ELUL Minimester

Tuesday Aug 28 – Friday Sept 7, 2012
Required for all Rabbinical Students and for Mekorot level SJM students

Torah and Haftarah Readings for Yamim Noraim
Berman
Level: Mekorot
INTD 110

Psalms (Tehillim)
Polen
Level: Year 1
BIBLE 150

Liturgy and Poetry – Yamim Noraim
A. Lehmann
Level: Year 2
LITGY 225

Kafka and Agnon Approach the Day of Judgment
Gillman and Green
Years: 3 and 4
LITER 551

Teshuva
Rosenberg
Level: Year 5
RAB 350
**FALL 2012**

**BIBLE**

*Genres and Themes of Biblical Literature I*

Adelman  
Monday and Wednesday 11:15 am – 1:15 pm  
*Pre-requisite: Hebrew IV*  
BIBLE 502A

This course will focus on Biblical prose and law. The course will cover the arc of biblical history and historiography, examining prose in the Torah, as well as the books of Joshua, Kings, Ruth, Esther, Ezra, Nehemia and Chronicles. Several sessions will also focus on legal, prescriptive and proscriptive material, including ritual and civil law. Particular attention is paid to understanding of the Hebrew text, and to the linguistic and literary characteristics of the different genres. First part of a two-semester sequence.

**CANTORIAL**

*How to Chant Torah*

Schwartz  
Offered online  
CANTR 528

In this course, students learn the history and analysis of the cantillation system underlying the chanting of the Hebrew Bible. The cantillation accents serve as a system for punctuating the text of the Bible. In addition, students learn a traditional Ashkenazic mode for the public cantillation of the Torah, with a focus on correct pronunciation of biblical Hebrew. Prerequisite: facility with reading Hebrew. *May not count for graduate credit in for students in the cantorial ordination program.*

*Nusach for Festivals*

Mayer  
4 credits  
Wednesday and Friday 11:15 am – 1:15 pm  
CANTR 552

Students will learn musical modes for *Ashkenazic* prayer chant, and analyze their structural elements. Students will also learn the specific motivic content for leading Festival services within the *Ashkenazic* tradition. In practicum sessions, emphasis is on modal and motivic improvisation within the established framework of Nusach *Ashkenaz.* Congregational melodies for festival services will also be covered. Pre-requisite: Daily Nusach.

*Basic Cantillation*

Treitman
CANTR 519  
Thursday 10:00 – 11:00 am  
Meets full year  

This class is an introduction to the basic concepts of Torah cantillation. Emphasis will be placed on acquiring the skills needed to chant Torah on weekdays, Sabbaths and festivals using a common Ashkenazi trope. Discussions will also include the rituals surrounding the Torah service, the history of cantillation/trope, and the underlying syntactic structure of the system of cantillation. Does not count for graduate credit for cantorial students.

Basic Nusach  
Sokol  
CANTR 517  
Thursday 10:00 – 11:00 am  
Meets full year  

An introduction to the modes and motifs for synagogue prayer during weekday and Sabbath worship. Emphasis is on acquiring the skills needed to teach basic davening. Discussions also examine some theoretical and pedagogical issues in the teaching of prayer to children. Does not count for graduate credit for cantorial students.

Cantorial Coaching  
Staff  
Times TBA  
CANTR 579  
1 credit  

Enrollment limited to SJM students  

This course provides coaching by a practicing cantor who will guide the student according to his or her individual needs. Goals of coaching are to increase facility with prayer leading and to improve vocal and musical interpretations of selected repertoire as pertains to the Jewish lifecycle. The student will be evaluated on the benchmark requirements by the third year of residency to ascertain proficiency. Enrollment is limited to students who have successfully auditioned into one of the SJM program or by permission of the SJM. May be repeated for credit.

Cantorial Internship 1  
Treitman  
CANTR 921  
1 credit  

Note: Enrollment is limited to SJM students  

Students spend a semester on location in a synagogue, observing a practicing cantor. The on-site cantor meets with and coaches the student in the practical application of skills learned in the classroom.
EDUCATION

Models of Teaching in Jewish Education
Rodenstein
Offered online
EDUC 601

In this course, students will analyze a wide repertoire of teaching models in Jewish education— influenced by content, students and institutional contexts—that represent techniques, philosophical approaches and values of teachers. Features of lesson planning and how to structure lessons and courses for Jewish educational settings are also considered. The course examines rationales for choosing or adapting different models; Students will practice alternative approaches. In addition, students will reflect on their own teaching experiences and collaboratively assess alternative ways to address the range of educational issues that they encounter.

Lifespan Development and Case Studies in Jewish Education
Sokol
Offered online
EDUC 802

This course has two primary though somewhat separable goals: 1) to introduce education students to models of human development, and 2) to use this knowledge to analyze and create effective teaching paradigms for Jewish learners across the lifespan. Students will work on both goals simultaneously through a combination of didactic and experiential learning that focuses on a variety of Jewish educational settings.

Teaching Rabbinic Literature
Janes
Offered online
EDUC 592

This course in textual teaching explores the relationship between knowledge of rabbinic literature and teaching the texts of our tradition. We will explore a number of domains of teaching rabbinic literature and by doing so offer a variety of pedagogies of text teaching. The teaching of rabbinic literature is a spiritual practice that combines deep insight into the human mind and social condition with a thrilling journey into the historical development of Jewish thought.

Graduate Research Seminar in Jewish Education: MJEd Final Project
Einhorn
Wednesday 6:00 – 7:30 pm; meets monthly during fall and spring
Required for all candidates for the MJEd degree
1 credit
EDUC 707
Students complete a final project involving research in Jewish studies and Jewish education. The project will include an original curriculum design, strategic plan, grant proposal, change initiative or educational evaluation.

Identifying and Supporting Young Children with Special Needs in Jewish Classrooms
Weinberg
Offered online; 1 credit
September 10 – October 12
EDUC 566 – **COURSE CANCELLED**

This course will focus on identifying early signs of learning issues, developmental delays and other special needs in young children. Topics will include strategies and methods for serving all needs in an inclusive learning environment, communication with parents and issues relating to referrals.

Administration of Special Education in Jewish Settings
Lukens
Offered online; 1 credit
October 15 – November 16
EDUC 578

The role of the Jewish special educator involves many tasks that relate to administration, such as determining and organizing the special education program, advising and collaborating with inclusive classroom teachers and administrators, mentoring, advising and evaluating other special needs support staff, and supporting parents around issues they face about the education of their children with special needs. This course addresses these issues by addressing collaboration skills, examining promising practices for models of Jewish special education (in formal and informal settings), supporting parents and staff around issues facing individuals with special needs in Jewish educational settings.

Basics of Assessment
Sokol
Offered online; 1 credit
November 19 – December 21
EDUC 568

This course will provide students with a practical background to cognitive and educational assessment. Topics to be covered include performance distributions, measures of central tendency, reliability and validity, test standardization and interpreting Individual Educational Plans (IEPs). Students need not have a background in statistics.

The Art of Teaching
Grumet
Offered in Jerusalem to students at Pardes Institute of Jewish Studies
EDUC 615
This course focuses on the basics of planning and delivering effective lessons: establishing goals, maintaining the focus of the class, enduring understandings, discovery learning, essential questions, lesson planning, unit planning, formulating and reformulating questions, motivation, closure, homework and testing. Considerable attention is paid to applying basic principles of general education to the Jewish studies classroom, particularly in the day school setting.

*The Art of Learning*
Golombek
Offered in Jerusalem to students at Pardes Institute of Jewish Studies
EDUC 616

This course focuses on various factors that influence a person's ability to learn: multiple intelligences, diverse learning styles/patterns, socio-economic and cultural backgrounds, and overall motivation. Theories are applied to helping learners more effectively through clear instructions, assessments, rubrics and differentiation in the classroom. While this course is designed primarily for day school teachers, concerns of teachers in any setting will be addressed. Reflection on ourselves as learners is an important element throughout the course.

*Teaching Jewish Texts in the Day School Classroom*
Instructor TBA
Offered online to students enrolled in Pardes Educators program
EDUC 617

This course will explore the practical tools of teaching Jewish texts in the day school classroom. The following questions will guide us: how do teachers move from thinking about Bible and Rabbinics, to designing lessons, to creating ways to assess their students? What skills can we adapt as educators to help explore students’ learning of Jewish text? What might be unique about assessment of learning of Jewish text? We will look at the specific pedagogic content knowledge teachers must access in order to help their students learn Bible and Rabbinics in authentic and creative ways. Students will formulate personal beliefs and create individual tool kits to prepare to teach these subjects in ways that are meaningful for learners.

*Hebrew for Early Childhood Education*
Davis
Offered online
EDUC 534

This course covers basic Hebrew vocabulary focusing on its application in the early childhood classroom. Integrating Hebrew into music, games, movement, and stories is stressed. Theories of language acquisition in children as well as adults will be covered. Students are encouraged to use and practice Hebrew in the classroom.

*Supervised Field Experience I*
Schultz
1 credit
EDUC 915
Pre-requisite: EDUC 601 Models of Teaching in Jewish Education (may be taken concurrently)

Full academic year-long supervised experience in a Jewish setting (school, agency, synagogue, etc.). A minimum of 6-10 hours per week is required. Experiences will be tailored to meet the professional goals and objectives of the individual student. If appropriate, a current paid position may be incorporated into the experience. Focus on execution of emerging skills, observation, and basic knowledge. All experiences must be approved by the Director of Field Experiences.

Supervised Field Experience II
Schultz
1 credit
EDUC 916
Pre-requisite: EDUC 915 Supervised Field Experience I

Full academic year-long supervised field experience in a Jewish setting (school, agency, synagogue, etc.) that is different from the one experienced in EDUC 915. A minimum of 6-10 hours per week is required. Experiences will be designed to meet the professional needs of students at a more advanced level. Focus on application and integration of expanded knowledge. If appropriate, a current paid position may be incorporated into the experience. All experiences must be approved by the Director of Field Experiences.

Supervised Field Experience in Special Education
Schultz
1 credit
EDUC 924

Full academic year-long supervised experience in a Jewish setting (school, agency, synagogue, camp, etc.) serving students with a variety of special needs. A minimum of 6-10 hours per week is required. Experiences will be tailored to meet the professional goals and objectives of the individual student. If appropriate, a current paid position could be the basis for the experience with a focus on expanding the role to include a wide range of skills. All experiences must be approved by the Director of Field Experiences.

Supervised Field Experience in Early Childhood I
Schultz
1 credit
EDUC 926
Pre-requisite: Certificate in Early Childhood Jewish Education (or near completion of)

Full academic year-long experience may include a mentoring relationship and/or arranged group visits to a variety of early childhood settings. Students will keep a journal
to focus on observation, reflection and application. *All experiences will be coordinated by the Director of Field Experiences.*

*Supervised Field Experience in Early Childhood II*
Schultz
1 credit
EDUC 927

Pre-requisite: EDUC 926 Supervised Field Experience in Early Childhood I
Full academic year-long supervised field experience in an early childhood Jewish setting. A minimum of 6-10 hours per week is required. Experiences will be designed to meet the professional needs of students. Focus on application and integration of expanded knowledge. If appropriate, a current paid position may be incorporated into the experience. *All experiences must be approved by the Director of Field Experiences.*

**HEBREW ONLINE**

All classes require purchase of a standard Hebrew-English dictionary.

*Mekhina (Preparation) for Hebrew Language*
non-credit
Levy
Offered online only
HEBREW 010
Prerequisite: No prior knowledge of Hebrew is required

This course is designed to serve as an introduction to Hebrew language study and to ensure that students with some prior Hebrew study experience begin Modern Hebrew I at comparable levels. The Mekhina introduces the Hebrew alphabet and vowels, as well as verbs and syntax sufficient for conducting simple daily conversation. Students progress at their own pace, submit oral and written homework, and take online quizzes. Weekly real-time class discussions are conducted by the instructor with small groups of students at comparable levels. The Mekhina is based on the seven introductory units of Ivrit Min Hahatchala (Hebrew From Scratch), the textbook used by Hebrew College's campus-based and online Hebrew Language programs.

*Hebrew 1*
Levy
Offered online only
4 undergraduate credits
HEBRW 110
Prerequisite: Hebrew Mekhina or placement test.

This course enables students to recognize and use fundamental structures of Hebrew grammar and morphology, and to acquire the necessary vocabulary for basic conversation and reading of modern and classical texts. All language skills are mastered through
elementary syntactic and grammatical structures. Students will learn the basic verbs in the different common active verb groups and their conjugation in the present and past tense. Students will read and listen to stories and dialogues, and participate in guided class discussions. Based on topics introduced in the lessons, students will write their own dialogues and passages. All language skills are mastered through more advanced syntactic and grammatical structures.

*Hebrew IA*
Levy
Offered online only
2 undergraduate credits
HEBRW 111A
*Prerequisite: Hebrew Mekhina or placement test.*

This course covers the first half of *Hebrew I*, Lessons 1–7 of *Ivrit Min Hahatchala, Vol. 1*.

*Hebrew 1B*
Levy
Offered online only
2 undergraduate credits
HEBRW 111B
*Prerequisite: Hebrew Mekhina or placement test.*

This course covers the second half of *Hebrew I*, Lessons 8–14 of *Ivrit Min Hahatchala, Vol. 1*.

*Hebrew 2*
Levy
Offered online only
4 undergraduate credits
HEBRW 210
*Prerequisite: Hebrew 1 or placement test.*

A continuation of *Hebrew I Online*, this course enables students to recognize and use additional structures of Hebrew grammar, morphology and vocabulary to read modern and classical texts, and to engage in conversation. Students will read and listen to stories and dialogues, and participate in guided class discussions. Based on topics introduced in the lessons, students will write their own dialogues and passages. All language skills are mastered through more advanced syntactic and grammatical structures. Students will learn the past tense of verb groups introduced in *Hebrew I*.

*Hebrew 2A*
Levy
Offered online only
2 undergraduate credits
HEBRW 211A
*Prerequisite: Hebrew 1 or placement test.*

This course covers the first half of *Hebrew II*, Lessons 15–21 of *Ivrit Min Hahatchala, Vol. 1*.

*Hebrew 2B*
Levy
Offered online only
2 undergraduate credits
HEBRW 211B
*Prerequisite: Hebrew 2A or placement test.*

This course covers the second half of *Hebrew II*, Lessons 22–28 of *Ivrit Min Hahatchala, Vol. 1*.

*Hebrew 3*
Levy
Offered online only
4 undergraduate credits
HEBRW 310
*Prerequisite: Hebrew 2 or placement test.*

Students will learn to recognize and use new and more complex structures of Hebrew grammar and morphology, such as combined sentences, and will acquire vocabulary for advanced reading of modern and classical texts, and for conversation. Lessons include readings of longer passages, dialogues and stories. Students will be given the opportunity to practice the new syntactic and grammatical structures. Based on topics introduced in the lessons, students will write short expository passages and deepen their mastery of spoken Hebrew through participation in open conversation.

*Hebrew 3A*
Levy
Offered online only
2 undergraduate credits
CU-HEBRW 311A
*Prerequisite: Hebrew 2 or placement test.*

This course covers the first half of *Hebrew III*, Lessons 1–4 of *Ivrit Min Hahatchala, Vol. 2*.

*Hebrew 3B*
Offered online only
2 undergraduate credits
HEBRW 311B
*Prerequisite: Hebrew 3A or placement test.*

This course covers the second half of *Hebrew III*, Lessons 5–8 of *Ivrit Min Hahatchala, Vol. 2*. 
**Hebrew 4**
Levy
Offered online only
4 undergraduate credits
HEBRW 410

*Prerequisite: Hebrew 3 or placement test.*

This course is designed for intermediate students who have successfully mastered Hebrew reading, writing and speaking skills. Students will practice writing directed and complex sentences, as well as free composition. In weekly oral assignments and class discussions, only Hebrew is spoken. Through extensive readings, students will expand their vocabulary and increase their familiarity with grammatical patterns. Students will learn the future tense of basic verbs in the strong verb groups, as well as frequently used weak verbs.

**Hebrew 4A**
Levy
Offered online only
2 undergraduate credits
HEBRW 411A

*Prerequisite: Hebrew 3 or placement test.*

This course covers the first half of Hebrew IV, Lessons 9–12 of Ivrit Min Hahatchala, Vol. 2.

**Hebrew 4B**
Levy
Offered online only
2 undergraduate credits
HEBRW 411B

*Prerequisite: Hebrew 4A or placement test.*

This course covers the second half of Hebrew IV, Lessons 13–16 of Ivrit Min Hahatchala, Vol. 2.

**HEBREW – ON CAMPUSS**

*Understanding Hebrew Texts: Fundamentals for Beginners I*

Davis
Wednesday 6:30 – 9:15 pm
4 undergraduate credits
HEBRW 120

This course is designed for those with no prior knowledge of Hebrew who want to engage in the study of classical Jewish texts—such as the Tanakh (Hebrew Bible), the siddur (prayer book), and classic rabbinic and Hasidic texts—in the original Hebrew. Students will begin learning basic Hebrew grammar and vocabulary needed to read such texts. The pace of the course will be brisk and a significant investment of study time outside the classroom will be expected. The course begins with an introduction to
Hebrew grammar and the development of vocabulary. There will be some in-class
conversation in Hebrew, but the emphasis will be on developing reading comprehension
skills.

*Understanding Hebrew Texts: Fundamentals for Beginners III*

Davis
Thursday 9:30 am – 12:15 pm
4 undergraduate credits

*Pre-requisite: Fundamentals for Beginners Level II or placement evaluation*

HEBRW 320

This course is the third of the Understanding Hebrew Texts sequence. After completing
volume III of the Shelabim textbook series, students will read selections from classical
texts. Students will apply and extend their knowledge of Hebrew grammar to these texts
and build their vocabulary, with the goal of enhancing their ability to independently read
and understand Jewish texts in Hebrew. Wherever possible, connections will be made to
Hebrew passages with which students are familiar from other contexts. The pace of the
course will be brisk and a significant investment of time outside the classroom will be
expected.

*Sources: Reading in Hebrew*

Davis
Thursday 6:30 – 9:15 pm
HEBRW 520

This course will offer a unique experience of learning Hebrew throughout its history, via
diverse genres of literature. It will draw on a variety of Hebrew texts from a selection of
sources including the Bible, mishnah, midrash, medieval texts, haskala-era
Hebrew literature and modern Hebrew short stories. The anthology of readings will be
drawn from the book of Exodus, *Ethics of our Fathers*, as well as works of Maimonides,
Ramban, Yehuda HaLevi, Martin Buber, Shai Agnon, Hayim Nachman Bialik, Meir
Shalev, Amos Oz, and Etgar Keret. Grammatical concepts will be fully integrated into
this literature-oriented course.

*Hebrew V*

Davis
Monday and Tuesday 2:30 – 4:30 pm; Friday 9:00 – 11:00 am
4 credits
HEBRW 205

Building on Hebrew III and IV, the two-semester sequence of Hebrew V and VI focuses
on more advanced modern Hebrew language structures and prose writings. Students will
deepen their understanding of the Hebrew language, with emphasis on skill acquisition
and development through the extensive use of classical and modern texts. This course
gives a systematic presentation of grammatical and syntactic principles of biblical and
rabbinic Hebrew (including vocabulary). Texts of different styles, such as narrative,
poetry, prophecy and wisdom literature, are examined with an emphasis on literary analysis.

*Hebrew VII*

Bock
Tuesday 2:30 – 4:30 pm and Friday 9:00 – 11:00 am
HEBRW 207

For students who want to work with classical Jewish texts in depth, including students in the rabbinic and cantorial programs, this course will focus on the phonology, morphology and syntax of Biblical Hebrew. Solid prior knowledge of Hebrew, including mastery of the Hebrew verb system, is a prerequisite, as this course will assume such knowledge as it addresses aspects of Hebrew grammar that are distinctive of Biblical Hebrew, including the Tiberian vocalization (niqqud) and accentuation system, Biblical Hebrew's larger inventory of verb forms, and various syntactic features of Biblical Hebrew.

**HISTORY**

*Text and Context: Biblical and Rabbinic Periods*

Mesch
Offered online
HIST 541

In this course, we will encounter the Tanakh and Rabbinic literature and the cultures and civilizations in which they developed. We will read substantial portions of original texts (in translation) along with key secondary sources to provide students with a framework through which they can gain understanding of the key issues and concepts that underlie these texts and their history. We will also be attentive to the variety of ways that the Bible and Rabbinic literature are read and interpreted. There are no prerequisites for this class; it will be taught as an introductory course for graduate students and as an introduction to graduate work in Jewish Studies.

**INTERDISCIPLINARY**

*Jewish Life and Practice I*

Berman
Friday 11:15 am – 1:15 pm
INTD 015

Students will be introduced to the patterns and essential terminology of the cycle of Jewish religious life and other basic Jewish practices.

*Jewish Art: A Window into Jewish Life*

Nashman Fraiman
Wednesday 4:30 – 6:30 pm
INTD 544
This course is an overview of selected topics in the rich world of Jewish art. Students will be introduced to the varieties of Jewish expression in different periods and locales and will explore the deep connection between Jewish experience and its artistic manifestation. A survey of different forms and subjects will familiarize students with the various issues involved, as well as with the wealth of material available for further investigation. The course will include field trips to local galleries/museums, depending on exhibition schedules. Field trip schedule is TBD with students who are enrolled.

JEWISH THOUGHT

*Jewish Thought in the Modern Age*
Breuer
Offered online
JTHT 546

The modern age presented Jews with a profound and difficult set of intellectual challenges. As Jews began to be accepted into western societies, they were forced to struggle with traditional notions of Jewish particularism and chosenness. At the same time, Jews needed to make sense of their ancient religious teachings in light of new modes of modern religious thought, ranging from Enlightenment rationalism to existentialism. Finally, like their Christian counterparts, modern Jewish thinkers had to come to terms with religious skepticism, widespread secularism, and an assertive individualism. This course will explore these and other modern challenges through the philosophical writings of Jews such as Moses Mendelssohn, Hermann Cohen, Martin Buber, Abraham Joshua Heschel, and Joseph Baer Soloveitchik.

LITURGY

*Liturgical and Poetry – Yamim Noraim*
Blank
Monday 11:15 am – 1:15 pm
LITGY 225

Students will study the classic liturgy for Rosh Hashanah and Yom Kippur, including the history of the *mahzor* and close reading of *piyyutim* (liturgical poetry).

*Liturgy of the Synagogue Service*
Sokol
Offered online; 2 credits
LITGY 590

An introduction to the structure and content of Jewish prayer, this course examines the historic development of the synagogue and the siddur. The course begins with an exploration of the three daily services and proceeds to Shabbat and chagim (holidays). Conceptual, as well as literary, forms will be considered.
**Jewish Music and Spirituality**  
Polen  
Thursday 7:00 – 9:00 pm  
MUSIC 511

The Hasidic *niggun* is more than a tune or a melody; it is to be savored, entered into with all one's senses, with all the levels of one's being. Melodies are punctuated by thoughtful silences, providing opportunities for reflection and integration. This course will introduce the varieties of Hasidic *niggun*, locating them in the history and theology of Jewish music. Our goal will be to develop a "sonic theology" and an understanding of sound, melody and silence as spiritual practice. We will examine the function of *niggun* in prayer, both personal and communal, and the role of the prayer leader (*shaliah tzibbur*) in fostering sacred space out of collective energies, as the entire group conspires-breathes together-in holy rhythm.

**Musicianship Skills I**  
Sokol  
Tuesday and Thursday 8:00 – 9:00 am  
MUSIC 301

An introduction to musical theory and skills with particular emphasis on practical application in the synagogue. Prepares students to sing at sight an easy vocal line; to sing simple intervals; to recognize aurally simple intervals, simple triads, and major and minor scales; to locate and play any pitch or triad on a keyboard, and to analyze the harmonies and phrase structure of simple compositions. Non SJM students must take placement exam.

**Jewish Music I**  
Jacobson  
Tuesday 11:15 am – 1:15 pm  
MUSIC 505

This course will provide a close look at the musics of the Jewish people. Study will involve modal and phrase analysis (and, where relevant, harmonic analysis) of traditional materials, historical analysis through close reading of primary sources, and functional analysis of attitudes and uses of Jewish music. There will be extensive musical analysis involved in the assignments. Topics to be covered include analysis of how music is used by Jews, music in ancient Israel, traditional liturgical chant, rabbinic attitudes towards music, secular and paraliturgical folksongs and wedding music, and the beginnings of Jewish polyphony in the Italian Renaissance. Pre-requisite: students should be able to read and analyze music; MUSIC 302

**Master Class in Song Performance**
Jacobson and Torgove
Monday 4:30 – 6:30 pm
*Enrollment is limited to 8 students*
MUSIC 545

This course helps students to make the connection between performance and analysis. Students will learn the scope of the repertoire, analyze text and music, and investigate the relation of the composition to its context (historical, cultural and/or liturgical). Students perform the songs and receive coaching and critique from faculty. Repertoire includes Jewish art songs, artful arrangements of folk songs, Jewish musical theater (popular and operative), and classic hazzanut. Prerequisite: Vocal Performance MUSIC 401.

*Voice Lessons*
Staff
1 credit; may be repeated for credit
MUSIC 200

Private lessons in singing. Emphasis is on understanding the working of the vocal mechanism, maximizing the potential of the individual singer, learning to be an effective vocal teacher, and preparing the student to be an inspiring performer. Students will be taught how to use correct technique while singing a variety of different styles of music. Students will be required to participate in a studio recital once each semester and to memorize the music that is being performed. To adjudicate progress, students will be required to sing in Vocal Boards, performing a liturgical selection either from memory or from the Hebrew text, and a secular piece from memory from repertoire to be approved in advance.

*Choir*
Lieberman
MUSIC 546
1 credit; may be repeated

Students sing or serve as conducting interns in a choir specializing in Jewish repertoire. Participation must be approved in advance with the choir coordinator.

*Senior Recital*
Staff
MUSIC 905
1 credit; pre-requisite MUSIC 200

Private lessons in singing with emphasis on preparing the student for the senior recital. This course is taken instead of voice lessons during final two semesters before graduation. May be repeated for credit.

**RABBINICS**
Introduction to Mishnah
Leader
4 credits
Tuesday 11:15 am – 1:15 pm and Thursday 2:30 – 4:30 pm
RAB 513
Pre-requisite: Hebrew 4

An intensive introduction to the form and content of the Mishnah, the first code of rabbinic law. Students will gain familiarity with classical rabbinic syntax, key concepts, and frequent forms of rabbinic teachings, building a foundation for further study of rabbinic literature.

Ethics of the Fathers (Pirkei Avot)
Cohn
Offered online
4 credits
RAB 515

Avot (Ethics of the Fathers) is one of the best known and most popular of rabbinic texts. It is generally studied as a miscellany, from which one can pluck statements of value on just about any topic. In this course, we will study the Avot text closely within its context as a text from the formative period of rabbinic literature. Participants will pay attention to history, structure and style as they relate to meaning. We will also study other chapters from the Mishnah that relate to Avot, and will consider how a sophisticated reading of Avot can enhance our understanding of the role of rabbinic texts in defining Judaism.
RABBINIC SCHOOL COURSES
Fall 2012

BIBLE

Torah Core 1: Bereshit
Adelman
Tuesday 11:15 am – 1:15 pm and Thursday 2:30 – 4:30 pm
Level: Year 1
BIBLE 100

In this course, we will engage in close readings of selected passages in Genesis (Bereshit), with special attention granted to the dynamics between the matriarchs and patriarchs. We will hone our Hebrew text reading skills, with occasional forays into parallel Ancient Mesopotamian sources. We will also concentrate on Rashi’s commentary and his midrashic sources in order to familiarize ourselves with classic questions of rabbinic exegesis (parashanut).

Torah Core 2: Shemot
Rhodes
Tuesday 2:30 – 4:30 pm and Thursday 11:15 am – 1:15 pm
Level: Year 2
BIBLE 200

The Book of Exodus will be studied as the national saga of the Jewish people. Students will read selections from both Mekhilta and Shemot Rabbah, showing the uses of the biblical text in the halakhic and aggadic development of Judaism, as well as medieval commentaries and modern perspectives, including the importance of the Exodus and Sinai motifs in Jewish theology and the uses made of the Exodus paradigm beyond the bounds of Judaism.

Torah Core 3: Vayikra
Polen
Thursday 11:15 am – 1:15 pm
Level: Years 3 and 4
BIBLE 300

This course examines the Book of Leviticus and includes discussion of the themes of priesthood, ritual purity and holiness in biblical, rabbinic and later perspectives. Selected passages from Midrash Halakhah show the relationship between biblical/priestly and rabbinic law.

Torah Core 5: Devarim
Kates
Wednesday 11:15 am – 1:15 pm
Level: Year 5

18
BIBLE 500

This course examines the book of Deuteronomy as a source of Jewish religious teachings and values, including readings from the midrashic, medieval, and modern interpretive sources. It also discusses the place of Devarim in the emergence of rabbinic Judaism, including both halakhic and devotional values.

Genres and Themes of Biblical Literature I
Adelman
Level: Mekorot
Monday and Wednesday 11:15 am – 1:15 pm
BIBLE 502A

See Fall course listings.

CANTORIAL

Basic Cantillation
Treitman
CANTR 519
Thursday 10:00 – 11:00 am
Meets full year

See Fall course listings.

Basic Nusach
Sokol
CANTR 517
Thursday 10:00 – 11:00 am
Meets full year

See Fall course listings.

HEBREW

Hebrew V
Davis
Monday and Tuesday 2:30 – 4:30 pm; Friday 9:00 – 11:00 am
4 credits
HEBRW 205

See Fall course listings.

Hebrew VII
Bock
Tuesday 2:30 – 4:30 pm and Friday 9:00 – 11:00 am
HEBRW 207

See Fall course listings.

INTERDISCIPLINARY

Bet Midrash
Bet Midrash staff
Level: All
Days and times vary by class.
Mekorot—RB-INTD-050
Year 1—RB-INTD-100
Year 2—RB-INTD-200
Year 3—RB-INTD-300
Year 4—RB-INTD-400
Year 5—RB-INTD-500

Regular Bet Midrash participation is a required part of the Rabbinical School program. Complementing formal classroom study, students will be paired in hevrutot for intensive study of Jewish texts. This takes place during daily Bet Midrash hours within a supervised study hall setting, where tutors are available to help students work with the original sources and to discuss ideas and issues that emerge from the text study.

Tefillah Groups
Staff
Level: All
Thursday 9:00 – 11:00 am
INTD 150

Required for all Rabbinical students; optional for cantorial ordination students.

Jewish Life and Practice I
Berman
Friday 11:15 am – 1:15 pm
INTD 015

See fall course listings.

Capstone Seminar- Jewish Studies
Kanarek
Wednesday 3:30 – 5:30 pm
Meets Fall and Spring, 3 sessions per semester: September 12, October 31, December 5
Level: Year 5
INTD 900

Required of all graduating Rabbinical students receiving the MAJS degree.
JEWISH THOUGHT

Theology of Jewish Prayer
Polen
Monday 2:30 – 4:30 pm
Level: Year 1
JTHT 100

The combination of historical, phenomenological, and theological perspectives to begin the study of Tefillah and the siddur and to gain as complete a familiarity as possible with the varied worlds of Jewish prayer, including the prayerbooks of traditional and contemporary communities, the styles of prayer, the inner life of prayer as taught by various masters, and the theologies that underlie prayer and proceed from it.

Theology of the Jewish Year
Rose
Friday 11:15 am – 1:15 pm
Level: Year 2
JTHT 230

An exploration of the Jewish sacred calendar both in its historical origins and in the fullest context of later interpretation, from early midrashic sources to reflections in contemporary theology.

The Zohar
Leader
Monday 2:30 – 4:30 pm
Level: Year 5
JTHT 608

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

PRACTICAL RABBINICS

Lifecycle Seminar
Judson
Friday 9:00 – 11:00 am
Level: Year 2
PRAC 220

In this course we will explore the basic sources and development of the major Jewish lifecycle rituals - brit milah, bar/bat mitzvah, weddings and conversions. We will look at
the various ways contemporary clergy perform these lifecycle rituals, as well as the counseling surrounding each lifecycle.

*Rabbinical Internship/Group Supervision*
Judson
Times TBA
Level: Year 5
PRAC 550

Fifth year Rabbinic students will be placed in internships and student pulpits at synagogues and other Jewish institutions in the greater Boston area.

*Rabbinical Internship and Group Supervision*
Judson
Level: Year 4
Tuesday 2:30 – 4:30 pm
PRAC 400

Students will be placed in internships at synagogues and other Jewish institutions in Greater Boston. Students will have on-site supervision and will also meet for group supervision on campus. Internships are designed to enable students to understand the relationship between their theoretical education and their practical learning.

*Internship Seminar*
Judson and Shevitz
Monday 2:30 – 4:30 pm
Year: 4
PRAC 349

In this semester we will be exploring the nature of the rabbinate. Through personal reflection, studying texts and meeting with rabbis in the field, we will be refining our own rabbinic visions. We will also discuss and examine our internship experiences and learn about the nature of Jewish organizations.

*Senior Seminar*
A. Lehmann
Tuesday 11:15 am – 1:15 pm
Level: Year 5
PRAC 515

The Senior Seminar provides an opportunity for students approaching graduation to investigate current topics that face rabbis in their practice. Most of these topics involve issues of personal status and Jewish identity such as intermarriage, Jewish identity by birth, the role of non-Jews in Jewish families and communities, and conversion. Contemporary readings from a range of Jewish sources are integrated with primary text study. Students are encouraged to bring their personal experience to class discussions.
Leadership and Management for Rabbis and Rabbinical Students
Elkin
Monday 4:30 – 6:30 pm
Levels: All
PRAC 511

Jewish communal leaders can learn a great deal from the world of non-profit organizational life. This seminar will focus on key topics associated with effective leading and managing of nonprofit organizations. The seminar will be highly participatory and will focus on both the specific skills and knowledge needed to be successful in leadership roles. Students will read a wide range of materials and will be challenged to incorporate their learning into current work settings as well as anticipated future work settings.

RABBINICS

Introduction to Mishnah
Leader
4 credits
Tuesday 11:15 am – 1:15 pm and Thursday 2:30 – 4:30 pm
RAB 513
Pre-requisite: Hebrew 4

See fall course listings.

Jewish Living Core 1: Berakhot
Rosenberg
Monday and Wednesday 11:15 am – 1:15 pm
Level: Year 1
RAB 100

Through intensive, guided study of one full chapter of the tractate Berakhot, this first semester inducts first-year rabbinical students into the discipline of traditional rabbinic learning. Course work covers essential themes in the field of liturgy while building skills that are necessary for reading, understanding, appreciating, analyzing and participating in Talmudic discourse and for accessing the full range of classical rabbinic sources.

Jewish Living Core 2: Nashim U’Gvarim
Section A: Leader
Monday and Wednesday 9:00 – 11:00 am
Section B: Kanarek
Monday 9:00 – 11:00 am
Section C: Kanarek
Wednesday 9:00 – 11:00 am
Levels: Years 2, 3, 4
RAB 300
A study of essential Talmudic sources in *Seder Nashim*. Introduces classical rabbinic concepts, categories and practices concerning the roles and status of women and men. Students will read these classical rabbinic sources for their own understanding in light of the present day. They will consider issues that surround gender roles in contemporary Jewish practice through readings and discussions.

*Hilchot Aveilut*

Section A: Perkins  
Section B: A. Lehmann  
Tuesday 9:00 – 11:00 am (both sections)  
Levels: Years 2, 3, 4  
RAB 315

This course reviews the laws and practices of mourning. This course surveys the essential concepts in halakhah for rabbis who perform funerals and guide the bereft through the stages of Jewish mourning.

*Kashrut*

Rosenberg  
Level: Year 5  
Thursday 2:30 – 4:30 pm  
RAB 426

This course explores key concepts and traditions in Jewish dietary laws. The course focuses on the roots and elaborations of these laws in rabbinic sources and codes and also considers academic and anthropological perspectives and contemporary approaches to *Kashrut*. 