



YEAR-IN-ISRAEL  
PROGRAM

# Academic Handbook

## 2017-2018

### תשע"ח

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August, 2017  
Av, 5777

From the President of HUC-JIR

It is with great pleasure that I welcome you to Jerusalem as you begin your studies toward becoming a Jewish educator, cantor, or rabbi. You have chosen a noble path, and I know that your years of scholarship and study with us at HUC-JIR will be unique and memorable. You are now embarking on a special journey – learning to serve and lead our sacred community. Our tradition teaches us that *kol Yisrael arevim zeh lazeh*, that each of us has a responsibility for all the others in our community. Enrolling at HUC-JIR is a sign of your readiness to participate in our communal acts of mending the world and fulfilling our Covenant with God. I am grateful to you for sharing this vision of the global Jewish community, and know that the path to which you now dedicate your life will be fulfilling and have important impact on generations to come.

I am proud and delighted that you have elected to immerse yourselves in the life of our beloved State of Israel, especially at this challenging and critical time. Your love of Israel and concern for its destiny – and our people -- are so evident in your electing as you have to become *klei kodesh* for *'am yisrael*. We are indeed fortunate to have you as our ambassadors.

Most of all, I hope that the year will be one of tremendous growth and learning, and that you will use this unparalleled opportunity to its fullest extent – learning about the history, the people and the land of Israel. We at the College-Institute are committed to the welfare of *Klal Yisrael*. Your presence here is a living testimony to our strong connection with all our brothers and sisters in Israel. This experience will help prepare you to understand and care deeply for all Jews everywhere – in Israel and the world over, and comprehend better the richness and variety of Jewish life. You have the opportunity to become not only witnesses to, but also participants in the unfolding of Jewish history.

I cannot reiterate enough how delighted I am that you are joining the ranks of the wonderful students in our HUC-JIR family. I look forward to meeting you when I am in Jerusalem, and to having time over the years to get to know you and learn with you. In the meantime, I wish you much success in your endeavors as you are guided by Rabbi Kelman, Dr. Mendelsson and the other superb members of our faculty and staff.

*B'sha'ah tovah u'mutzlaha!*

Rabbi Aaron Panken Ph. D  
President

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From the Jack, Joseph and Morton Mandel Provost

Dear Students,

Welcome to HUC-JIR.

I look forward to getting to know you in the course of this year and through the years which are to come. I am confident that the experiences you have here in Jerusalem and the subsequent years of learning and growth Stateside will help prepare you to fulfill the challenging and rewarding lives you have chosen for yourselves.

I spend a lot of time travelling in North America, seeing our students and alumni in action. I see them using professional skills and expertise which allow them to serve and develop great congregations and institutions. I also see them challenged by committed and curious people to explain a very wide range of questions - from a verse in the Book of Numbers to the great Jewish poets of Spain; from the origins of the Hasidic movement to the origins of the latke; from God and the meaning of life to BDS and the last Israeli elections. How is one person expected to find their way through all these diverse and complex topics, while finding time for every individual, and also having a life?

The answer is: the only way this can be achieved is by developing habits of the heart and mind, a way of praying, studying, reflecting, experimenting and changing. None of us will be able to know all the things we are expected to know, but if you work hard, stay focused and passionate, and take some spiritual and intellectual risks, you will be equal to the task which awaits you.

I know that when you start a new program, it can be scary. You may wonder what is expected of you, and yearn to impress. However important it is to make a good impression on the faculty and pass all your courses, the real challenge is not curricular compliance. Rather, it is to be the kind of cantor, the kind of educator, the kind of rabbi the people out there in the world need and deserve. The question is not: did my teacher like me, but rather: am I worthy to stand in a great tradition ranging back many centuries?

I encourage you to stay grounded during your time with us, but to let your vision of the future take wings. I ask you to ask yourselves as you start: what kind of education would I hope that the best Jewish professionals should have? What knowledge, curiosity, integrity, spirituality, pastoral and professional expertise would I expect from the educators, rabbis and cantors who I meet?

We pledge to work with you to help you get to the point where you fit this description. There may be days when the aim seems impossibly distant. There may be even be days when you think the College-Institute has been too tough on you. But really we are just trying to ensure that you become the kind of rabbi, the kind of educator, the kind of cantor you need to be.

In an ancient tradition, Rabbi Akiva is said to have observed the action of water on a rock. By drip-dripping all the time, he noted, water can change a mighty rock. So too, he concluded, if I learn Torah every day I will be transformed. There is so much to learn - Jewish civilization is a 3000-year old project, after all. I invite you to let the slow and steady drip of Torah help prepare you for the many and varied tasks waiting for you out there in the world.

Our job and our privilege is to support you while challenging you. We will try to fulfill both of these roles. As you start this year, I invite you to bring your best game. Give this everything you have, and we will give everything we have to ensure that this year in Israel proves to be an outstanding

experience.

Sincerely,

Michael Marmor  
Jack, Joseph and Morton Mandel Provost

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From the Director of the Year-in-Israel Program

Dear Students,

Congratulations on being accepted to the Hebrew Union College - Jewish Institute of Religion. Welcome to the Year-in-Israel program and your first year of studies! My hope is that the year will be one of personal, spiritual and intellectual growth; a year in which you develop the multiple skills necessary to begin your journey as educators, rabbis and cantors. Our purpose is to facilitate this growth and we shall do our very best to provide the necessary conditions to prepare you for your future leadership roles in the Jewish community.

HUC-JIR maintains that you, the future professional leadership of the Reform Movement, cannot assume your responsibilities without acquiring a suitable level of knowledge and understanding of the Hebrew language. Towards that end, the faculty and staff hope to foster an immersive, supportive environment for you to acquire and refine your Hebrew skills during our year together. We also feel strongly that you, as future leaders of the Jewish people, must begin to process and incorporate Israel – the people, land and state – into your own personal vision for the Jewish community. Our hope is that being in Israel for the year, experiencing the rhythm of the Hebrew calendar and the privileges and responsibilities of living in a Jewish state will help you to define the role that Israel will play in your future careers.

Take advantage of being here. Embrace each and every opportunity for learning, both inside and outside the classroom. Your year here will offer a wealth of experiences, not only in our city of Jerusalem, but beyond. The faculty and program staff will facilitate many learning opportunities, but, of course, many of the most valuable experiences will be dependent upon you and your own commitment to seeking them out. Students often struggle to find a balance between their studies and other outside activities, but, although your classes and school work will continue stateside, your year living here in Israel will likely be a unique and rare opportunity.

We wish you every success for the year ahead and pledge our support in making this a meaningful, significant and reflective year.

Dr. David Mendelsson ,  
Director, Year-in-Israel Program

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## **Year-in-Israel Program Statement of Purpose**

The Jerusalem Campus of Hebrew Union College-Jewish Institute of Religion represents the institution's affirmation of the centrality of the State of Israel in the life of the Jewish People. Recognizing the importance of strong linkage between the two great centers of Jewish life, Israel and North America, HUC-JIR established the Year-in-Israel program as the introduction to the academic and professional studies of its rabbinical, education and cantorial students.

This program includes the study of Hebrew language in its many genres, the study of the history and contemporary realities of Israel, an introduction to Jewish texts, as well as opportunities for professional and personal growth. It is founded on the following assumptions:

1) Knowledge of modern Hebrew enhances the ability of professional leaders of Diaspora Jewish communities to maintain significant ties between their institutions and communities and the land of Israel. It provides insight into Israeli society and fosters greater understanding among all the Jewish People.

2) Extensive reading in the Hebrew language of the classical texts of Judaism is the prerequisite to serious study of those texts and the ability to make them accessible to the communities that students will eventually serve.

3) Academic inquiry and on-site exploration of current realities in the State of Israel are necessary for development of both a personal and professional ideology regarding the place of Israel in the life of the Jewish People. A thoughtful and reflective vision is an essential component of professional Jewish leadership.

4) Israel presents students with unique opportunities to refine their personal theological understanding and religious sensitivities on a number of levels. Within the Jewish state, the student can experience the fullness of expression of Shabbat and other festivals because of the synthesis of the national and religious calendars. The student can experience and come to appreciate the plurality of Jewish religious expression across cultural and ideological lines. Finally, the student can observe the relationship of three religions, Judaism, Christianity and Islam, as they each affirm their unique ties to the land of Israel. As students confront the challenges of these experiences they are urged to define their own religious identity and expression.

5) The experience of the year in Israel enables the student to develop a deeper understanding of, and stronger commitment to, the concept of Klal Yisrael, as absorption of immigrants, vulnerability to attack, the presence of social and educational problems, and the interdependence of all Jewish communities become compelling life experiences. As future Jewish leaders, students will be called upon to mobilize and guide their communities in responding to the needs of the Jewish People.

6) The inclusion of three student bodies, who will in the future share the responsibility for synagogue and communal leadership, in an intensive and collective experience at the start of their studies has important implications for the future. During this formative first year, relationships, grounded in the values of collegiality and collaboration, are developed. The foundation for cooperative professional relationships is established during the shared experience of the Year-in-Israel.

The program is an important foundation stone in the preparation of future rabbis, educators and

cantors. Moreover, it is an elevating experience on its own terms. Through the Year-in-Israel program, students will be challenged to begin to synthesize the academic, personal and religious dimensions of their chosen professions, and to develop their personal vision. Of course, student initiative is indispensable for accomplishing all of these goals.

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## PROGRAM OF STUDIES

### RABBINICAL AND EDUCATION PROGRAMS

#### COURSES

Cantillation of the Torah  
Classical Grammar  
The Geography, Chronology and Selected Polemics of Biblical History  
Jewish Texts (taught in Hebrew to ד כיתה only)  
Introduction to Bible  
Introduction to Liturgy Lecture  
Introduction to Liturgy Shiur  
Modern Hebrew  
Modern Jewish History  
Rabbinic Texts (Rabbinical and Education students only)  
Second Temple through Late Antiquity History (Rabbinical and Education students only)  
Seminar - Israeli Society: Its multiple voices and search for solidarity

NOTE: The **Education Program** differs in that it only requires Modern Jewish History in the Fall term and also has a required [Education Seminar](#).

The **Rabbinical Program** includes two mini-courses on Sunday afternoons during the Fall and Spring terms. The purpose of these courses is to enrich. They do not carry any credit, and those who choose to take them are engaged in תורה לשמה, Torah for its own sake. Although no grades will be granted, students who register for these courses are expected to fulfil all the class requirements including attendance.

Rabbinical Students who are also enrolled in the Education programme must attend the Education Seminar taught by Sally Klein-Katz on Sundays in both the fall and spring terms. Note: This means that they cannot participate in the Rabbinical elective mini-courses. In addition, these students participate in various site visits which will take place on Sundays in the spring term and occasionally on Friday mornings.

#### OTHER REQUIREMENTS

Tefillah  
מבט Inquiry groups  
I-Involve project  
Field Study Trips - טיולים  
Israeli Culture evenings

#### מבט Inquiry Groups

Wednesdays, once a month following Israel Seminar

Approximately seven times throughout the year, students will meet in small groups with faculty

coordinators to discuss issues related to the development of their leadership vision. Conversations will focus on essential questions relating to core areas of Jewish life including Torah, God, Israel, ritual, and prayer. Each session will include an assignment to be submitted to the faculty coordinator in advance. Attendance and participation is a required part of the Year-in-Israel Program.

**Colloquium: - Israel Engagement -** April 29th and 30th

The Colloquium provides an opportunity for students to explore more intensely essential questions relating to issues of Israel and Jewish Peoplehood. This year, as last, students from the Jewish Theological Seminary will participate in the Colloquium.

## **CANTORIAL PROGRAM**

**The Cantorial Program** is divided into Core Courses and Professional Courses.

### **COURSES**

Modern Hebrew  
Classical Grammar  
Jewish Texts (taught in Hebrew to כיתה ד only)  
Introduction to Bible  
Introduction to Liturgy Lecture  
Introduction to Liturgy Shiur  
The Geography, Chronology and Selected Polemics of Biblical History  
Modern Jewish History  
Seminar - Israeli Society: Its multiple voices and search for solidarity  
Cantillation of the Torah

NOTE: The **Cantorial Program** does not require the Rabbinic Texts course and Second Temple through Late Antiquity History course.

### **PROFESSIONAL COURSES**

Cantorial Workshop  
History of Jewish Music  
Israeli Folk and Popular Music  
Musicianship  
Cantorial Coaching  
Israel Culture evenings

### **OTHER REQUIREMENTS**

Tefillah  
מבט Inquiry groups  
I-Involve project  
Field Study Trips - טיולים  
Participation in High Holy Day Services either at HUC or at an Israeli Progressive Congregation  
Synagogue Tours  
Student Public Concerts

Voice Lessons

Leading Shabbat services in the Murstein Synagogue at least twice during the year

### **מבט Inquiry Groups**

Wednesdays, once a month following Israel Seminar

Approximately seven times throughout the year, students will meet in small groups with faculty coordinators to discuss issues related to the development of their leadership vision. Conversations will focus on essential questions relating to core areas of Jewish life including Torah, God, Israel, ritual, and prayer. Each session will include an assignment to be submitted to the faculty coordinator in advance. Attendance and participation is a required part of the Year-in-Israel Program.

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## **Course Descriptions**

### **I. CORE COURSES**

In order to accommodate the diverse backgrounds of incoming students, Modern Hebrew, Liturgy Classical Grammar, Introduction to Bible and Rabbinic Literature are taught in sections based primarily on Hebrew proficiency.

Every effort will be made to insure that each student studies at an appropriate level for each discipline. The assignment of Hebrew classes is not final and, upon the request of a student, the recommendation of the instructor, and the approval of the Director, the student may shift up or down during the term. It is to the advantage of the student to make such a change as early as possible, after the first week of studies. Switches after the middle of the term are not permitted.

Placement in a beginning Hebrew level is not a reflection of the student's academic potential. It is merely an indication of a student's language level at a particular point in time.

### **Modern Hebrew - Fall and Spring terms**

Instructors: Dr. Zohara Pardess-Feinstein, Sharon Bar Shaul, Tali Debbi, Tammy Khayat-Shapira and Sharona Marciano

The Modern Hebrew course provides intensive instruction in: Functional Grammar, Reading Comprehension (Hebrew newspaper and non fictional texts), Conversation and Composition. Through this integrated course, the student acquires both passive and active skills in the use of Modern Hebrew. Oral and written comprehension and expression are stressed with a special emphasis on the oral aspect. The course is designed to equip the entering student with the basic tools required for further study of Modern Hebrew, as well as the ability to communicate freely with Israelis in order better to understand and connect with Israel and Israelis.

### **Jewish Thought (taught in Hebrew to כיתה ד only) - Spring term**

Instructor: Rabbi Dr. Yehoyada Amir

Jewish Thought is the path through which Jewish intellectuals – sages, philosophers, mystics, Bible commentators – throughout the ages have strived to understand their being as humans, as Jews, as religious creatures. Jewish thinkers were heavily influenced by various prevailing philosophies. They conducted close, though often critical dialogue with the surrounding cultures. At the same time they were anchored in the unique Biblical culture and religiosity, and later that of the Oral Torah. Some genres of Jewish Thought are mostly Hebrew and Aramaic (Midrash, Kabbalah, Biblical interpretation). In contrast, Jewish philosophy was mostly written in the non-Jewish prevailing cultural-philosophical languages. Nevertheless, some works are in Hebrew, others are most known and influential in Hebrew translation.

Our reading will focus on philosophies of mediaeval epoch (Maimonides) and modern area (Geiger, Krochmal, Israeli thinkers). We will take advantage of our access to complex Hebrew text in order to follow their religious and intellectual directions.

### **Classical Grammar - Fall and Spring terms**

Instructor: Sima Haruv, Eyal Nahum

This course provides an introduction to the fundamentals of Biblical Hebrew grammar and vocalization. The goals of the course are to equip the beginning student, as rapidly as possible, with the grammatical tools necessary for the study of Biblical narrative texts and to build a foundation for the continued study of the Hebrew language.

### **Introduction to Bible - Fall and Spring terms**

Instructors: Dr. Joel Duman and Dr Shira Golani

A survey of biblical literature, covering the various literary genres (narrative, poetry, law, prophecy, etc.). Emphasis will be placed on close reading of texts, translation and elements of biblical style. Various central biblical themes will be developed through analysis and discussion, in accordance with the syllabus of each level

### **Liturgy Lecture and Shiur - Spring term**

Instructors: Rabbis Dalia Marx, Alona Lisitsa, Haim Shalom and Moshe Silberschein

What is Jewish prayer? How did the traditional siddurim develop historically, sociologically, and theologically? What are the central difficulties with prayer in modernity and post-modernity? What are the principles of change in liberal liturgy? These questions will animate our inquiry. The course includes a weekly lecture followed by small group sessions designed to provide an opportunity to discuss assigned readings, work on translation skills, and process issues raised in the lecture.

### **Rabbinic Texts - Fall term (Rabbinical and Education students only)**

Instructors: Rabbi Tamar Duvdevani, Rabbi Dr. David Levine, Rabbi Alona Lisitsa, and Dr. Zohara Pardess-Feinstein

This will be a reading course of texts in rabbinic Hebrew from the different literary compilations of classic rabbinic literature. Class will be geared toward developing reading comprehension, addressing language and grammar. Discussions will critically analyze different concepts presented

in the texts studied. Some issues of wider import will be introduced, such as aspects of the literary development of talmudic literature and the evolution of rabbinic ritual and legal norms.

The 'beit midrash' format of the session will combine, 'hevruta' style study, in-class reading and discussion, presentations and teacher-accompanied preparation. All this will take place in a weekly double-session in the library, its classrooms and study areas.

### **Second Temple through Late Antiquity History – Fall term**

Instructors: Rabbi Dr. David Levine, Rabbi Tamar Duvdevani

The Second Temple period witnessed the development of the Jewish people from a small ethnic group in a land-locked district during the Persian and early Hellenistic periods, to a high-profiled minority in the early Roman Empire. A wide variety of cultural and religious expression is accompanied by different postures in the face of political challenges. The years following the anti-Roman revolts witnessed a regrouping of Jewish life. The rabbis we associate with Talmudic Judaism suggested new concepts, forms of worship, and religious ethics for a people who had lost its geographic-spiritual focal point and the cohesiveness of a central political establishment. However, these rabbis were part of a wider, varied picture of cultural expression in Jewish Late Antiquity. This course will examine several of the main concepts and developments of this period of Jewish history. The lectures will not provide a sequential presentation of historical events, but focus on major issues and developments of the period. Preparation is essential for an appreciation of the period's trends and the formation of its central ideas.

### **Cantillation of the Torah (Required for all students)**

#### **Summer term**

Instructor: Cantor Tamar Havalio

The course is designed to instruct students in chanting Torah according to the traditional signs of the *tea'mim*.

### **Introduction to Biblical History: Geography, Chronology and Selected Polemics**

#### **Summer term – All students**

Instructors: Dr. Joel Duman and Dr. David Ilan

This course is a series of lecture/discussions and field trips that will survey the history, geography and archaeology of the Biblical Period. The goal of the course is to familiarize the student with the chronological flow of biblical history, with the geography of ancient (and modern) Israel and to place biblical historiography in its cultural and political contexts. The course helps to provide a context for the text work students will engage in throughout their HUC experience and beyond.

### **Modern Jewish History and Thought - Fall and Spring terms**

Instructors: Dr. David Mendelsson, Jeremy Leigh, and Rabbi Dr. Yehoyada Amir

NOTE: These courses are required for all students in the Fall term. In the Spring term, these courses are required for Rabbinical students and may be audited by Cantorial and Education

students.

**A History of the Zionist Movement to 1948**      **Fall term**

Instructors: Jeremy Leigh and Dr. David Mendelsson

Course themes include aliyah, nation building, internal conflicts between religious and secular and the triangular conflict between Jews, Arabs and the British.

**From Zionist Idea to Israeli State, 1882-1948**      **Fall term**

Instructor: Jeremy Leigh

This course is for students who have studied a University course in Modern European Jewish history. It is divided into two sections; the first deals with key issues that confronted the Zionist movement such as its relations with the Arabs, its attempt to formulate a secular Jewish identity and its encounter with Jewish opponents of Zionism. The second section focuses on political developments in Palestine from 1882 – 1948 particularly the triangular conflict between Zionists, British and the Arabs.

**The Jew in the Contemporary World**      **Spring term**

Instructor: Jeremy Leigh

This course is concerned with developments and changes within world Jewry in the period since the Holocaust and the establishment of the State of Israel. Offering a multi-disciplinary approach, the course will explore cultural, intellectual, political and social changes amongst world Jewish communities. We begin by explaining and interpreting the impact of these two dramatic events on the lives of Jewish communities and Jewish identity. The course will then explore key topics such as: demographic changes with particular emphasis on the emigration of Jews from Arab speaking countries; Jewish life in the Soviet Union; cultural and artistic movements within world Jewry; Israel – Diaspora relations; changes in Jewish – Christian relations; Chabad and the rise of neo Jewish Messianism; Jewish political activity in the United States with particular emphasis on the campaigns for Soviet Jewry and Israel. Finally, the course will offer a comparative analysis of Jewish life in selected Jewish communities: France; UK; Argentina; Hungary; South Africa; Australia; FSU.

Assessment- (mid-term equivalent) each student will be required to make a class presentation on one Jewish community they have researched (not US or Israel); write a research paper on an agreed topic.

**Paradigms of Modern Jewish Existence**      **Spring term**

Instructor: Rabbi Dr. Yehoyada Amir

"Jew by choice" is a term that can describe not only one who has converted, but also, to a great extent, the existential state of any and every Jew in the modern era. Modernity has spawned numerous paradigms for understanding Judaism and Jewish identity, many of which are in tension, if not conflict, with one another. The result is that today's Jewish discourse is one of competing paradigms of Jewish existence – a well-stocked shelf at a warehouse supermarket from which the individual chooses his or her Jewish identity. This course will be aimed at looking beyond the neatly-packaged Jewish identities resting on



This course on Cantillation of the Bible, Daily, Shabbat, Festival and High Holy Day nusach and repertoire is designed to give students a foundation of leading prayer and the cantorial arts. It is also a class that dedicates time to rehearsal and preparation for two required public concerts: The Debbie Friedman Memorial concert and the Classical Reform concert.

### **Musicianship**

Instructor: Naama Nazarathy      Fall term

The course will provide a variety of methodical strategies aspiring to ease the approach to the fundamental musical aural skills of Sight singing, Rhythm and ear training all together. Exercises and repertoire from the tonal and A-tonal classical, Israeli folk, and cantorial music will be used throughout the course as a ground for training.

### **History of Jewish Music**

Instructor: Professor Eliyahu Schleifer      Spring term

This course surveys the music used by Jews from Biblical times to the eighteenth century, with special emphasis on sacred music. The course includes analyses of source materials and guided listening to recorded musical examples.

**NOTE:** Rabbinical and Education students may audit this course by permission of the instructor and the Director of the program.

### **Israeli Folk and Popular Songs**

Instructor: Naomi Cohn-Zentner      Spring term

An introduction to Israeli folk songs, their background and stylistic development and the styles of Israeli popular songs.

**NOTE:** Rabbinical and Education students may audit this course by permission of the instructor and the Director of the program.

### **Cantorial Coaching**

All students will be coached for a total of twelve hour-long sessions for the year (6 each term) with Cantor Evan Kent. These will take place at times set between the student and Cantor Kent

## **C. RABBINICAL PROGRAM**

The mission of the HUC-JIR Rabbinical School is to train rabbis, who.

- engage in ongoing study of Jewish tradition, culture, history, language and text;
- effectively teach these to people of all ages, across denominations and faiths;
- organize and lead inspiring Jewish worship services and religious ceremonies;
- advocate and act for social justice;
- promote meaningful relationships with Israel and its cultural life.
- provide pastoral care and chaplaincy services;
- collaborate productively in their work and communities;
- are self-reflective in their personal practice, ritual observance, and belief;
- act as spokespersons for Judaism and klal Yisrael, representing their aims and values; and
- contribute to the vibrant development of the Reform Movement.

## **Electives - Fall and Spring terms**

### **Mini-courses for Rabbinical Students - Fall and Spring terms (Rabbinic-Education students, Spring only)**

Instructors: Rabbis Marmur and Kelman, Cantor Tamar Havilio

#### Fall Course

Rabbi Michael Marmur - God, Torah and Israel - Sept 3, 10, 17, 24, Oct 1 & 15 (dates subject to change)

The purpose of this short course (six sessions in total) is to encourage students to grapple with questions related to three classic areas of Jewish thought. Students who have decided to become rabbis should not be able to avoid thinking about these Big Questions. What do I mean when I talk about God? Am I meant to believe something in particular about God? What is the significance of the Torah, both as a body of literature to be studied and a revelation of how God wants us to live in the world? What does it mean to be part of the people Israel? Does the Jewish people have a particular role and fate in the world? What should the relation be between my identity as a Jew and my identity as a citizen and as a human?

- The class will meet six times: September 3, September 10, September 17, September 24, October 1 and October 15. If you choose to participate in this elective, you will be expected to attend all the sessions (unless there is a compelling reason why you cannot).
- There will be readings connected to each one of the sessions. You will be expected to read one essay or excerpt before each session.
- You will be expected to participate in class, relating to ideas which interest, challenge, enrage or intrigue you.
- You will be expected to write a piece, no longer than four pages, which does one of two things – either to summarize the approach of a thinker you had an opportunity to read or to present your own thinking on one of the Big Questions.

Liturgist Alden Solovy – Introduction to Creative Liturgy – Nov. 5, 12, 19, 26 and Dec. 3

Explore both the art and the craft of creating new liturgy in a discussion and workshop format. Together, we'll take a spiritual journey into the fundamentals of this unique form of creativity, assisting each other in finding and elevating our own authentic voices of prayer. The course will provide basic skills and understandings for creating new liturgy for students of all levels of knowledge about and experiences with Jewish prayer and the Siddur. The core activities will be discussion and writing, often working from provided source sheets.

#### Spring Course

Rabbi Naamah Kelman and Cantor Tamar Havilio - It's Never too Early to Prepare for the High Holidays - Jan 7, 14, 21, 28, Feb 4, 11 & 18 (dates subject to change)

This elective will give a liturgical and Scriptural overview of the High Holidays. We will be very "hands on" with ideas for sermons, "kavannot", key melodies and even children's services!

Rabbinical students may audit Israeli Folk and Popular Songs and/or the History of Jewish Music with permission of the course instructor (see above for course descriptions).

Students in search of further academic challenges are invited to discuss this with Dr. Mendelsson.

In some cases, courses offered by our **Israeli Rabbinic Program** may be suitable for Year in Israel students. Attendance in such courses is subject to the approval of the Director of the Israeli Rabbinical Program, Rabbi Dr. Ofek Meir, and the Director of the Year-in-Israel Program.

### **III. OTHER REQUIREMENTS**

#### **T'filah - Fall and Spring terms**

Supervisors: Rabbi David Wilfond and Cantor Tamar Havilio

Students are expected to attend t'filah both in the Murstein synagogue as a community and, as individuals, in synagogues throughout the Jerusalem area and beyond. Some of these t'filot will be student-led while others will be led by faculty. The Student-Led T'filah Madrikh, which will be distributed to students in August, details the preparation and review process for these worship experiences. In addition, all rabbinic and education students will be required to deliver a five-minute D'var Torah over the course of the year. Each student will be assigned an advisor who will help the student prepare and review the D'var Torah with the student after its delivery. T'filah is held regularly during the Fall and Spring terms on Sunday afternoons and Tuesday and Thursday mornings. A full schedule of both weekday and Shabbat t'filot is included in the Student-Led T'filah Madrikh.

#### **Shabbat Morning Services**

When there is a student-led t'filah on Shabbat, all students are encouraged to attend. As we wish to encourage our students to experience Shabbat morning t'filot around Jerusalem and throughout the country, we recognize that sometimes students will wish to be absent from student-led t'filot in the Murstein synagogue so that they might *daven* elsewhere. Our request is that students attend no less than 75% of the Shabbat morning student-led t'filot.

#### **High Holy Day Services**

Cantorial students will be assigned to help lead High Holy Day services in the HUC community with Rabbis Kelman, Marmor and Wilfond. Rabbinical and Education students are invited to join the HUC student choir for these services. There will also be opportunity for all students to facilitate study sessions on Yom Kippur afternoon.

#### **Synagogue Tours**

Cantorial students are expected to participate in special visits to various Jerusalem synagogues. The synagogue tours are guided by members of the faculty and provide important source of information about the customs and liturgies of the various Jewish communities.

#### **Student Public Concerts**

The cantorial class gives at least one concert for fellow students and the Israeli public.

#### **I-Involve Project - Required for All Students**

To become a leader of the Jewish People requires study, reflection and an understanding of the ongoing endeavor to serve the community, an obligation without end. The I-Involve Projects are designed to help students connect and learn about Israel and Israeli society in a direct and unmediated manner; give students an opportunity to use and improve Hebrew language skills;

give a voice to pastoral and educational skills that will be useful in future professional endeavors; and give a context for fulfilling our Jewish values of mutual responsibility and Jewish solidarity. Some projects require a weekly commitment others will be on a monthly basis, perhaps even an entire weekend. The emphasis is on the experience rather than the hours. In July students will receive The I-Involve Projects Guide with a list and explanation about the projects offered. The I-Involve Projects are organized and supervised by Nancy Lewitt, Head of Student Life.

### **Field Study (All students)**

The College has scheduled field study as part of the Biblical, Second Temple and late Antiquity History courses and three major overnight field trips throughout Israel. These are required tiyulim designed to help students encounter the Land, People, and State of Israel in deeper, more diverse ways.

NOTE: On selected tiyulim where spouses and children are invited to participate, they will be required to pay the actual costs incurred. Some programming is unsuitable for children. It is the responsibility of the parent, in advance of the program, to check with the Head of Student Life before bringing children.

### **Visits to Progressive congregations throughout the country (ALL students)**

Students will have the opportunity to experience the great variety of religious expression available in Jerusalem and throughout the country. They are encouraged to visit many synagogues and Progressive communities during the year. Organized visits to synagogues in the area will be arranged.

## **OTHER ACTIVITIES**

### **FSU Pesach Partnership Project**

A co-operative venture linking students, the World Union for Progressive Judaism, the Joint Distribution Committee the Hebrew Union College and the Progressive communities in the former Soviet Union. Students develop, plan and facilitate an 8 day learning/teaching trip to the FSU.

### **Study visit to Jewish sites in Lithuania (Vilna, Kovno, Zehmir)**

**'Between Memory and Meaning'** Students are offered the opportunity to participate in this five day program, in the days immediately before Pesach.

In its time, Vilna was a 'capital' of Jewish life in the diaspora and one of the most vibrant centres of Jewish cultural and political creativity. Vilna was both a capital of both rabbinic learning as well as Haskalah and secular Jewish culture. It was home to critical political movements such as Jewish Socialism and Zionism. Given its almost total destruction by the Nazis and later on during Soviet times, we investigate the nature of that legacy, including important interactions with those attempting to rebuild and strengthen Jewish life today. In addition to many site visits to the area of former Jewish life and also destruction in Vilna and Kovno, we also aim to meet with key figures in the local Jewish community incl. Prof. Dovid Katz, formerly head of the Yiddish Studies; Rachel Kostanian, Director of Vilna Holocaust Museum, Fania Branstovsky, former Jewish partisan; Simon Gurevics, Director of the Vilna Jewish community.

Finally, it is important to stress that the primary purpose is to offer students a chance to investigate the complex relationship between past histories and the contemporary Jewish world.

### **Public Lectures**

Occasional lectures in English and Hebrew, part of the College's Outreach Program, feature scholars, writers, artists and political figures.

### **Student Organization**

In many respects, the first year program is a cooperative enterprise between administration, faculty and students working together to build community. To facilitate this, students are encouraged to form some kind of organizational structures early in the year. Responsibilities of the student committees have included academic, social, philanthropic, and religious activities.

### **Social Activities**

Social activities at the College, such as Friday evening dinners, celebration of various Jewish holidays, and other social events depend to a large extent on the initiative of the student body. These events should be coordinated with the Head of Student Life. Students participate in preparing and serving the meals, and help clean up afterwards.

The Gottschalk Family Lounge and Activity Center (otherwise known as the Moadon) is available for student meetings, parties. All events, however, must be cleared, in advance, with the Head of Student Life.

### **Miscellaneous Information**

**Mail:** Student mail is placed in the boxes situated off the end of the corridor in the administration building. Mail is usually received once a day. Stamps may be purchased from the receptionist.

### **Year in Israel Master Calendar**

A Google Calendar has been created that lists all tefillot/events/activities which are not included in the weekly academic schedule. Students are responsible for keeping up to date with the Google Calendar. It can be accessed at

<http://www.google.com/calendar/embed?src=hav2om7v855l23t83bjkdhkrqc%40group.calendar.google.com&ctz=Asia/Jerusalem>

### **Travelling to areas not governed by Israel**

We are aware that throughout the year students travel and participate in programs in the West Bank and areas not governed by Israel, travel to Egypt and Jordan and tour in East Jerusalem. As our students' safety and security is a high priority, we recommend that students follow the guidelines in accordance with [US State Department recommendations](#). Students will be updated by the administration whenever necessary. Students who are receiving MASA scholarships must abide by their security regulations.

## **Counseling**

### **Advisors**

Interested students are invited to meet informally with some of the many Jewish professionals who live in Jerusalem and are affiliated with the College. Contacts will be facilitated by the Office of the Year in Israel Program. Students may also meet with both faculty and staff for counsel and advice.

### **Psychological Counselling**

References for crisis counselling and outside support can be provided by the Office of the Year in Israel Program. HUC does not provide private therapy sessions but the student office can recommend names of private therapists.

## **Academic Procedures**

### **Academic Integrity**

אמת is one of our core values. We learn in Proverbs: “אמת קנה ואל תמכור,” Acquire truth, do not sell it. (Proverbs 23:23) Cheating in the Jewish tradition is known as גניבת דעת, literally “stealing the knowledge” of another. The Tosefta teaches that גניבת דעת is the worst type of theft imaginable. (Bava Kama 7:8)

Students of HUC-JIR are expected in all academic settings to conduct themselves with integrity and uprightness and in a way that will bring כבוד to our community and institution. Consequences of a failure to behave according to these standards might include academic probation, suspension, or expulsion. Since תוכחה, loving rebuke, is likewise a core value of our tradition, students who are aware of instances of גניבת דעת among classmates are expected to bring this to the attention of the Director of the Program.

### **Attendance**

Regular and prompt attendance is not just a matter of professionalism and good-manners: it is required for all classes and required activities including Field Study Tiyulim, the Colloquium and מבט Inquiry Group sessions. Students who are unable to attend any class, seminar or planned event must inform the relevant teacher or staff member in a timely fashion as well as the Office of the Year in Israel Program. Attendance is part of the course grade. Between 10- 20 per cent of the final grade for each course will be determined on the basis of attendance and class participation.

If absent, students are responsible for written or oral work due on the day of the absence or for the substance of material covered. If a student is absent from examinations or presents papers or major reports later than the scheduled date, the student may be subject to failure or lowered grades for those examinations or reports

A student is allowed to miss no more than five days of study in order to participate in a professional enrichment program. Professional enrichment programs include but are not limited to the Ride for Reform, the URJ educational gathering of summer camp shlichim and Encounter.

Tfila is an integral part of your learning experience this year. Your attendance at services is an essential element of your professional and your personal growth as well as your spiritual development. It also is important in building a sense of community and an atmosphere of mutual support among the students. To that end, you are expected to attend all weekday services at the College.

Students who will be away from Israel for any reason during the year, must inform the Director of the Year in Israel Program. Leave of absence and early departure forms are available from Helen. Please make all travel and work plans in accordance with the academic calendar and examination schedule. The annual calendar appears at the end of this handbook. Students are required to be present for all end of term and end of year exams. Examinations cannot be taken earlier than the stated times.

### **Auditing**

Auditors do not receive credit for the course, and an audit may not be changed to a credit registration once registration has closed. If you register in the SIS to audit a course it appears on your transcript. Attendance is worked out with the faculty member, but the faculty member has the right to establish minimum attendance expectations. If these minimum requirements are not met by the student, the faculty member may enter an Administrative Withdrawal in the SIS. Generally, students auditing a course do not turn in assignments or take exams.

Students may want their transcript to show an audit in case they decide to undertake future graduate work in that field. Some professionals may use an audit for professional continuing education purposes.

Tuition for an audit is charged differently than a course for credit, if a student is not already paying the full program tuition.

### **Course Exemptions or Transfers and Class changes**

Any request for an exemption from a course, transfer to another course or change of class must be authorized by the Director of the Year-in-Israel Program.

### **Grades Evaluation**

Final grades are by formal examinations, classroom participation and attendance, and performance. The grading chart below details the numerical equivalents for both letter grades and Pass/Low Pass/Fail.

+/- Letter Grading		P/LP/F Grading	
A+	98-100	P (Pass)	98-100
A	93-97	P	93-97
A-	90-92	P	90-92
B+	87-89	P	87-89
B	83-86	P	83-86
B-	80-82	P	80-82
C+	77-79	LP	77-79
C	73-76	LP	73-76
C-	70-72	LP	70-72
F	Below 70%	F	Below 70%

### **Extensions/Incompletes**

Students may request a course extension in a maximum of two courses from each of the fall and spring terms by petitioning the Director of the Year in Israel Program after first gaining permission from the course instructor. If the Director denies permission, an appeal can be made to the Dean of the campus. If permission is granted, the student shall have three additional weeks from the end of the exam period to complete the requirements for the course. Courses with extensions that have not been completed will automatically become incompletes ("I"). Fall incompletes must be completed by the end of the spring term and spring incompletes, by six weeks after exam period. If the course is not completed by these deadlines, it will automatically become an "F". If the course is completed, the grade will be added to the "I".

### **Tutorial Assistance**

The College will provide limited tutorial assistance to students in order to correct weaknesses in Hebrew. Teachers may require these extra lessons and following the approval of the Director of the Program such assistance will be provided. Students will be expected to bear half the cost of the initial ten sessions and the entire cost thereafter. Students who have absented themselves more than ten percent of class time will not be eligible to receive any subsidy towards the cost of the initial tutorial sessions. To request tutoring, speak with the Director of the Year in Israel Program.

Past students have suggested that private tutoring can be an effective way to reinforce Hebrew skills in a one-on-one format. Even when one's grades in class are passing or higher, several students report that the additional time spent with guided tutoring has helped increase their confidence and abilities. In these cases, the College will not subsidize tutorial sessions.

### **Learning Disabilities**

HUC's policy on disabilities can be found [here](#).

Students are responsible to inform the program director of any disability which impacts their ability to fully participate in HUC's programs. All cases will be treated with stringent confidentiality. Students with diagnosed learning disabilities are invited to work with the program director to develop reasonable accommodations based on the documentation submitted. In order to be eligible for learning accommodations students are required to submit a neuropsychological evaluation that has been conducted within the last five years.

HUC faculty member (emeritus), Dr. Yossi Leshem, has background and expertise with providing support for students to overcome their learning disabilities. Additional resources outside of the college may also be made available. As soon as possible in the year, students who are finding any course work particularly challenging, especially when it comes to language acquisition, should not hesitate to be in contact with the program director.

## **I. Student Behavior and Professional Conduct**

1. Students and other members of the HUC-JIR community are expected to abide by the highest moral values of our faith traditions, including personal conscience, professional conduct and integrity, and honorable social relationships. Students must be conscientious in avoiding the appearance of misconduct on campus, in congregations, schools, agencies, and in the broader

community.

**a. Community conduct and ethical standards include:**

- i. Respect for the rights, differences, and dignity of others
- ii. Honesty and integrity in all dealings
- iii. Conscientious pursuit of excellence in one's work
- iv. Accountability for actions and conduct on the campus and in the workplace

b. The College-Institute may take disciplinary action as it deems necessary should the standards of personal and ethical conduct be violated. Violation of these standards shall include, but is not limited to:

- i. Academic misconduct including, but not limited to, plagiarism or cheating
- ii. Abuse of alcohol or drugs
- iii. Discriminatory or harassing behavior
- iv. Sexual Misconduct (including, but not limited to, sexual harassment and sexual assault)
- v. Interpersonal violence (including, but not limited to, domestic violence, dating violence, and stalking)
- vi. Giving false statements to the College-Institute orally or in writing including, but not limited to, one's application for admission or registration or altering records
- vii. Violation of the Technology Usage Policy
- viii. Financial malfeasance
- ix. Violent behavior
- x. Use of abusive or offensive language
- xi. Creating a hostile or threatening environment
- xii. Theft of College-Institute or personal property
- xiii. Violation of College-Institute academic regulations and policies
- xiv. Disrespect toward a College-Institute employee
- xv. Students involved in a criminal violation are accountable to local authorities but may also be subject to discipline by the College-Institute.

2. Other than complaints related to discrimination, harassment, sexual misconduct, or interpersonal violence, complaints of a student's alleged inappropriate behavior are to be brought to the Program Director (or the Dean's designee). The Program Director (or Dean's designee) will investigate the charges further, and consult with the student, appropriate faculty, student representatives and any outside consultants or other individuals deemed necessary to determine whether disciplinary action is warranted. Complaints related to sexual misconduct or interpersonal violence should be made to the Title IX Coordinator (see the Sexual Misconduct and Interpersonal Violence Policy for more information). All other complaints of discrimination and/or harassment should be made to the National Director of Human Resources who serves as the Title IX Coordinator (see the Equal Opportunity and Non-Discrimination Policy for more information).

a. When community and ethical standards have been broken, the offender should, ask forgiveness, avoid repetition, and make restitution whenever possible.

- b. The student's program director may suggest that the student seek counseling or other expert treatment.
- c. The College-Institute's National Director of Legal Affairs should also be contacted for review and consultation.
- d. A Program Director (or the Dean's designee) may issue a written reprimand to the student and may also place the student on immediate probation.
- e. In an emergency situation, the Dean (or Dean's designee) may determine that it is appropriate to immediately remove the student from the campus and related educational activities. The student's Program Director should follow-up immediately by investigating the situation and determining the next appropriate steps which may include a Student Tenure Committee meeting.
- f. A student's tenure may be terminated if it is determined that he/she engaged in inappropriate behavior that renders him/her unsuitable for his/her chosen profession, including but not limited to behavior that is unethical, illegal, or otherwise inconsistent with the codified standards of the individual professional organization of the field for which the student is preparing himself/herself.
- g. Additionally, the Program Director (or Dean's designee) may determine that a Student Tenure Committee should be convened in order to consider the situation and, if necessary, the Committee may determine the appropriate disciplinary course of action.
- h. The Student Tenure Committee will be governed by the procedures and timelines outlined elsewhere in this Handbook.
- i. The disciplinary actions that may be taken by the Student Tenure Committee include:
  - 1. Reprimand and disciplinary probation
  - 2. Temporary suspension with time and terms of re-admission indicated
  - 3. Indefinite suspension with time and terms of re-admission not indicated. Return to the College-Institute would be determined by the student's Program Director
  - 4. Removal of financial assistance
  - 5. Permanent dismissal
- j. The student may appeal the decision of the Student Tenure Committee using the same process described elsewhere in this Handbook.

## **II. Academic Tenure**

The initial purpose of the student tenure review is to assist the student in succeeding at the College-Institute. If a student fails two courses or more in one term or two successive terms of the Year-in-Israel Program, a Student Tenure Committee, including the Director of the program, shall review the student's status and suggest a range of possible consequences including dismissal. Upon the recommendation of the Dean, Faculty and Jack, Joseph and Morton Mandel Provost, the student may be granted permission to retake all or some of the examinations or to repeat the Year-in-Israel Program. The Tenure Committee's decision may be appealed to the Dean.

If a student receives two or more "LPS" (Low Passes) or "C's" and/or fails one or more courses in a term the Program Director shall meet with the student to provide counseling and guidance. The Program Director may place the student on probation and may convene a Student Tenure Committee.

If he/she receives another "LP" "C" or "F" during a period of probation, he/she will be asked to appear before a Student Tenure Committee.

A student who accumulates more than three LP's over two terms, including the summer term will be called before a Student Tenure Committee, which will be constructed by the Director of the Year-in-Israel program or stateside director of the respective program and shall review the student's status and suggest a range of possible consequences.

NOTE: Students who do not pass the summer ulpan with a grade of 70 or better may not be permitted to continue in the Year-in-Israel Program in the Fall term.

Probationary status presumes that a student so designated has not demonstrated an ability to continue the course of study and must demonstrate this ability within one academic year in order to remain in the program. If a student receives an "F" during a period of probation, he/she will need to appear before a Student Tenure Committee. The student may also lose his/her eligibility for financial assistance.

## **B. Procedures for Academic Tenure**

1. The Program Director is responsible for implementing the rules governing student tenure.
2. When necessary, the Program Director will notify the student in writing that either he/she must meet with the Student Tenure Committee or that he/she is being dropped from the academic roll, but has the right to appeal to the Student Tenure Committee for reinstatement. The student will be given a copy of that section of this handbook that prescribes the procedures in these cases.
3. The composition of the Student Tenure Committee is to be determined by the Program Director, but must include at least one student from the appropriate professional school (unless the student waives this provision) and between two and four additional faculty members. The Dean may not serve on the Student Tenure Committee since he/she is part of the Appeals process. If the program director chooses not to chair the committee, he/she may designate a member of the Committee to serve as chair.
4. At least fifteen working days prior to the meeting of the Student Tenure Committee, the Program Director will give the student written notice of the time and place of the meeting, and also inform the student that s/he will have an opportunity to present pertinent information to the Committee and that the student may be present throughout the meeting until such time as the Student Tenure Committee enters into executive session. The fifteen working days notification period may be shortened with the agreement of the student and program director.
5. The Student Tenure Committee will determine the suggested course of action by secret ballot and by a 2/3-majority vote.
6. The Program Director will communicate the decision of the Student Tenure Committee in writing to the student and the Dean within five working days.

7. As part of the evaluation process, the Committee can suggest a range of ways to proceed that may include, but are not be limited to  
:

- a. Dismiss the case
- b. Investigate the matter further
- c. Oversight and assistance without putting the student on probation
- d. Place the student on Academic Probation. The conditions of probation will be determined by the nature of the case and the findings of the Committee. The appropriate course of action that the student must follow is determined by the nature of the case. The Committee may decide that the student can continue in his/her program while satisfying the probationary conditions that the student may continue with a reduced course load, or that the student may not continue in his/her program until all conditions of probation have been satisfied. The Committee shall determine the timeframe for probation.
- e. Place the student on Academic Suspension for a specific period of time.
- f. Permanently dismiss the student from the academic program, the local campus, and/or the College-Institute.

8. Within ten working days, the student may appeal the decision of the Student Tenure Committee to the Dean; the Dean's decision to the Provost; and finally the Provost's decision to the President.

9. Copies of the communications with the student, and a confidential record of the meeting(s) of the Student Tenure Committee (other than the deliberations of the executive session, for which no written record will be made) shall be kept in the Dean's office. The student may request copies of the confidential records; such request must be in writing to the Dean.

Teachers' evaluation of the student's overall potential, regular attendance, active classroom participation and performance in non-Hebrew courses are some of the factors which the faculty and administration will consider in deciding whether to permit re-examination or repetition of the first year. Under certain circumstances, the Dean may place a student on probation for a defined period. If the prescribed probation conditions are not met, the student may be dismissed from the program.

### **Students Placed on Academic Probation**

Students may be placed on academic probation by their academic Program Director or the Student Tenure Committee.

1. all work for each course must be completed by the end of its semester, without incurring any incompletes
2. all incomplete work from previous semesters must be completed
3. the grade received in each course must be Pass (B) or better

Any student who incurs a total of two occurrences of academic probation over the course of her/his academic program(s) will be recommended to a Student Tenure Committee for possible suspension or dismissal from the College-Institute.

### **III. Medical-Psychological Grounds**

A student with severe medical or psychological problems may be required to discontinue studies at any time during the year. In such cases, the Dean, in consultation with the faculty and a professional consultant will make the final decision.

### **S. Zalman and Ayala Abramov Library**

**Size:** The three-story Abramov Library contains 50,000 volumes and receives over 200 current periodicals mostly in English and Hebrew.

**Scope:** The collection includes scholarly works in the fields of Bible Studies; Ancient Near Eastern Archaeology; Judaic Studies including Talmud & Rabbinics, Midrash, Liturgy, Jewish Philosophy, Jewish Music, Hebrew Language & Literature; and Israel Studies including History, Zionism and Culture, Society & Issues. In a city of many libraries with specialized holdings, the Abramov library attempts to make a unique contribution with its collections in the areas of The American Jewish Experience, History of the Reform Movement, Spinoza and a collection of Modern Hebrew fiction in English translation. In addition the library provides access to a variety of electronic databases and resources relevant to Jewish Studies.

**Organization:** The library is organized according to the Library of Congress classification system (LC). The major subject categories are: Rabbinics (BM); Bible (BS); Eretz Yisrael, Near Eastern archaeology and history of the Jewish people (DS); and Hebrew Literature and Linguistics (PJ).

**Catalogues:** The card catalogue includes materials processed prior to 1988. Later materials can be found in the computerized catalogue. Retrospective conversion to the automated system is ongoing. Our library uses ALEPH500, a bi-language library integrated system used by the Israeli Academic Library Network. We can be accessed at <http://heb-union-col.exlibris.co.il/F>

**Services:** The library offers bibliographic and reference services to students, faculty and staff of HUC, members of IMPJ (Israel Movement for Progressive Judaism), alumni, the Israeli academic community, visiting researchers and the general public. Borrowing privileges are extended to students and staff of the college and IMPJ, alumni and academic partners. Access to Libnet (Israeli Academic Library Network)– catalogues and databases is available.

**The Danny Rechler Student Computer Center:** Situated on the second floor of the library, the computer center's twelve terminals and printer provide students and their families with word processing, e-mail, internet access and database search capabilities.

**Hours:** The library is open Sunday-Thursday from 8:15 am - 4:45 pm. In addition, it operates as a reading room with volunteer student staff after 5:00 pm, when classes are in session. Hours may be abbreviated during vacations and extended during exam periods.

**Music Library:** The primary purpose of the music collection is to serve the College's cantorial students, but is also available to the general public. It contains over 2,500 items and includes music notations of folk-songs, popular music, contemporary Israeli music, songs in Yiddish and

Ladino, synagogue music from all streams of Judaism organized by the cycle of the Jewish year, compositions by well-known cantors and books about music.

**American Jewish Archives;** The library possesses selected microfilm copies of the holdings of Cincinnati-based Jacob Rader Marcus center of the American Jewish Archives and the American Jewish Periodical Center. Access is by appointment with the library staff.

There are 2 self-service photocopiers in the library. Photocopy cards may be purchased from the librarians.

Detailed information on library policies and procedures will be distributed during the library orientation session.

### **Academic Grievance Procedure**

- A. Every member of the faculty and the instructional staff is responsible for fulfilling good teaching practices as outlined in the Faculty Handbook. Should students have grievances against a faculty member relating to any academic matter, they should avail themselves of the procedure herein outlined. The goal of the academic grievance procedure is to effect a reconciliation between the instructor and the student.
- B. Any Student has the right to question a grade he or she has received, but the student should recognize the difference between questioning a grade and charging an instructor with a violation of the good teaching practices. The latter is a serious act that should neither be undertaken lightly nor should the desire to have a grade reviewed and changed be the primary motivation. If the student wants to contest a grade, the student should first meet with the instructor to voice a complaint and to receive an explanation and possible redress. If the student is not satisfied with the explanation, he or she may confer the Dean and ask for a review of the grade. The Dean will consult with the faculty member and review the material. The decision of the Dean shall be final.
- C. A student who feels that a faculty member has violated good teaching practices shall first discuss the matter directly with the faculty member, accompanied by another faculty member of his/her choice. If he or she feels that his or her grievance has not been properly adjudicated, he or she should request a conference with the Dean. If the intervention of the Dean still has not achieved reconciliation, the student may submit to the Dean a letter formally stating the nature of the grievance with specific reference to teaching responsibilities that have not been fulfilled. The student should also provide any materials supportive of the complaint. Within ten (10) days after receiving this written complaint from the student, the Dean will request the chairperson of the Faculty to convene a Faculty Grievance Committee which shall be made up of four full-time faculty members and a student representative selected by the Student Association. The Committee shall consider and investigate the complaint and make its recommendations to the Dean within thirty (30) days after receiving the complaint.
- D. A Faculty Grievance Committee will not review a complaint unless it is lodged before the tenth week of the fall or spring term that follows the term in which the alleged violation occurred. It shall be the responsibility of the Faculty Grievance Committee to determine, prior to considering any case, whether frank and full discussions between the student,

instructor, and the Dean have been exhausted as a means of resolving the grievance. If not, the case shall be referred back to the Dean as appropriate.

If the Faculty Grievance Committee decides to consider the case, the chairperson shall inform the student that the burden of proof rests with the student and that he or she may attend the hearing, excluding executive sessions. The chair shall also inform the instructor, when the committee decides to consider a case, that a grievance has been received and its supporting evidence. The chair shall request from the instructor in writing information germane to the case, inform the instructor that he or she may attend the hearings, excluding executive sessions.

- E. If the Committee finds that a violation has occurred and recommends any form of redress for the student, these recommendations should be reported by the chairperson of the Committee, in writing, to the Dean, with a copy sent to the student and to the instructor. The instructor will be expected to inform the Dean of his or her compliance or non-compliance with the recommendations within ten days after the letter of notification has been sent to the instructor. Failure to respond within ten days will be taken to indicate non-compliance. If the instructor complies with the recommendations, the Dean will inform the student, in writing,, with copies to the department chairperson and committee chair. If the instructor indicates non-compliance with the recommendations, copies of the recommendations and of the instructor's reply will be sent to the student, Jack, Joseph and Morton Mandel Provost, and President, and will be placed in the instructor's file. In addition, a notation of this finding may be made in the student's permanent record file.
- F. If the instructor does not accept the recommendations, he or she may appeal the decision of the Faculty Grievance Committee to the Jack, Joseph and Morton Mandel Provost. Written notice of the desire for a review by the Jack, Joseph and Morton Mandel Provost should be made within ten (10) days of receiving the copy of the Committee's findings. If an appeal is made, a copy of the written report of the Committee and all pertinent information and material will be forwarded to the Jack, Joseph and Morton Mandel Provost. The Jack, Joseph and Morton Mandel Provost will meet with the student and instructor, and review the case. The Jack, Joseph and Morton Mandel Provost then will affirm, reject, or modify the recommendations of the Committee.
- G. If the instructor does not accept the Jack, Joseph and Morton Mandel Provost's recommendations, then he or she may appeal directly to the President. The President shall review all material and meet with the student and instructor. The President's decision will be final.

### **Sexual Harassment Protocol**

The HUC has put a protocol into place in cases of sexual harassment of students. Copies of this protocol can be found in the library and in the Office of the Year in Israel Program. An online version can be found [here](#).

### **ACADEMIC CALENDAR 2017-2018**

(\*\*as of August 2017 – subject to change)

<p><b>June</b></p> <p>11 Pre-Ulpan begins (orientation in the morning, classes in the afternoon)</p> <p><b>July</b></p> <p>8 HUC Alumni Shabbat</p> <p>9 Jerusalem campus registration closes</p> <p>10 Orientation Begins (Evening program)</p> <p>11 – 15 Orientation</p> <p>16 Summer Term begins</p> <p><b>August</b></p> <p>24 End of Summer Term</p> <p>25 – 29 Break</p> <p>30 First day, Fall Term</p> <p><b>September</b></p> <p>5 - 6 Study Tiyul</p> <p>20 - 22 Students attend Rosh HaShanah services in place of classes</p> <p>29 - 30 Students attend Yom Kippur services</p> <p><b>October</b></p> <p>4 – 14 Sukkot Break</p> <p>15 Classes resume</p> <p>22 Oct - 2 Nov Mid-term exams</p> <p><b>November</b></p> <p>22 Oct - 2 Nov Mid-term exams</p> <p>16 Ordination, Israeli Rabbinic Students</p> <p>22 – 25 South Tiyul – רוח במדבר</p>	<p><b>December</b></p> <p>10 &amp; 17 Reading Days</p> <p>18 – 21 Exams</p> <p>22 Dec – 6 Jan Term Break</p> <p><b>January</b></p> <p>22 Dec – 6 Jan Term Break</p> <p>7 First day of Spring Term</p> <p><b>February</b></p> <p>11 - 19 Mid-term exams</p> <p>20 – 21 Spring Study Tiyul</p> <p>Feb 28 - Mar 2 Purim programs replace classes</p> <p><b>March</b></p> <p>Feb 28 - Mar 2 Purim programs replace classes</p> <p>Mar 23 – Apr 7 Passover Break</p> <p><b>April</b></p> <p>Mar 23 – Apr 7 Passover Break</p> <p>8 Classes resume</p> <p>12 Yom Hashoah (program and classes)</p> <p>18 Yom Hazikaron (program)</p> <p>19 Yom Ha'atzmaut (no classes)</p> <p>29 – 30 Colloquium</p> <p><b>May</b></p> <p>6 Reading Day</p> <p>7 – 10 Exams</p> <p>11 – 12 Closing Program/Closing Shabbat</p>
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### History of the College-Institute

Hebrew Union College was founded in 1875 in Cincinnati, the first institution of Jewish higher learning in America. The college was established by Rabbi Isaac Mayer Wise, the architect of American Reform Judaism, who had formed the Union of American Hebrew Congregations, now the Union of Reform Judaism, two years earlier. The primary purpose of the seminary was to train rabbis for the Reform Movement.

In 1922, Rabbi Stephen S. Wise (not related to Isaac Mayer Wise) established the Jewish Institute

of Religion in New York. The similar orientation of the two schools led to their merger in 1950.

A third center was opened in Los Angeles in 1954 to serve the growing Jewish community on the West Coast and a fourth branch was established in Jerusalem in 1963.

From modest beginnings, Hebrew Union College-Jewish Institute of Religion has developed into an institution providing a wide variety of graduate academic programs in Judaic studies. In addition to its Rabbinic School, the College-Institute includes Schools of Graduate Studies, a School of Sacred Music, Jewish Education, Jewish Communal Service, Nonprofit Management and Biblical Archaeology.

The Presidents of Hebrew Union College and, after the merger, of Hebrew Union College-Jewish Institute of Religion, were: Isaac Mayer Wise, 1875-1900; Kaufmann Kohler, 1903-1921; Julian Morgenstern, 1921-1947; Nelson Glueck, 1947-1971, Alfred Gottschalk, 1971-1995, Sheldon Zimmerman, 1995-2000 and David Ellenson, 2001-2013. Aaron Panken was elected President in 2013. Stephen S. Wise was President of the Jewish Institute of Religion from 1922 to 1948.

### **The Jerusalem Campus**

The Jerusalem School serves as the academic graduate center for the Year-In-Israel Program (first year of rabbinical, cantorial and Jewish education studies) and the Israel Rabbinic Program. The department of Educational Initiatives offers continuing education programs and serves as a resource center for Israeli teachers and educators, creating programs and methods of teaching a Progressive religious Jewish approach in the Israeli classroom. The Nelson Glueck School of Biblical Archaeology houses a research center for post-graduate archaeology and excavates at archaeology sites in Israel.

The five-acre Jerusalem campus, situated on King David Street, in the center of Jerusalem, overlooks the ancient walled city. The original building facing King David Street was opened in 1963 and houses the William Murstein Synagogue, the college administrative offices and the offices of the URJ Youth Programs in Israel

The Forchheimer Ceremonial Courtyard, dedicated in July 1993, the largest of the college courtyards, is open to King David Street and surrounded on three sides by the Administration, Abramov Library and Skirball Center and Museum buildings.

The Rosaline and Myer Feinstein Building, adjacent to the Saban Gardens, was dedicated in 1970 and houses the Jerusalem residence of the President of Hebrew Union College. It also contains the offices of the Center for Educational Initiatives and provides facilities for nursery school and kindergarten, part of the school system created by the Reform Movement in Israel.

The S. Zalman and Ayala Abramov Library, which was dedicated in March of 1988, has the capacity of holding over 100,000 volumes of Hebraica, Judaica, and Biblical Archaeology. Its special collections include the personal archaeology library of the late Prof. Yigal Yadin, a rare Spinoza collection of the late Prof. Fritz Bamberger (HUC-JIR New York) and thousands of books and pamphlets on the American Jewish experience including microfilms of materials from HUC's American Jewish Archives in Cincinnati.

The Bernard Heller Torah Center consists of seven seminar rooms and four large classrooms, one of which is a Cantorial study suite, surrounding the Gersten Courtyard. In addition, the complex houses faculty studies, the Rosen Faculty Conference/Seminar Room, the Gottschalk Family

Lounge and Activity Center, and the Gottschalk Lecture Hall.

The Skirball Center for Biblical and Archaeological Research houses the Nelson Glueck School of Biblical Archaeology, including restoration laboratories, storerooms, facilities for charting and drawing for preparing archaeological excavated material for publications. Adjacent to the research center is the Skirball Museum featuring a permanent exhibit of archaeological artifacts discovered during HUC excavations from 1963 to the present. The sites represented in the Museum are Tel Dan, Gezer and Aroer. One highlight is an exact replica of the "House of David" stone stele inscription from the 8th Century BCE, discovered at Tel Dan in 1994. A visit to the museum can be arranged with the curator, Dalia Packman.

Beit Shmuel Guest House and Cultural Center and Mercaz Shimshon are situated on the east end of the campus, with main entrances on Shama Street. Beit Shmuel has guest rooms, seminar rooms, a dining hall and a coffee shop. The offices of the Israel Movement for Progressive Judaism are situated on third floor. Mercaz Shimshon includes the Hirsch Theatre, the spectacular glass domed and walled Blaustein Hall overlooking the Old City of Jerusalem, seminar rooms, guest rooms and the offices of the World Union for Progressive Judaism and Netzer Olami, the youth arm of the WUPJ.

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## **ADMINISTRATION, FACULTY AND STAFF**

### **NATIONAL ADMINISTRATION**

Aaron Panken, Rabbi, Ph.D., President.

Michael Marmor, Rabbi, Ph.D., Jack, Joseph and Morton Mandel Provost

Elizabeth M. Squadron, M.Sc., Vice President for Program and Business Development

Lissie Diringer, Vice President for Institutional Advancement

Charles Kroloff, Rabbi, Vice President for Special Projects

Jean Bloch Rosensaft, Senior National Director for Public Affairs and Institutional Planning

Andrew Grant, Ph.D., National Director of Institutional Giving

Yoram Bitton, Ph.D., Director of Libraries

Gary P. Zola, Rabbi, Ph.D., Director, Jacob Rader Marcus Center of the American Jewish Archives

Roseanne Ackerley, National Director of Financial Aid

Clyde Parrish, National Registrar

### **Deans**

David Adelson, Rabbi, D.Min., Dean, New York School

Jonathan Cohen, Rabbi, Ph.D., Dean, Cincinnati School

Joshua Holo, Ph.D., Dean, Los Angeles School

Naamah Kelman, Rabbi, M.A., M.A.H.L., Dean, Jerusalem School

### **Directors**

David Mendelsson, Ph.D., Director of the Year in Israel Program, Jerusalem School

Ofek Meir, Rabbi, M.A., Director of the Israeli Rabbinic Program, Jerusalem School

Michal Muszkat-Barkan, Ph.D., Director of Education and Professional Development,  
Jerusalem School

Ruchama Weiss, Ph. D., Director of the Blaustein Center for Pastoral Counseling,  
Jerusalem School

Richard Cohn, Cantor, M.Mus., Director of the Debbie Friedman School of Sacred Music,  
New York School

Erik Ludwig, M.A., Director, Zelikow School of Jewish Nonprofit Management, Los Angeles  
School

Miriam Heller, Ph.D., Senior National Director of the Schools of Education

Evie Levy Rotstein, Ph.D., Director, School of Education, New York School

## **JERUSALEM SCHOOL**

### **Administration**

Aaron Panken, Rabbi, Ph.D., President

Michael Marmur, Rabbi, M.A., Ph.D., Jack, Joseph and Morton Mandel Provost

Naamah Kelman, Rabbi, M.A., M.A.H.L., Dean, Jerusalem School

Iris Ben-Zvi, Senior Assistant to the Dean

David Mendelsson, Ph.D., Director of the Year in Israel Program, Jerusalem School

Nancy Lewitt, B.A., Head of Student Life

Helen Linden, B.A., Administrative Assistant for the Year-in-Israel Program

Jeremy Leigh, M.A., Director of Israel Studies, Instructor in History, Mabat group facilitator

Ofek Meir, Rabbi, M.A., Director of Israel Rabbinic Program

Orit Dan, B.A., Administrative Assistant for the Israel Rabbinic Program

Yoav Ben-Moshe, Administrative Director

Ronit Ishai, Assistant to the Administrative Director

Einav Lahav, B.A., C.P.A., Chief Accountant

Moshe Alali, Bookkeeper

Haim Shalom, Rabbi, M.A., Rabbi of Murstein Synagogue and Assistant Director for  
Recruitment and Admissions, Jerusalem School

Tamar Havilio, Cantor, M.A., M.S.M., Coordinator of Cantorial Studies and Prayer Life

Michal Muszkat-Barkan, Ph.D., Director of Education and Professional Development

Ruchama Weiss, Ph.D., Director of the Blaustein Center for Pastoral Counseling

Jennifer Nelson, Receptionist

### **Ranked Faculty**

Yehoyada Amir, Rabbi, Ph.D., Professor of Jewish Thought

David Levine, Rabbi, Ph.D., Associate Professor of Talmud and Halacha

Dalia Marx, Rabbi, Ph.D., M.A., M.A.H.L., Associate Professor Liturgy and Midrash

Eliyahu Schleifer, Cantor, Ph.D., Assoc. Prof. of Sacred Music Emeritus

### **Parallel Track Faculty**

David Mendelsson, Ph.D., Associate Professor of Jewish History and Israel Studies

Michal Muszkat-Barkan, Ph.D., Associate Professor of Jewish Education

Ruchama Weiss, Ph. D., Associate Professor of Talmud and Spiritual Care

### **Teaching Faculty**

Sharon Bar Shaul, M.A., Instructor in Hebrew Language

Matthew Berkowitz, Rabbi, M.A. Mabat group facilitator

Tali Debbi, B.A., Instructor in Hebrew Language

Joel Duman, Ph.D., Instructor in Bible

Tamar Duvdevani, Rabbi, M.A.H.L., Instructor in Rabbinics

Yael Friedman, M.A., Instructor in Hebrew Texts

Shira Golani, Ph.D., Instructor in Bible

Clare Goldwater, M.A., Mabat group facilitator

Tamar Havilio, Cantor, M.A., M.S.M., Coordinator of Cantorial Studies and Prayer Life  
Sima Haruv, M.A., Instructor in Hebrew Grammar  
Tammy Khayat-Shapira, B.A., Instructor in Hebrew Language  
Sally Klein-Katz, M.A.R.E., Instructor in Jewish Education  
Jeremy Leigh, M.A., Director of Israel Studies, Instructor in History, Mabat group facilitator  
Alona Lisitsa, Rabbi, M.A., Instructor in Rabbinics and Liturgy  
Sharona Marciano, B.A., Instructor in Hebrew Language  
Eyal Nahum, M.A., Instructor in Hebrew Grammar  
Zohara Pardess-Feinstein, Ph.D., Instructor in Hebrew Language and Rabbinics  
Rivki Rosner, M.A., Mabat group facilitator  
Moshe Silberschein, Rabbi, M.A., Instructor in Liturgy  
Alden Solovy, M.A., M.B.A., Instructor in Creative Liturgy  
Alex Sinclair, Ph.D., Mabat group facilitator  
David Wilfond, Rabbi, M.A.H.L., Coordinator of Liturgy Workshop

### **Sacred Music**

Tamar Havilio, Cantor, M.A., M.S.M., Coordinator of Cantorial Studies and Prayer Life  
Naama Nazarathy Gordon, B. Mus., Instructor of Music  
Naomi Cohn-Zentner, Ph.D., Instructor of Music  
Evan Kent, Cantor, M.P.A., Cantorial Coaching  
Anastasia Sobolev, B. Mus., Artist Dipl., Accompanist

### **Nelson Glueck School of Biblical Archaeology**

David Ilan, Ph.D., Director  
Levana Tsfania, M.A., Assistant to the director, Archaeologist and Registrar  
Yifat Thareani, Ph.D., Senior Fellow, Archaeologist

### **Library**

Batya Kaplan, M.L.S., Head Librarian / Rabbi Tamar Duvdevani, Acting Director  
Asia Libman, M.L.S., Senior Librarian

### **Maintenance**

Salim Yagmur  
Matti Nagari  
Fayiz Khalaf  
Muhammad Abu Elhawah

### **Computer Support**

Vitaly Rotman