

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>

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

Session #1. Class 1

In Session 1 Talmud will be taught in 4 levels:

Level 1: Students who cannot read a Hebrew text or who find Hebrew reading difficult. Texts will be in English and Hebrew.

Level 2: Assumes no background in Talmud but assumes fluent reading of Hebrew and an understanding of basic Hebrew words. Texts will be in Hebrew/Aramaic and word lists will be provided.

Level 3: You have studied some Talmud and will be familiar with the Talmud page. This class will help you gain greater fluency in a page of Talmud.

Level 4: Assumes Talmud experience, and that you can find the Rashi and Tosafot and read Rashi script. This class will study the Talmud text and some commentaries.

Level 1 - Introductory Talmud (No Talmud Background)

“Shema!” Listen, Language and Legislation. How and When to Say Shema - Introduction to Tractate Berachot

Nechama Goldman Barash

In this class, students will be introduced to the structure, language and content of the Talmud. Learning in small groups of two or three, students will read and discuss the text in translation as a means of connecting more intimately with the words on a page of Talmud before coming back to class to have deeper discussions and hear how it sounds in the original. We will study texts from the first tractate of Talmud, Berachot, which focuses on the covenantal prayer of Shema and in these chapters we will observe the emergence of a halakhic structure interested in definition and classification as it attempts to synthesize belief and practice into a uniform structure. We will learn both classic Talmudic "sugyot" (passages) that focus on halakha (Jewish Law) and on aggada (storytelling), both of which intertwine in the pages of the Talmud.

Level 2 - 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.

Level 3

“Like a Bull in a China Shop: The Logistics of Talmudic Study” – Bava Kamma Chapter 1

Michael Hattin

Tractate Bava Kamma has formed part of the core curriculum of Talmud study in *yeshivot* for hundreds of years. Broadly speaking, the subject matter of the tractate concerns torts – civil wrongs that cause damage or loss to another’s body or property. While some specifics of Bava Kamma case law reflect a pre-industrial age reality, the underlying legal concepts have not lost their relevance at all.

We will turn our attention to the opening pages of the tractate, where basic examples of damages are introduced and analyzed. We will consider the primary Biblical material that underlies the Mishnaic and

Talmudic discussion and we will meet some of the most important medieval commentaries and codifiers (such as Rashi, Tosafot, Rif and Rambam), as we consider their methodologies. Together, we will learn not only how to navigate a page of the ancient Talmudic text but also how make use of modern tools and internet resources that have transformed Talmudic study today.

Level 4

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 20th 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. Talmud

Explaining the Talmud Levels

Level 1: Students who cannot read a Hebrew text or who find Hebrew reading difficult. Texts will be in English and Hebrew.

Level 2: Assumes no background in Talmud but assumes fluent reading of Hebrew and an understanding of basic Hebrew words. Texts will be in Hebrew/Aramaic and word lists will be provided.

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Level 1 - Making Meaning of Mishnah: Creating Holiness Post Destruction (Tractate *Rosh Hashanah*)

Rahel Berkovits

This class is an introduction to the Mishnah, the basis and bedrock of the Oral law. How is the text structured and layout? Why is it so important in the creation of the Talmud and for the continuation of Rabbinic Judaism till the modern day? How did Rabbinic Judaism create, sustain and remodel a relationship with the Divine in the era post Temple destruction? Mishnah *Rosh Hashanah* lists a number of the unique enactments surrounding the holiday cycle that Rabban Yohanan b. Zakkai decreed in the generations after the Sanhedrin [High Court/Academy]

moved from Jerusalem to Yavneh. What do these *mishnayot* tell us about how the Rabbis saw the Rabbinic enterprise? Why are these traditions embedded in the section which discusses the blowing of the *Shofar* on *Rosh Hashanah*? What do these texts teach us about being empowered to create *kedusha* [holiness] in our lives today?

Level 2. Honor Your Children (Tractate Kiddushin)

David Levin-Kruss

We often quote the commandment to honor parents. But what about the other way around? What obligations do parents have to their offspring? And what does this teach us about the nature of the thorny parent-child bond?

This class will introduce you to the world of reading Talmud: Basic vocabulary, structure, and more.

Level 3 - What does Social Justice look like in the Talmud? (Tractate Ketubot)

Nechama Goldman Barash

In this session we will examine five social justice decrees that were enacted in Usha in the period of the Mishna. They all touch on grey areas in which the law is not effective and the decrees are meant to encourage the community to step in and demand justice when the law cannot.

At this time of year, when we commemorate this period in history that led to the destruction of the Temple, we reflect on the corruption and injustice that led to the breakdown in Jewish society at that time and relates to fundamental questions we continue to have about our communities and our behavior to one another today.

At this skill level, we will be working inside the Talmudic text with vocabulary words and guided questions.

Level 4. Mourning and Moving Forward: Tractate Taanit and Response to Destruction

Zvi Hirschfield

Together we will learn the sugyot related to the mourning practices instituted by the Sages during the Nine days of Av and Tisha B'Av itself. We will also trace the development of some of these practices through medieval and Modern Halakhic Codes and responsa.

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

What happens when a great scholar travels to a new yeshiva, where he does not understand a word? How does a journey into the future destroy the most celebrated miracle-worker of his time? And what happens when a woman goes wandering through the wilderness alone?

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 Michael Hattin teaches Tanakh at Pardes in Jerusalem and serves as the Director of the Beit Midrash for the Pardes Center for Jewish Educators. He studied for rabbinic ordination at Yeshivat Har Etzion and holds a professional degree in architecture from the University of Toronto. Michael is the author of *Passages: Text and Transformation in the Parasha* (2012), *Joshua: The Challenge of the Promised Land* (Koren, 2015) and *Judges: The Perils of Possession* (2020). He lives in Alon Shevut with his wife Rivka and their five children.

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.

Rabbi David Levin-Kruss

"Judaism is a technology that makes the world better," says David Levin-Kruss, adjunct faculty at Pardes and Jewish Education Director for JDC-Europe. Previous to Pardes and JDC, DLK directed the overseas department at Melitz, and was community director of Stanmore Synagogue on London. David has a BA from Hebrew University in Jewish Philosophy and English, rabbinic ordination and served in the IDF Spokesman's Unit.

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 Judaea 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