamics, character development and narrative arc, themes of covenant and chosenness, as well as rivalry and sacrifice.

TANAKH – Introduction to Reading Tanakh

Rachel Adelman

BIB506

2 Credits

Mondays, 11:00 am - 1:00 pm

(Beit Midrash Prep Time Mondays 9:15 am -10:45 am and Fridays 9:15 am - 11:15 am)

Level: Mekorot

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

This course introduces students to the excitement of reading Tanakh in the original Hebrew through a close reading of two short "novellas": Jonah and the Book of Ruth. Students will hone their skills in translation and meaning-making, covering basic skills, including how to parse biblical grammar and syntax, and use resources like the BDB lexicon, concordance, and commentary. Thematic questions include: what makes a Hebrew prophet? What is redemption in Megillat Rut? Why do we read Jonah on Yom Kippur and Ruth on Shavuot? In the second semester we will cover the David story in Samuel I and II.

Core Text - Torah 2: Shemot 1

Rachel Adelman

BIB600

3 Credits

Tuesdays and Fridays, 11:30 am - 1:00 pm

(Beit Midrash Prep Time Tuesdays and Fridays 9:15 am - 11:15 am)

Level: Year 2

Prerequisites: 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 (Sommer, Zornberg, Sarna), while attentive to major themes such as the Sinai Revelation, Sacred Space and Time, Peoplehood and Promised Land, and the role of Righteous Women in the Redemption.

Core Text –Torah 3: Vayikra - A

Nehemia Polen

BIB800A

2 Credits

Tuesdays, 2:30 pm - 4:00 pm

(Beit Midrash Prep Time Tuesdays 11:30 am - 1:00 pm)

Level: Year 3

Prerequisites: Requires Hebrew 8 or above

Standing at the very center of the Pentateuch, Vayikra reveals the priestly view of the relationship between God and Israel, and the interconnected dimensions of sacred time, space, and person. We will study major themes of Vayikra including the sacrificial system, the numinous power of the divine Presence, purity and impurity, the relationship between personal and social embodiment, the meaning of sacred time, and the interplay of the ritual and the ethical. We shall attempt to understand Vayikra's theory of priesthood, including the paradox of self-referentiality and the paradox of initiation. Attention will be given to the role of Vayikra in the context of the Pentateuch as a whole, with special focus on narrative elements such as the death of Aaron's sons on the Tabernacle's inaugural day. We will apply insights from anthropology, comparative theology, and the contributions of modern scholars, but our main emphasis will be a close and careful reading of the text, assisted by classical commentators including Rashi, Ramban and Seforno.

Core Text –Torah 3: Vayikra - B

Nehemia Polen

BIB808B

2 Credits

Tuesdays, 11:30 am - 1:00 pm

(Beit Midrash Prep Time Tuesdays 11:30 am - 1:00 pm)

Level: Year 4

Prerequisites: Requires Hebrew 8 or above

Standing at the very center of the Pentateuch, Vayikra reveals the priestly view of the relationship between God and Israel, and the interconnected dimensions of sacred time, space, and person. We will study major themes of Vayikra including the sacrificial system, the numinous power of the divine Presence, purity and impurity, the relationship between personal and social embodiment, the meaning of sacred time, and the interplay of the ritual and the ethical. We shall attempt to understand Vayikra's theory of priesthood, including the paradox of self-referentiality and the paradox of initiation. Attention will be given to the role of Vayikra in the context of the Pentateuch as a whole, with special focus on narrative elements such as the death of Aaron's sons on the Tabernacle's inaugural day. We will apply insights from anthropology, comparative theology, and the contributions of modern scholars, but our main emphasis will be a close and careful reading of the text, assisted by classical commentators including Rashi, Ramban and Seforno.

Core Text Torah 5: Devarim

Matthew Hass

BIB900

2 Credits

Tuesdays, 11:30 am - 1:00 pm

(Beit Midrash Prep Time Tuesdays 9:15 am - 11:15 am)

Level: Year 5

Prerequisites: Requires Hebrew 8 or above

Over the course of the semester, we will work through the entire book of Devarim, reading extended sections of the book each week, while focusing on particular passages in beit midrash and class. We will pay special attention to core themes and ideas in the book as well as to a variety of approaches, traditional and modern, to studying the biblical text.

CANTORIAL

Weekday Nusach Workshop

Jessica Meyer

CAN518

2 Credits

Fridays, 9:15 am - 10:45 am

Level: Year 1

Prerequisites: Requires permission from the instructor to enroll

From 8am-9am on Friday mornings, we will daven shaharit in a traditional Ashkenazi nusach. From 9am – 10:30am, we will break down the musical modes we just prayed, in order to understand and internalize the sounds of weekday davening. We will focus on the relationship between text and music. There will be reading assignments, and weekly recording assignments.

CAN519 - Introduction to Basic Cantillation

Louise Treitman

CAN519

2 Credits

Wednesdays, 2:30 pm - 4:30 pm

Level: Mekorot

Prerequisites: Requires Hebrew 4 or permission from the instructor. This course will meet for 9 classes - dates TBA.

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 all include some of 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). This course will be 9 classes - dates TBA.

EDUCATION

MODULE ONE: AUGUST 31 - OCTOBER 21, 2026

Spiritual Development in Jewish Education (Mod 1)

Michael Shire

EDU626 (Online and asynchronous class)

2 graduate credits for MJE students (section #1), 1 credit for CJE students (section #2), or 0 credits for auditing students (contact Registrar to register)

Jewish education has been primarily concerned with the transmission of knowledge, the acquisition of skills, and the development of Jewish identity in people. One aspect of cultivating religious identity has been missing from Jewish educational practice and that is nurturing the spiritual growth of the individual as an explicit aim of our educational practice. We seem to shy away from this practice in our schools and synagogues, often thinking that spiritual practice and a person's being with God are not part of the Judaism we know. However, not only is nurturing spiritual practice part of the essence of Judaism, it has also been a long component of Jewish education but largely ignored in our times. This module seeks to explore the cultivation of the spiritual life of the individual, drawing upon the research, particularly but not exclusively of children's spirituality. I will offer a Jewish lens with which to view this spirituality that comes from our traditional sources and from contemporary thinking, including Social and Emotional Learning, Mindfulness, and Thriving. Deepening our understanding of this field will determine the very way we see the overall and expanded purpose of a Jewish Education.

MODULE TWO: OCTOBER 27 – DECEMBER 23, 2026

Wholeness and Spirituality in the Education Setting (Mod 2)

Batya Ellinoy**EDU628** (Online and asynchronous class)

2 graduate credits for MJE students (section #1), 1 credit for CJE students (section #2), or 0 credits for auditing students (contact Registrar to register)

This module investigates the question: How do we create spiritually alive and resilient Jewish educational spaces? How do we cultivate and sustain conditions in which spiritual awareness, connection, resilience, and meaning can emerge? Drawing on Jewish spiritual traditions, *tefilah*, somatic awareness, experiential education, and reflective practice, participants will explore embodied and relational approaches to Jewish spiritual education. Together, we will examine how practices of awareness, attunement, connection, and reflection can support spiritual resilience, meaningful engagement, and community-building within Jewish educational settings. Through experiential learning and practical pedagogical tools — including the Prayer Keys practice (*Maftechoh T'fillah*) — students will cultivate approaches to Jewish spiritual education that engage mind, body, heart, and spirit. Particular attention will be given to helping educators deepen awareness of their own authentic spiritual pathways and strengths as guides, while developing practices that can be adapted for diverse learners and Jewish educational environments.

Supervised Field Experience

Sarit Tsor**EDU750** (Meets for full year)

3 graduate credits for MJEd Students (section 1), 1 graduate credit for Rabbinic Students in the MJEd Program (section 2)

Required for all MJEd degrees. Requires the previous completion of at least one graduate certificate or approval from Director of Field Experiences. The Director of Field Experiences will assist students in identifying and choosing their Field Experience mentor. All Field Experience placements must be approved by the Director of Field Experiences.

Full academic year-long supervised field experience in a Jewish educational setting (school, agency, synagogue, etc.). This applied learning opportunity will be tailored to meet the professional goals and objectives of the individual student. The Field Experience includes developing a learning contract, direct teaching, working with a mentor, meeting with cohort members, and observing teacher practice in varied settings. If appropriate, a current paid position may be incorporated into the experience. Focus on application and integration of expanded knowledge, emerging skills, and reflective practice.

Graduate Research Seminar for MJEd students

Michael Shire**EDU900** (Meets for full year)

3 graduate credits

Meets on the following dates from 4:00-5:30pm ET

Fall Semester 2025: Sept. 4; Oct. 20; Nov. 24; Dec. 15

Spring Semester 2026: *Dates to be scheduled in conjunction with student availability.*

The Graduate 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. This 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 instructor, a faculty adviser of their choosing and by the seminar community itself. Students will construct an inquiry into a problem of practice in Jewish Education through differing optional modes including:

- Written Paper in academic style of a problem of practice
- Curriculum Development and/or Evaluation of Curriculum Material
- Jewish Educational Product to be used in the field
- Record of Practice for engagement in subject specific theme
- Annotated and Curated Collection of Sources for Jewish textual material in Jewish Education
- Creative Implementation responding to a problem of practice in the arts and/or music, drama, etc.

The Fall semester will be devoted to the creation of a Literature Review. The Spring semester will focus on supporting students' writing and investigation of the topic.

HEBREW LANGUAGE

Foundations of Biblical Hebrew 1

Navah Levine

HBW510

4 Credits

Mondays, Tuesdays, and Thursdays 2:30 pm - 4:00 pm

Level: Mekorot

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

This course is an intensive introduction to Biblical Hebrew. A basic familiarity with Hebrew is presumed. Students will learn grammatical concepts to be applied to the decoding of Biblical texts.

Intermediate Hebrew 1

TBD

HBW518

4 Credits

Tuesdays and Thursdays, 2:30 - 4:00 pm

Level: Year 1

Prerequisites: Prerequisites: Foundation of Biblical Hebrew (or equivalent)

In this course, which runs in parallel with the Shanah Aleph Bereshit course, students will hone Biblical Hebrew reading and translation skills, review key topics in grammar and syntax, and practice using reference tools to develop a deeper understanding of Biblical texts on their own terms. This course assumes the successful completion of Foundations of Biblical Hebrew 1

Rabbinic Hebrew

Harvey Boch

HBW608

2 Credits

Tuesdays, 2:30 pm - 4:00 pm

Level: Year 2

Prerequisites: Foundations of Biblical Hebrew and Intermediate Hebrew

Using as its text corpus the rabbinic commentary and midrashic passages assigned in the Shanah Bet Shemot course, with which this course will be closely coordinated, students will apply their knowledge of Biblical Hebrew to reading and understanding unvocalized rabbinic text. Foundations of Biblical Hebrew and Intermediate Hebrew are prerequisites.

INTERDISCIPLINARY

Israel Study Abroad for Rabbinical Students

Various

INT777

6 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 Dean of the Rabbinical Program. Students will be required to complete a final reflective assignment on their time in Israel to be submitted to the Dean.

Capstone Project

Rachel Adelman

INT950

1 Credit

Thursdays, 11:30 am - 1:00 pm

Level: Year 5

Prerequisites: This is a year-long course open only to Rabbinical students

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

Hasidut I

Or Rose

JTH750

2 Credits

Tuesdays, 9:45 am - 11:15 am

(Beit Midrash Prep Time Mondays 2:30 pm - 4:30 pm)

Level: Year 3

Prerequisites: Requires working knowledge of Hebrew and experience with classical Jewish textual sources. Those not in Shanah Dalet should 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—which students will prepare in a weekly beit midrash session with a havruta partner and individually—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 early Hasidic teachings of different types as well as the historical movement. In so doing, we will reflect together on how we might make thoughtful use of Hasidic and Neo-Hasidic resources in our lives and work as rabbis, cantors, and educators.

Contemporary Jewish Thought in Historical Context

Dan Judson

JTH918

2 Credits

Wednesdays, 10:00 am - 11:30 am

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.

Liturgy

Siddur

Jessica Meyer

LGY591

2 Credits

Thursdays, 11:30 am - 1:00 pm

(Beit Midrash Prep Time Thursdays 9:15 am - 11:15 am)

Level: Mekorot

Prerequisites: Requires Hebrew 4 or above

Transform words of liturgy into words of prayer. We will focus our attention on the weekday Shacharit service because it offers a foundation for understanding many other Jewish tefillah liturgies and because it is the primary tefillah experience we will engage in together at Hebrew College. We will spend some time on liturgical variations for Shabbat and holidays. We will use Nusah Ashkenaz as our base text because it is the most common liturgy used in North America, though we will note some moments of liturgical variation with Nusah Sefard.

MUSIC

Voice Lessons

Various

MUS500

1 Credits

Day and Time TBD by Instructor and Student

Prerequisites: Enrollment by non-cantorial students is only with permission from the Dean of the Rabbinical School, 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.

PRACTICAL COURSES FOR CLERGY

Internship Seminar

Michael Shire

PRC349 (Meets for full year)

2 Credits

Tuesdays, 2:30 pm - 4:00 pm (4 meetings)

Level Year 4

Internship is an integral part of the Rabbinic Program at Hebrew College. The Internship and its concurrent 4th year seminar provides students with the opportunity to apply theory to practice, acquire skills in rabbinic practice, develop a mentored relationship and reflect on experience for growth and

development. Opportunities for professional reflection allow students to think about their rabbinic practice guided by an experienced rabbinic mentor and their peers for future career options. Our seminar which will meet eight times over the two semesters provides an open, safe and reflective learning environment that is grounded in the concept of 'the reflective practitioner'. This is a process of learning by doing and reflecting, problem-solving and exploring alternative solutions for complex and unpredictable experiences of actual practice with confidence, skill and care. Our seminar has a combination of case study reflection, peer feedback, mentor participation and skill development.

Cantorial Coaching

Various

PRC579

1 Credits

Day and Time TBD by Instructor and Student

Prerequisites: Open only to Cantorial & Rav-Hazzan students

This course provides coaching by practicing cantors and Jewish music professionals who will guide the student according to their 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 Lifecycle and other professional Cantorial skills.

Lifecycle Officiation for Clergy

Michael Shire

PRC620

2 Credits

Mondays, 2:30 pm - 4:00 pm

Level: Year 2

Prerequisites: Non-Hebrew College Ordination students require permission from the instructor

The Lifecycle Seminar is an opportunity to build professional development skills around ritual making and specifically lifecycle events that are transformational and meet a life moment need. We will focus on liturgy as the rabbinic/cantorial pastoral and spiritual toolkit reviewing the history of liturgical change as well as creating contemporary liturgies of our own. The focus in the seminar is on three focal questions: How do we understand the nature and needs of the life moment the ritual is responding to? Ritual response: What are some of the varied and creative ritual responses Jewish tradition and contemporary liturgical leaders have developed for this life moment? What are some of the key decision points for officiating this ritual? Officiating: How do we prepare for these rituals? How do we guide people through these rituals? There will be a session with current clergy who share their professional expertise and experience.

Spiritual Care and Counseling

Rachel Kaplan

PRC810

2 Credits

Mondays, 2:30 pm - 4:30 pm

Level: Year 4

Prerequisites: Requires permission from the instructor to enroll

This course is an introduction to the theory and practice of Spiritual Care. Students will explore the role of clergy as spiritual care practitioners and the practice of providing a non-anxious / less anxious presence. Learning to integrate Judaism with insights from psychology and spirituality, students will explore their own capacity to offer, “presence, accompaniment, and listening that allows persons to share their deepest and most ultimate joys and concerns in the context of their full humanity.”*

*Oberlin College, Office of Religious and Spiritual Life, “Definition of Spiritual Care.”

Senior Seminar

Daniel Klein

PRC915

2 Credits

Thursdays, 9:45 am - 11:15 am

Level Year 5

This seminar examines questions of Jewish identity, status, and boundaries. In the first half of the semester, Rabbi Michael Shire will guide an exploration of these themes as they manifest in contemporary North American Jewish life, drawing on insights from guest experts. This portion will also include practical training in guiding individuals through the conversion process. The second half of the course, taught via Zoom by Dr. David Olsen, Executive Director of the Samaritan Counseling Center, will focus on self-care, the cultivation of healthy professional boundaries, and strategies for preventing burnout, especially in the context of chronic anxiety. Rabbi Daniel Klein will be the faculty member responsible for the second half of the semester.

RABBINICS

Core Text Talmud 1: Berakhot 1

Shani Rosenbaum

RAB500

3 Credits

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

(Beit Midrash Prep Time Mondays 9:15 am - 11:15 am and Wednesdays 9:30 am - 11:30 am)

Level: Year 1

Prerequisites: Requires Hebrew 6 or above

Through intensive, guided study of one chapter of the tractate Berakhot, this first semester inducts first-year Rabbinical students into the discipline of traditional Rabbinical learning. Course work covers essential themes in Jewish liturgy while building skills for reading, understanding, appreciating, analyzing and participating in Talmudic discourse.

Introduction to Mishnah 1

Shayna Rhodes

RAB513

3 Credits

Tuesdays, 11:30 am - 1:00 pm; Wednesdays 11:45 am - 1:15 pm

(Beit Midrash Prep Time Tuesdays 9:15 am - 11:15 am and Wednesdays 9:30 am - 11:30 am)

Level: Mekorot

Prerequisites: 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, vocabulary, and literary structures, building a foundation for the further study of rabbinic literature. In addition, this course will help students cultivate a relationship to the Mishnah as guide to grounding, innovating and evolving their own Jewish practice.

Theories of Halakhah

Matthew Hass

RAB529

2 Credits

Mondays, 2:30 - 4:00 pm

Level: Year 1

Prerequisites: Requires Hebrew 6 or above

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

Hilkhot Shabbat - A

Shani Rosenbaum

RAB630A

2 Credits

Thursdays, 11:30 am - 1:00 pm

(Beit Midrash Prep Time Thursdays 9:15 am - 11:15 am)

Level: Years 2, 3, 4

This course focuses on the laws and traditions of Shabbat. Students will work toward greater fluency in reading and translating the Rambam's Mishneh Torah as a foundation for their capacity to navigate halakhic literature, and explore how our ancestors envisioned and actualized the world of Shabbat through internalizing the language and immersing in some core details that seek to describe and give form to the Shabbat experience.

Hilkhhot Shabbat - B

Shayna Rhodes

RAB630B

2 Credits

Thursdays, 11:30 am - 1:00 pm

(Beit Midrash Prep Time Thursdays 9:15 am - 11:15 am)

Level: Years 2, 3, 4

This course will examine some of the central concepts of hilkhhot Shabbat. We will explore what type of work is permitted and what is forbidden. We will learn how tradition calls upon us to enter Shabbat and how to leave it. We will examine a few of the melachot in greater depth along with some of the more well known responsa that deal with Shabbat and modern technology. Students should be familiar with the major codes of Jewish law and know how to locate sources on their own from the sefarim in the Bet Midrash.

Hilkhhot Shabbat - C

Shani Rosenbaum

RAB630C

2 Credits

Thursdays, 2:30 pm - 4:00 pm

(Beit Midrash Prep Time Thursdays 9:15 am - 11:15 am)

Level Years 2, 3, 4

In this course we will move between key sugyot in the Gemara and their corollaries in halakhic literature, asking: what is the world of Shabbat that our ancestors envisioned? How did they seek to actualize this in concrete, embodied reality? Along the way we will hone our skills of tracing the intergenerational halakhic conversation from the Gemara through the rishonim and acharonim, and explore a range of contemporary modes of building the world of Shabbat with intention and integrity.

Core Text – Rabbinics 4: Aggadah in Bavli Yoma (Section A)

Matthew Hass

RAB650A

3 Credits

Mondays, 11:30 am - 1:00 pm; Wednesdays 11:45 am - 1:15 pm

(Beit Midrash Prep Time Mondays 9:15 am - 11:15 am and Wednesdays 9:30 am - 11:30 am)

Level: Years 2, 3, 4

This course will examine aggadic texts from the first and eighth chapters of Bavli Yoma. Themes to be discussed include memory, imagination, Temple, the priesthood, sin, forgiveness, and repentance. We will spend time examining how (and why) the rabbis creatively reimagine the Second Temple past and ask whether similar concerns and values motivate rabbinic views of repentance. We will also build our skills reading Talmudic aggadah with the aid of Rashi's commentary and other study aids.

Core Text – Rabbinics 4: Talmudic Aggadah (Section B)

Devora Steinmetz

RAB650B

3 Credits

Mondays, 11:30 am - 1:00 pm; Wednesdays 11:45 am - 1:15 pm

(Beit Midrash Prep Time Mondays 9:15 am - 11:15 am and Wednesdays 9:30 am - 11:30 am)

Level Years 2, 3, 4

This course will assume students' ability independently to prepare aggadic (and at times halakhic) talmudic passages sufficiently to read them in class, with at least preliminary comprehension, from the Vilna text. Over the course of the semester, students will grow in their knowledge of Aramaic and their fluency in reading talmudic texts, develop familiarity with different kinds of aggadic material, learn about a variety of methodological issues in the study of aggadah, and become deeper and more nuanced learners of aggadic texts. The course will be divided into three parts: Part I: an extended aggadic passage and its place within the larger passage (sugya, chapter, masekhet) in which it is situated; Part II: an exploration of stories that share common motifs (chasidim, poor people, and gates); Part III: Bavli stories and their literary features (sometimes in comparison with Eretz Yisraeli parallels), including attention to characterization, the halakhic contexts of the narratives, and intertextuality.

Core Text – Rabbinics 4: Aggadah and Halakhah: The Seventh Chapter of Bavli (Section C)

Jane Kanarek

RAB650C

3 Credits

Mondays, 11:30 am - 1:00 pm; Wednesdays 11:45 am - 1:15 pm

(Beit Midrash Prep Time Mondays 9:15 am - 11:15 am and Wednesdays 9:30 am - 11:30 am)

Level Years 2, 3, 4

This course will study talmudic sugyot on *lashon ha-ra*, in particular one found in Bavli Arakhin and another in Yerushalmi Peah. These sugyot combine aggadah and halakhah, creating a unique realm of talmudic discourse. Alongside these sugyot, we will study their parallels in Mishnah, Tosefta, Midrash Halakhah, and Midrash Aggadah, exploring questions of literary and chronological relationship. This course assumes a strong ability to translate and explicate Bavli sugyot and a readiness to explicate other genres of classical rabbinic literature and interrogate their relationship to the Bavli.

Introduction to Rabbinic Formation

Daniel Klein

RAB680

2 Credits

Fridays, 11:00 am - 12:30 pm

Level: Year 1

Prerequisite: The class is for Shanah Aleph rabbinical students. Other interested students must have permission from the instructor to participate in the class.

What is a rabbi? What are the processes for growth necessary for becoming a rabbi? In this course, Shanah Aleph rabbinical students will learn about Hebrew College's vision of the rabbinate and approach to rabbinic education and work on fundamental aspects of growth towards in our program. The course will pay particular attention to deepening our relationship to God, practices for making Talmud Torah a sacred endeavor, and critical questions and tools for caring for congregants and communities.