

# Pardes Online Summer Program 2020



## Dates and Tuition

Session 1: Sun July 5- Thurs July 16 (10 day program) - \$65 per course \$175 for entire program

Session 2: Sun July 19 - Tue July 28 (8 days program) - \$55 per course \$145 for entire program

**Register:** <https://www.pardes.org.il/summer>

	<b>Session 1. July 5-16</b>  Building Skills and knowledge	<b>Session 2. July 19-28</b>  “9-Days” program: From Loss to Rebuilding.
<b>Class #1 (skills)</b> 4:30-6 pm IDT 9:30-11 am EDT	<b>1. Introductory Talmud.</b> Rahel Berkovits <b>2. Talmud Skills</b> Zvi Hirschfield	<b>1. Intro Talmud.</b> Nechama Goldman-Barash <b>2. Talmud Skills.</b> Zvi Hirschfield
<b>Class #2</b> 7-8 pm IDT 12-1 pm EDT 9-10 am PDT	<b>1. Judaism as Spiritual Practice. Encountering the Divine Within</b> Yiscah Smith  <b>2. Jewish law and the Challenge of Gender</b> Nechama Goldman Barash  <b>3. Jewish Living Skills</b> Howard Markose <ul style="list-style-type: none"> <li>Week 1: <b>Jewish Prayer and Practice</b></li> <li>Week 2: <b>Shabbat Rituals</b></li> </ul>	<b>1. How (not) to Be a Successful Parent: Lessons Learned from Biblical Personalities</b> Howard Markose  <b>2. The Challenge of Return. From Ezra to Zionism.</b> Mike Feuer
<b>Class #3</b> 8:15-9:15 pm IDT 1:15-2:15 pm EDT 10:15-11:15 am PDT	<b>1. Rav Kook – Song of the Soul</b> Mike Feuer  <b>2. How Jewish Law Works. Can Halakha Change?</b> Zvi Hirschfield	<b>1. Strangers in Strange Lands: Tales of Traveling Rabbis</b> Gila Fine  <b>2. Strengthening our Human Relationships</b> Tovah Leah Nachmani

## **Session #1. Class 1**

**Introductory Talmud** (No or little Talmud Background)

**Personal Supplication or a Set-Text : The Struggle of the Prayer Experience. (Talmud Tractate *Berakhot*)**

**Rahel Berkovits**

This class is designed to get you reading Talmud! The course will focus on basic skills—understanding the structure of the Talmudic page and passage, and how to follow its complex arguments, acquiring key terms and basic vocabulary, and gaining a sense of how to think about a page of Talmud. Students will also encounter the literary power of the Talmud and will have the opportunity to examine and discuss a number of existential and halakhic questions that preoccupied the Sages from 0-600 CE and yet are still relevant to today. Such as does a fixed prayer practice undermine the ultimate purpose of prayer or enhance it? How do I connect with the Divine in the world today? Are there limits on my relationship with God? Why should I be required to connect and call out in prayer at a fixed time and with a fixed text? In-depth attention will be paid- through critical analysis of language and structure- to the overarching meta-halakhic concepts and theological and philosophical messages the Sages are trying to convey in their discussions.

**Intermediate Talmud** (You have studied some Talmud before and feel comfortable with the page and form, but you aren't fully fluent)

**Ways of Peace (Tractate Gittin)**

**Zvi Hirschfield**

"Ways of Peace" as a legal and cultural value" - Together we will explore The fifth chapter of Tractate Gittin which looks at the application of the value of *Darkhei Shalom* (ways of Peace) as it comes into conflict with other halakhic values and norms. This class assumes at least some past experience with Talmud and an intermediate Hebrew level

## **Session 1 Class #2**

**1. Judaism as a Spiritual Practice - Encountering the Divine Within**

**Yiscah Smith**

This class will explore the teachings of R. Kalonymus Kalmish Shapira, the Piaseczner Rebbe, the Aish Kodesh. We shall examine texts that view learning Torah, mitzvot observance and prayer as the cultivation of a spiritual practice. His inspiring and progressive ideas discuss the spiritual nature of our body, mind and heart, how we awaken to the Divine presence within us, and how we can integrate these components and expressions of the Jewish experience into one whole healthy being.

**2. Permitted and Prohibited: Jewish Law and the Challenge of Gender**

**Nechama Goldman Barash**

This course will look at a wide variety of topics involving women as individuals, in family units and in community with the traditional Jewish space. We will use primary source material to understand how the binary structure distinguishing between the sexes emerged and how it continues to have influence today in public spaces like synagogue and private spaces like divorce ceremonies. We will talk about the different denominations' responses to feminism including prayer services and ordination. Finally, we will discuss issues around dress and sexuality, both with regard to heterosexual and same sex relationships. While it will be source based, it is a course that will look at a lot of relevant contemporary issues and will encourage open discussion.

**3. Jewish Living Skills**

**Howard Markose**

**Week 1. Bowing, Cowing and Wowing: Physical Movement in Jewish Prayer and Practice**

Judaism is known as a religion of action more than as a religion of belief. We are taught that action – movement of a physical nature – leads to a stronger belief in God and in the religion itself. In this course we will

explore various physical acts traditionally undertaken by the Jewish community in order to bring the physical and spiritual parts of the religion together. Among the topics will be the movements surrounding the Amida (Bowing), Tahanun (Cowing) and Bircat Kohanim (Wowing). We will also look at the physical aspects of the Jewish way of mourning.

### **Week 2: Shabbat. Who Knows Seven?**

This course will explore the sources of some elements of Shabbat (seventh day) observance. We will explore: a) positive vs. negative mitzvot connected to Shabbat; b) Torah vs. Rabbinic presentation of Shabbat observance; c) Modern innovations regarding Shabbat observance.

Participants will be encouraged to bring to the discussion aspects of Shabbat that they have 'always wondered about' whose sources will be explored.

## **Session 1 Class #3**

### **1. Rav Kook – Song of the Soul**

#### **Mike Feuer**

Rav Kook may be called one of the spiritual giants of the 20<sup>th</sup> century. In this class we will explore his approach to Divine service and his thoughts on fundamental questions which arise from learning Torah in a post-modern world. Our focus will be on unpacking these texts in their intellectual and cultural context, but we will also engage them as examples of a life lived in intimacy with the Divine.

### **2. How does Halakha (Jewish Law) Work? Can it Change?**

#### **Zvi Hirschfield**

Together we will explore both the philosophical underpinnings of the Halakhic system and the way it operates in actual decision making. We will examine the relationship between the Written and Law and Rabbinic interpretation (oral law), the authority of precedent, the role of machloket, and the autonomy of the individual within the system. We will also discuss how custom, extraordinary circumstances, and communal needs influence Halakhic decision-making

## Session 2

### Session 2. Class #1

#### **Introductory and Intermediate Talmud**

**Introductory Talmud** (No or little Talmud Background)

with Nechama Goldman Barash

**Intermediate Talmud** (You have studied some Talmud before and feel comfortable with the page and form, but you aren't fully fluent)

Intermediate with Zvi Hirschfield

The classes for this session will study passages relevant to the issues of mourning and the destruction and rebuilding of Jerusalem, topics that are timely for this period of the year leading to the 9<sup>th</sup> of Av, the traditional fast-day that marks the destruction of the first and second Temple.

### Session 2 Class #2

#### **1. How (not) to Be a Successful Parent: Lessons Learned from Biblical Personalities**

##### **Howard Markose**

In an interesting twist in our ongoing study of the Torah, we are going to examine parents' roles in their children's foibles. In other words, while the Torah text shares with its readers/listeners stories of jealousy, internal conflict, backstabbing and the like, our tendency has been to focus only on those inside the conflict. In our course we will learn the text, and then ask questions relevant to what was the parental role which might have contributed to the strife as well as what the parents could have done to help the children resolve their conflict in a constructive way.

Examples that will be looked at closely include: Cain and Abel – How might Adam and Eve have been able to prevent the first case of manslaughter in human history? Jacob and Esau – our text shows some very active participation by Rebecca the mother to deceive her husband/their father. What might we have suggested as an alternative to deception and lying? Or might Rebecca have been justified in her course of action?

#### **2. The Challenge of Return. From Ezra to Zionism.**

##### **Mike Feuer**

The Jewish people have returned to our land twice in the last 2500 years - at the end of the Babylonian exile and in our own day. Each of these time periods has something to teach us about Torah, identity, nationhood and history. This class will explore both eras with the goal of deriving the wisdom which they can offer for building a better world.

## **Session 2. Class #3**

### **1. Strangers in Strange Lands: Tales of Traveling Rabbis**

#### **Gila Fine**

How does a journey destroy the reputation of the greatest leader of his time? Why does a student swear to seven years of silence before traveling to Israel? What happens when a woman goes wondering through the wilderness alone? And why does the Babylonian rosh yeshiva cruelly humiliate the immigrant who would become his lifelong hevruta?

The Talmud is riddled with travel narratives, stories of rabbis who journey through space – and time – in search of Torah. Leaving their former life behind, these once-revered leaders set out into the unknown, disoriented in unfamiliar territory, disparaged by unfriendly locals. This course looks at four such narratives; subjecting each story to close literary analysis, and reading it in light of related intertexts (from the Jewish and Western canon), we will explore the trials and tribulations of the traveling rabbis, as they struggle to establish themselves in their new home.

- The Subdued Scholar (19-20/7)
- The Lonely Leader (21-22/7)
- The Humiliated Hevruta (23, 26/7)
- The Wandering Woman (27-28/7)

### **2. Strengthening our Chosen Family: Friends and Lovers**

#### **Tovah Leah Nachmani**

The family into which we are born - our container for our entry into this world - is a complex matrix of relationships. While family models of unspoken tensions and explosions of emotion impact our earliest understanding of relationships, they rarely provide us with what we need in order to become mature partners in our chosen family relationships - with friends and lovers.

Drawing from a wide range of Jewish texts, our learning together will aim to enhance and grow the way we love in our most intimate chosen relationships.

## Faculty Biographies

**Rabbi Rahel Berkovits** teaches Mishnah, Talmud and Halakha at Pardes. She has spent many years studying Talmud and Jewish texts in both traditional and academic frameworks at Midreshet Lindenbaum, the Shalom Hartman Institute, and Hebrew University in both the Talmud and Jewish Education departments.

In 2015, Rahel completed her studies at Beit Midrash Har'el and received ordination from Rabbi Herzl Hefter and Rabbi Daniel Sperber.

She lectures widely in both Israel and abroad on topics concerning women and Jewish law, and has published entries in the CD Jewish Women: A Comprehensive Historical Encyclopedia. Rahel is the editor in chief and halakhic editor of Ta Shma JOFA's Halakhic Source Guide Series. She recently published the book *A Daughter's Recitation of Mourner's Kaddish*. Rabbi Berkovits is a founding member of Congregation Shirah Hadasha, a progressive halakhic minyan, which is enriched by both male and female participation in synagogue ritual.

Rahel hails from Boston and has lived in Jerusalem for the past twenty years with her family.

**Rabbi Mike Feuer** is a Pardes faculty member. He has learned Torah in a number of Jerusalem area institutions, including Yeshivat HaMivtar, the Mir Yeshiva and Sulam Yaakov Bet Midrash. He received his semikhah from Sulam Yaakov, where he now spends all his time when not engaged with his wonderful wife and five children. His vision of Torah aspires to rigorous analysis and a passionate love of poetry and approaches learning as a process of mutual self-development. His particular loves in Torah are the Early Prophets, the Maharal and the Bet Yosef. See his website <http://jewishstory.co/>

**Gila Fine** is the editor in chief of Maggid Books (Koren Publishers Jerusalem). She is also a teacher of Aggadah at the Pardes Institute of Jewish Studies, exploring the stories of the Talmud through philosophy, literary criticism,

psychoanalysis, and pop-culture. Gila is the former editor of *Azure: Ideas for the Jewish Nation* and has previously taught at Hebrew University, Tel Aviv University, and the London School of Jewish Studies. Haaretz has called her "a young woman who is on her way to becoming one of the more outstanding Jewish thinkers of the next generation."

**Rabbanit Nechama Goldman-Barash** is a graduate of Stern College and the Advanced Talmud Institute at Matan, a three-year intensive program for Talmud study. She holds a MA in Talmud from Bar-Ilan University, teaches at Pardes, Midreshet Lindenbaum and Matan. Nechama is a Yoetzet Halakha – a certified expert on Jewish Law related to Nidda and sexuality.

**Rabbi Zvi Hirschfield** teaches Talmud, Halakha and Jewish Thought at Pardes. In addition, Zvi is a faculty member of the Pardes Center for Jewish Educators and has been training and mentoring Jewish Educators for over ten years in Tefilah in educational settings, critical issues in modern Jewish thought, and Israel education. Zvi holds a B.A. in History from Columbia University and did graduate work at Harvard University in Medieval and Modern Jewish Thought. He studied at Yeshivat Har Etzion in Israel and has rabbinic ordination from the Chief Rabbinate of Israel. He was the director of Judaica at the JCC of Cleveland and an instructor at the Cleveland College of Jewish Studies for many years. He also serves as a curriculum writer and is involved in staff training for the Nesiya Institute. His wife, Dina, is a faculty member of the Hebrew University School of Public Health, and they have four children.

**Rabbi Alex Israel (director)** has taught at Pardes since 2010, and is Director of the Summer program, Pardes' Community Education Program and the Elmad online learning platform. Alex grew up in London and holds degrees from LSE, the Institute of Education London, and Bar-Ilan University. Alex studied at Yeshivat Har Etzion and was awarded semikhah from the Israeli Rabbinate. He volunteers for Tzohar – a rabbinic group that works to bridge gaps between religious and secular communities in Israel.

Alex lives with his wife and four children in Gush Etzion. He authored "I Kings – Torn in Two" (Maggid, 2013) and "II Kings – In a Whirlwind" (Maggid, 2019). Read his Torah at [www.alexisrael.org](http://www.alexisrael.org).

**Rabbi Dr. Howard Markose** teaches Bible and Biblical Hebrew at Pardes. He was born and raised in Minneapolis, Minnesota. Howard received his rabbinical ordination in 1984 from the Jewish Theological Seminary in New York. Howard lived in Toronto for ten years from 1984-1994 at which time he served as assistant rabbi at Adath Israel Congregation and rabbi at Shaar Shalom Synagogue. He and his family made Aliyah in 1994 and after seven years as rabbi of Kehilat Moreshet Avraham in Jerusalem, he became the Director of Education for the Young Judea Year Course. He received his PhD in Bible at Bar Ilan University in January 2016. Howard conducts specialized Bar/Bat Mitzvah ceremonies for families from North America who are visiting Israel. He lives in Jerusalem and is married and has four children.

**Tovah Leah Nachmani** teaches Bible, Liturgy and Prayer and Relationships at Pardes. She holds a B.A. in Near Eastern Language and Literature and Religious Studies from Indiana University and a Teaching Certificate in Tanach and Jewish Thought from the Michlelet Herzog Seminary in Gush Etzion and recently has qualified as a certified Reflexologist. She has written and guided experiential learning programs for mothers and their daughters of Bat Mitzva age at the Women's Beit Midrash in Efrat, where she previously taught Prayer and Jewish Thought. Tovah Leah was a Jewish educator and program director for many years, together with her husband Gabi, for Livnot U'Lehibanot ("To Build and Be Built") in Tzfat and Jerusalem. They co-authored the widely-used song book "Zemirot from Livnot." She also served as Assistant Educational Director for Ayeka – an international organization training Jewish lay and professional leaders to facilitate spiritual education seminars for Jews of all backgrounds and affiliations. She believes in learning which connects the mind to the heart.

**Yiscah Smith** is a Jewish educator, spiritual activist and published author who addresses the spiritual dimension of Torah and authentic living. Yiscah employs her own story of the joys and struggles with her own spirituality, gender identity and commitment to authentic living. As one who transitioned from a Chabad man to an observant woman, she presents topics in an accessible and vivid style, from both a personal and a text-based perspective. Yiscah recently published her memoir, *Forty Years in the Wilderness: My Journey to Authentic Living*. She lives in the Jerusalem neighborhood of Nachlaot.