# GRADUATE LEADERSHIP PROGRAMS

# AT HEBREW COLLEGE

# COURSES OF INSTRUCTION

## Spring Semester 2026-2027 Classes

February 1 – May 21, 2027

(Includes Ordination Program January Intensives from 1/19/27 to 1/22/27

and Winter Seminar from 1/25/27 to 1/29/27)

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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, February 1, and end on Friday, May 21.
- The Add/Drop period ends on Tuesday, February 16.

### For Jewish education students

- Education module 3 courses begin on Monday, February 1, and end on Wednesday, March 17.
- The Add/Drop period for module 1 classes ends on Friday, February 5.
- Education module 4 courses begin on Monday, March 22, and end on Friday, May 21.
- The Add/Drop period for module 2 classes ends on Friday, March 26.

**The last day of instruction for fall semester courses is Friday, May 14, and all final work must be turned in by Friday, May 21. Grades will be posted on or before Friday, June 4, 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.

# JANUARY INTENSIVE & WINTER SEMINARS

## History of Zionism & Israeli Society (January Intensive - 1/12-14/27)

**Dan Judson**
**HIS510**
1 graduate credit
Meeting Dates: Tuesday-Thursday, January 12-14
Meeting Times: 9:30 am – 4:00 pm
Level: Year 2
*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.

## Introduction to Buddhism for Jewish Leaders (Winter Seminar - 1/19-22/27)

**Judith Simmer-Hall**
**PHI147**
Non-Credit
Meeting Dates & Times: Tuesday–Thursday, January 19–21, 9 am–4 pm; Friday, January 22, 9 am–1 pm (Site visits included on Friday)
Level: Year 2

This course introduces the foundations of Buddhism as it emerged in India and follows its development across Asia, bringing doctrinal study and contemplative practice into conversation. Exploring the Indo-Tibetan framework of the three vehicles (yānas) topics will include ethics and wisdom, emptiness and compassion, and teachings on the innate awakened nature of all beings. Particular attention is given to Tibetan Buddhism, including an introduction to its tantric deity practices. The course then traces Buddhism beyond its Asian heritage contexts to other parts of the globe, and the ways those encounters have flowed back to reshape Buddhist life in Asia. It will consider Buddhism's engagement with modernity and postmodernity, interspiritual dialogue, multiple religious belonging, and secular mindfulness.

## From Diversity to Pluralism (Winter Seminar - 1/19-22/27)

**David Rhodes**
**INT510**

Non-Credit
Meeting Dates & Times: Tuesday–Thursday, January 19–21, 9 am–4 pm; Friday, January 22, 9 am–1 pm
Level: Year 2

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 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? These questions will be framed by an exploration of the philosophy of pluralism and what it means to build the fabric of pluralistic societies.

## Introduction to Christianity (Winter Seminar - 1/19-22/27)

**Soren Hessler**
**INT519**
Non-Credit
Meeting Dates & Times: Tuesday–Thursday, January 19–21, 9 am–4 pm; Friday, January 22, 9 am–1 pm (Site visits included on Friday)

This course will focus on the histories, beliefs, and practices of contemporary Christian communities. Students will have opportunities to network with important actors in the religious landscape and gain exposure to the various expressions of Christianity in Boston. Rev. Dr. Soren Hessler, former Associate Director of the Miller Center for Interreligious Learning & Leadership, will facilitate and guest lectures and workshops led by area clergy and religious professionals will be included.

## Introduction to Islam for Jewish Leaders (Winter Seminar - 1/19-22/27)

**Omer Bajwa**
**INT600**
Non-Credit
Meeting Dates & Times: Tuesday, January 19, 12–4 pm; Wednesday–Thursday, January 20–21, 9 am–4 pm; Friday, January 22, 9 am–1 pm (Wednesday and Thursday at Hebrew College; Tuesday and Friday online)

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 along with exploring specific challenges and opportunities facing contemporary Muslims in the United States.

## Interreligious Leadership - A Primer for Emerging Rabbis (Winter Seminar - 1/19-22/27)

**Or Rose**
**INT918**
Non-Credit
Meeting Dates & Times: Tuesday–Thursday, January 19–21, 9 am–4 pm; Friday, January 22, 9 am–1 pm

This seminar will explore key theoretical concepts and practical skills for effective interreligious leadership as a rabbi. Learning will include text study, meetings with Jewish, Christian, and Muslim religious leaders involved in ongoing interreligious activities—pulpit, campus, NGO, etc.—and reflective practice. This will include specific attention to Jewish resources—textual, liturgical, historical, sociological, etc.—that support this sacred work.

# 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 2

**Rachel Adelman**
**BIB501**
3 Credits
Mondays and Thursdays, 2:30 - 4:00 pm
Beit Midrash Prep Time - Mondays and Thursdays 9:15 am - 11:15 am
Level: Year 1
*Prerequisites: Requires Hebrew 6 or above. Non-Hebrew College students may take this class only with permission from the instructor.*

"The Jacob Saga and Joseph and His Brothers." This second half of Bereshit covers the Jacob Saga and Joseph and His Brothers. Colorful coats, dreams and near fratricide, bedtricks, famine and exile mark these dramatic narratives. This course will engage in a careful reading of the biblical text, drawing on classic medieval exegetes and midrash, as well as modern literary readings, from Robert Alter and Israeli poetry to Thomas Mann's great novel, Joseph and His Brothers. In addition to honing our text skills, we will consider various themes such as the problem of continuity/discontinuity (toledot), dreams and their interpretation, models of recognition and teshuvah, shame and reconciliation.

## TANAKH – Introduction to Reading Tanakh 2

**Rachel Adelman**
**BIB507**
2 Credits
Wednesdays, 11:15 am - 1:15 pm
(Beit Midrash Prep Time - Wednesdays 9:30 am - 11:15 am and Fridays 9:15 am - 11:15 am)
Level: Mekorot
*Prerequisites: Requires Hebrew 4 or above*

King David is one of the most complex figures to emerge from the Bible -- a mighty warrior, famed for his poetry and music, chosen by God to found the Judean dynasty. Yet he commits both adultery and murder, repents, and pays inexorably for his sins. This course explores David as both a historical figure and mythical character. How does the story of David earn its reputation as one of the great masterpieces of world literature? And how did the highly flawed king at its center become the idealized figure celebrated as the author of the Psalms and the ancestor of the messiah? In seeking answers to these questions, we will address several larger issues: the nature of the Bible as a literary work of art; the shifting political and religious roles of prophet, judge, priest, and king over the Books of Samuel; and the meanings projected onto the Bible by later poets, artists, and novelists. We will continue to develop our text skills, in close readings in Hebrew of selected passages from I and II Samuel.

## Core Text - Torah 2: Shemot 2

**TBD**
**BIB601**
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: Requires Hebrew 7 or above; Non-Hebrew College students may take this class only with permission from the instructor.*

This term, we will work our way through the second half of Sefer Shemot, reading the text together in class. Our focus will be the peshat: the language, structure, and internal tensions of the text itself. We will also read Shemot in light of the world from which it emerged, drawing on the literature, law, and religious practice of ancient West Asia to understand what the text may have meant in its own setting. We will also look at how the classical meforshim received and interpreted these passages.

## Core Text - Torah 4: Bemidbar - The Book of Numbers

**Rachel Adelman**
**BIB700**
2 Credits
Tuesdays, 11:30 am - 1:00 pm
(Beit Midrash Prep Time - Tuesdays 9:15 am - 11:15 am)
Level: Year 4

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

## Hamesh Megillot - Shalosh Megillot

**Rachel Adelman**
**BIB760**
2 Credits
Tuesdays, 2:30 pm - 4:00 pm
(Beit Midrash Prep Time - Tuesdays, 9:15 – 11:15 am)
Level: Year 3
*Prerequisites: Requires Hebrew 7 or above*

"The David Story." In this course students will engage in a deep reading of three of the "Five Megillot": Esther, Song of Songs, and the Book of Ruth. We will consider their historical context and genre, as well as their significance with respect to the liturgical year (Purim, Passover, and Shavuot). Special attention will be given to dramatic presentation and character development, along with accompanying classical parshanut, midrash, literary commentary, modern feminist readings and creative responses to these texts. We will also explore some of the larger thematic issues: Jewish identity in the context of exile (galut) and assimilation; the value of the stranger (ger) in our midst; the tension between Law and Narrative; and the problem of hester panim (the Hidden Face of God).

# PRAYER LEADERSHIP

## Introduction to Basic Cantillation

**Louise Treitman**
**CAN519**
2 Credits
Wednesdays, 2:30 pm - 4:30 pm - COURSE WILL MEET FROM March 3rd until May 12 (with a break for holidays)
Level: Mekorot
*Prerequisites: Requires Hebrew 4 or permission from the instructor*

This class is an introduction to basic concepts of Torah cantillation. It is not just about learning the melodies. Students will acquire and/or improve skills to chant Torah on weekdays, Sabbaths and Festivals using a common Ashkenazi trope. Topics will also include 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).

## Shabbat Nusah

**Michael McCloskey**
**CTL560**

2 Credits
Wednesdays, 2:30 pm - 4:00 pm
Level: Certificate Program

Students will dive deeply into the modes and motives of Ashkenazi Shabbat services, learning by ear, and developing competence (and confidence) in Kabbalat Shabbat, ma'ariv, shaharit, musaf, and minha. Open to rabbinical students, clergy, and lay leaders of all musical backgrounds, especially well-suited for those who are early in their study of nusah.

### Nusah, Nusakh, Nign and Hazones

**Hankus Netsky**
**CTL609**
2 Credits
Wednesdays, 2:30 pm - 4:00 pm (Module 3: 2/3, 2/10, 2/17, 2/24, 3/3, 3/10 and Module 4: 3/17, 3/24, 3/31, 4/7, 4/14, 4/21, 5/5)
Level: Certificate Program
*Prerequisites: Appropriate for experienced daveners with a musical background and working knowledge of Ashkenazi Shabbat nusah and liturgy.*

The combination of nusah (Jewish prayer modes) and shabbes liturgy has long provided inspiration for creative Jewish musicians. In this class we will consider how Askenazic prayer leaders have used original and unique approaches to nusah in their davening and learn how to apply these approaches to our own practices in leading shabbes prayer.

## EDUCATION

### Foundations of Jewish Education

**Michael Shire**
**EDU850**
2 Credits
Mondays, 2:30 pm - 4:00 pm
Level: 1

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.

## MODULE THREE: FEBRUARY 1 – MARCH 17, 2027

### Mussar for Educators (Mod #3)

**Laila Goodman**
**EDU535** (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)

What is the purpose of learning? What are our goals as Jewish educators? Jewish learners? This course will be an introduction to Mussar, a Jewish ethical practice that offers one way to work toward a closer alignment of one's values and actions. Mussar offers ancient wisdom for how to do the work of being a mensch. In this module, we will practice using the tools of Mussar: behira points/choice points, hitlamdut/taking a stance of learning and journaling. We will study specific middot/character traits including anavah/humility, savlanut/patience and menuchat hanefesh/equanimity as they apply to our lives. With the perspective of personal practice with the middot, we will reflect on how we want to incorporate Mussar into our educational practice and how the practice can be helpful in your personal and professional journey.

## MODULE FOUR: MARCH 22 – MAY 21, 2027

### Pedagogic Models of Teaching God, Prayer and Spirituality (Mod #4)

**Michael Shire**
**EDU537** (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 focuses on pedagogic models of teaching God, Prayer and Spirituality in classrooms, experiential settings and amongst adult learners. Most pedagogic models are based on theories of Instruction. We will explore models that incorporate Encounter, Reflection and Instruction and are best suited for spiritual development. We will explore God concepts and ways to explore them as well as methods for teaching liturgy that stimulate spiritual responses to the words and melodies. Our focus on spiritual awareness will be developed through stories and storytelling, Torah Godly Play and the Creative Arts. The module will be introduced with a live session (also recorded for later viewing) and a final assessment using one or more of the pedagogic models.

### 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 2

**Navah Levine**
**HBW511**
3 Credits
Mondays, Tuesdays, and Thursdays 2:30 pm - 4:00 pm
Level: Mekorot

*Prerequisites: Requires Hebrew 4 or above ; Prerequisite:  Foundations of Biblical Hebrew 1 or permission of the instructor ; Non-Hebrew College ordination students require permission from the instructor*

This course is an intensive introduction to Biblical Hebrew. A basic familiarity with Hebrew is presumed, including a working knowledge of the major Binyanim. Working in coordination with the course "Introduction to Reading Tanakh", grammatical concepts will be applied to the decoding of texts studied in that course. Texts studied may include midrash, rabbinical commentary, and modern Hebrew songs, thereby affording students guidance and practice in reading such texts.

## Intermediate Biblical Hebrew 2

**TBD**
**HBW519**
3 Credits
Tuesdays and Thursdays, 11:30 am - 1:00 pm
Level: Year 1
*Prerequisites: Completion of Intermediate Biblical Hebrew*

An intermediate-to-advanced study of Biblical Hebrew designed to transition students from morphological and complex syntactical analysis to synthesis resulting in narrative exegesis. Tuesdays focus on the thematic structural categories of the language and morphological review. Thursdays apply this knowledge directly through translation, lexical analysis, and syntactical diagnosis of the early narratives of the book of Exodus.

## Aramaic

**Harvey Boch**
**HBW611**
2 Credits
Tuesdays, 2:30 pm - 4:00 pm
Level: Year 2
*Prerequisites: Completion of Intermediate Biblical Hebrew 1 and 2*

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. Prerequisite: Hebrew 6 and permission of the instructor.

# INTERDISCIPLINARY

## Jewish Life and Practice

**Rachel Kaplan**

**INT515**
2 graduate credits
Meeting Dates & Times: Thursdays, 11:30 am - 1:00 pm
Level: Mekorot
*Requires Hebrew 7 or above; Open to non-rabbinic students with permission from the instructor.*

This course will provide an opportunity to learn more about and reflect on Jewish practice. Students will explore mitzvot often practiced at home — the more intimate spaces that can form and inform how the spiritual and personal blend into one's own personal spiritual practice. By placing Jewish practice in conversation with Jewish text, and one's own experience, students will gain a deeper understanding of these mitzvot, while also articulating their current and evolving relationship to each of the mitzvot explored throughout the semester.

## Israel Study Abroad for Rabbinical Students

**Various**
**INT777**
6 Credits

Students spend a year studying in Israel as a required part of the rabbinical school curriculum. 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: 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

## Conversations in Complexity: History of the Modern State of Israel

**Jonathan Golden**

**JTH558**
2 Credits
Mondays, 2:30 pm - 4:00 pm
Level: Year 3

This course is designed to help you as emerging Jewish rabbis understand important topics and questions about Israel as they relate to your personal and professional journey. The course will survey the history of Zionism and Israel with a focus on questions that remain alive in contemporary conversations about Israel. Through this course, we will explore tools and paradigms to help you navigate topics about Israel through your work as Jewish professionals.

## Hasidut II - Three Paths in Hasidism: 1772-1826

**Jeff Amshalem**
**JTH805**
2 Credits
Tuesdays, 11:30 am - 1:00 pm
(Beit Midrash Prep Time - Tuesdays 9:15 am - 11:15 am)
Level: Year 5
*Prerequisites: Credit students should be familiar and comfortable with the language and style of Hasidic homilies in Hebrew.*

Three Paths in Hasidism: 1772-1826.

## Modern Jewish Thought

**Dan Judson**
**JTH838**
2 Credits
Mondays, 2:30 pm - 4:00 pm
Level: Year 4

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

# Liturgy

## Liturgy and Poetry of Yamim Noraim

**Jessica Meyer**
**LGY625**
2 Credits

Mondays, 2:30 pm - 4:00 pm
Level: Year 2

Students will reflect on the themes and theology of Rosh Hashanah and Yom Kippur through in-depth study of traditional prayers. We will assimilate the structure of these expansive services, discover the history of the mahzor, and translate the rich language of piyyutim (liturgical poetry), so that we may navigate these awesome days for ourselves and our communities. Texts will be taught in Hebrew. *This is a liturgy course. Nusah of the High Holy Days will be offered as a class in the Tefillah Leadership Certificates in 2027-2028.

# LEADERSHIP 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 Seminar 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.

## Homeletics

**Sharon Anisfeld**
**PRC790**
2 Credits
Wednesdays, 9:45 am - 11:30 am
Level Year 5

Sermons offer an important context for meaningful dialogue between rabbis and their communities. A sermon, or a dvar torah, does not take place in a vacuum. Congregants and community members bring a whole array of individual and shared experiences to the act of listening, and the rabbi brings their lived questions and concerns to the act of writing and speaking. The sermon, at its best, is a sacred meeting ground – between darshan/it and listener, between text and life, between individual and community, between community and God. As such, the sermon is an opportunity for a darshan/it to bring Torah to life -- in other words to illuminate and enliven the text itself, and to share it with members of a kahal in a way that has meaning and relevance for their lives. This course is designed to help students cultivate the following skills with regard to sermon preparation and delivery: Discerning questions and concerns that are meaningful and relevant to community members. Using learning and imagination to bring Torah to bear on those questions. Finding one's own voice as a darshan/it. Expressing ideas in a manner that can be heard and understood by others. Soliciting and responding constructively to feedback from colleagues and community members. Offering constructive feedback to other colleagues. Developing a range of styles and forms to suit a multiplicity of goals, circumstances, and listeners.

## Maavar: Transition to Rabbinate

**Daniel Klein**
**PRC920**
2 Credits
Thursdays, 9:45 am - 11:15 am
Level Year 5
*Prerequisites: Only open to Hebrew College rabbinical students in Shanah Heh*

In preparation for ordination, this course will focus on key leadership areas for emerging rabbis: management fundamentals with Rabbi Dan Judson including fundraising, budgeting, and strategic time management; addressing common leadership challenges with Dr. Susie Tanchel such as managing up, working with a board, and cultivating a professional stance; and examining questions of rabbinic ethics with Rabbi Daniel Klein. The course will also prepare students for the ordination ceremony.

# RABBINICS

## Core Text Talmud 1: Berakhot 2

**Shani Rosenbaum**
**RAB501**
3 Credits
Tuesdays, 2:30 - 4:00 pm and 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: Year 1
*Prerequisites: Requires Hebrew 6 or above*

The spring semester will focus on sections of Masekhet Berakhot relating to tefilla. We will continue to build strong foundational skills in parsing, reading, and understanding the talmudic text and work to develop increasing capacity to make sense of the text (semi-)independently, while encountering and discussing a variety of key passages concerning prayer.

## Intro to Mishnah 2

**Shayna Rhodes**
**RAB517**
3 Credits
Mondays and Tuesdays, 11:30 am - 1:00 pm
(Beit Midrash Prep Time - Mondays and Tuesdays 9:15 am - 11:15 am)
Level: Mekorot
*Prerequisites: Requires Hebrew 4 or above; Prerequisite: RAB514 or permission from the instructor*

This course is a continuation of RAB514. 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, rhetoric, ritual, theology, 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.

## Hilkhot Tefillah

**Shayna Rhodes**
**RAB518**
2 Credits
Fridays, 11:30 am - 1:00 pm
(Beit Midrash Prep Time - Fridays 9:15 am - 11:15 am)
Level: Year 1
*Prerequisites: 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.

## Core Text - Rabbinics 2 - Mo'ed 2 (Section A)

**Benjamin Barer**
**RAB643-1**

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 focus on selected sugyot from the third chapter of Moed Katan. These sugyot discuss the core human experiences of rejoicing and mourning and what happens when they intersect with one another. This course aims to solidify your ability to learn a talmudic sugya through identifying and translating technical terminology, articulating an argument's structure and flow, and beginning to utilize Rashi. As we build the above skills, we will also strengthen meaning-making skills through considering questions such as: What are the ritual responses when periods of mourning overlap with periods of rejoicing? How does ritual shape emotion and emotion shape ritual? How do we negotiate communal and individual obligations in mourning and in rejoicing?

## Core Text - Rabbinics 2 - Mo'ed 2 (Section B)

**Jane Kanarek**
**RAB643-2**
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 focus on selected sugyot from the third chapter of Moed Katan. These sugyot discuss the core human experiences of rejoicing and mourning and what happens when they intersect with one another. This course aims to solidify your ability to learn a talmudic sugya through identifying and translating technical terminology, articulating an argument's structure and flow, and utilizing Rashi as a help rather than a hindrance. Towards the end of the semester, we will also introduce Tosafot. As we build the above skills, we will also strengthen meaning-making skills through considering questions such as: What are the ritual responses when periods of mourning overlap with periods of rejoicing? How does ritual shape emotion and emotion shape ritual? How do we negotiate communal and individual obligations in mourning and in rejoicing?

## Core Text - Rabbinics 2 - Mo'ed 2 (Section C)

**Matthew Hass**
**RAB643-3**
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

In this course we will learn perek Lulav Ha-Gazul, the third chapter of Bavli Sukkah. We will examine what it means to worship God with objects, as well as discuss broader questions surrounding the relationship of halakha to ritual and aesthetics. This course will also introduce students to Tosafot while continuing to build skills reading the sugya with Rashi.

## Core Text - Rabbinics 2 - Mo'ed 2 (Section D)

**Devora Steinmetz**
**RAB643-4**
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 is designed for emerging advanced Talmud students who are able competently to prepare the talmudic text on their own. We will be learning Mo'ed Katan, including but not limited to the portion of the masekhet that discusses aveilut. Students in this course will have an opportunity to continue to develop their facility with Talmudic argumentation and ideas as well as to work with rishonim and with halakhic texts (codes and responsa).

## Hilchot Yom Tov A

**TBD**
**RAB726-1**
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
*Prerequisites: Requires Hebrew 8*

This course will look at what characterizes yom tov and how it differs from Shabbat focusing on selected liturgical aspects both as they appear in the context of yom tov and as they appear in other contexts, traditional and modern. 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.

## Hilchot Yom Tov B

**Matthew Hass**
**RAB726-2**
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
*Prerequisites: Requires Hebrew 8*

This course will introduce students to the laws of yom tov through a deep examination of the halachot of Passover. We will focus on the close, careful reading of sections of Tur, Shulhan Arukh, and Beit Yosef discussing Biur Chametz and the Seder. Students will also be introduced to important Achronim such as the Chayyei Adam, Arukh ha-Shulkhan, and Mishnah Berura.

## Hilchot Yom Tov C

**Shani Rosenbaum**
**RAB726**
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
*Prerequisites: Requires Hebrew 8*

This course will focus on the halakhot of the Pesach seder, with particular attention to the roots of this ritual in the mishna and development over time, with a particular focus on exploring expressions of that development in a range of post-Enlightenment and contemporary frameworks of practice.