Yeshiva University
THE EMIL A. AND JENNY FISH CENTER
FOR HOLOCAUST & GENOCIDE STUDIES

Fish Center Academic Catalog

2024-2025

Yeshiva University Emil A. and Jenny Fish Center for Holocaust and Genocide Studies

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ABOUT THIS CATALOG

Unless otherwise stated in this document, this catalog supersedes all previous catalogs and academic information and policies and is binding on all Emil A. and Jenny Fish Center for Holocaust and Genocide Studies graduate students at Yeshiva University, effective at the time they enroll. It was prepared based on the best information available at the time of publication. The University reserves the right to change tuition, fees, course offerings, regulations, policies, and admission and graduation requirements at any time without prior notice. However, students may continue a course of study in effect at the time they enrolled provided that they complete the program within the specified time period.

This catalog, posted on the YU website, is the official catalog. Printed versions are copies of the catalog. If there are corrections or changes, they will be published on the YU website.

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Yeshiva University
THE EMIL A. AND JENNY FISH CENTER
FOR HOLOCAUST & GENOCIDE STUDIES

WELCOME TO FISH CENTER

Welcome to the Emil A. and Jenny Fish Holocaust and Genocide Studies Center. I want to personally thank you for deciding to pursue a Master of Arts (MA) in Holocaust and Genocide Studies at Yeshiva University. It is the purpose of this program to offer an exploration of the Holocaust from a Jewish perspective, anchoring this field in the study of the Jewish lives lost and the Jewish reactions to the Holocaust during and after this catastrophic event in history. Uniquely, our program provides students with a close look into what was lost during the Holocaust – an entire civilization that thrived for over a millennium and was subject to total destruction by the German Nazis and their collaborators.

At the Fish Center we believe that we have an obligation to remember what happened, to appreciate that which was lost, no matter who we are. The only way we can remember, is if we understand, and we can do so only if we study this vast and consequential subject first. We are pleased and proud to offer our students an unparalleled investigation of the Holocaust of European Jewry. And while our subject is laser focused – the *Shoah* from a Jewish perspective – we do so through an interdisciplinary exploration, encompassing a broad range of disciplines. I am fully confident that our graduates, as they view the Holocaust through the many lenses of history, law, social work, art, education, theology, psychology, and literature, will be able to make an immeasurable contribution to the field and become a part of our continued effort to build a better world.

They will have the knowledge and tools that would allow them to keep the memory of the Holocaust alive and battle those who wish to dilute, distort or deny it. I wish you continued success with this fascinating journey and applaud you for joining the community of Holocaust and Genocide Studies lifelong students!

Warmly,

Dr. Shay A. Pilnik

Emil A. and Jenny Fish Center for Holocaust and Genocide Studies

YESHIVA UNIVERSITY

Yeshiva University is the world's premier Jewish institution for higher education. Rooted in Jewish thought and tradition, it sits at the educational, spiritual and intellectual epicenter of a robust global movement that is dedicated to advancing the moral and material betterment of the Jewish community and broader society, in the service of God.

In September 2017, Ari Berman was inaugurated as the fifth president of Yeshiva University. He succeeded Richard M. Joel, who was inaugurated in 2003, and Norman Lamm, who had held the office since 1976. President Berman's two other predecessors were Bernard Revel, president from 1915 to 1940, and Samuel Belkin, who served from 1943 to 1975.

Visit https://www.yu.edu for more information about Yeshiva University.

UNIVERSITY POLICIES

Equal Opportunity

Yeshiva University has a long-standing commitment to equal opportunity and affirmative action. We apply every good faith effort in achieving nondiscrimination and equality of opportunity in employment and in all spheres of academic life. All University-wide decisions regarding faculty, staff and students are based on equitable and equally applied standards of excellence.

Unlawful harassment procedures have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. The University's policy is designed to insure that recruitment, hiring, training, promotion, and all other personnel actions take place, and all programs involving students, both academic and non-academic, are administered without regard to race, religion, color, creed, age, national origin or ancestry, sex, marital status, physical or mental disability, veteran or disabled veteran status, genetic predisposition/carrier status, sexual orientation, gender identity and expression, citizenship status, sexual and other reproductive health decisions, or any other characteristic protected by any applicable law, ordinance or regulation. In addition, University policy is designed to maintain a work and academic environment free of harassment and intimidation.

Accreditation

Yeshiva University is accredited by the Middle States Commission on Higher Education.

Safety and Security

Yeshiva University takes its responsibility for on-campus security very seriously and makes every effort to offer its students, faculty and staff a safe and comfortable environment by working closely with the local community and with law enforcement agencies. Federal law requires us to make crime statistics available, and you can find them at http://ope.ed.gov/security. Search for Yeshiva University, then click on a particular campus. At the bottom of each page, you can select various categories of crime statistics to view. The University's annual security report also contains policy statements and crime statistics for the University, and is available online at http://yu.edu/safety-security/reports/security/ or from a campus Security Department office. You can also contact YU Security at 212-960-5221 for more information.

While we hope that emergency events on campus are unlikely, it is vital to be prepared to react appropriately during emergencies to ensure your safety. To get prepared and learn about emergency response at Yeshiva University, visit our Emergency Readiness website: https://www.yu.edu/safety-security/emergency.

Non-Discrimination and Harassment

Yeshiva University complies with all federal, state and local regulations governing Non-Discrimination and Harassment including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments Act of 1972. In keeping with its long-standing traditions and policies, Yeshiva University provides equal opportunity for faculty, staff and students within admissions and employment, and those seeking access to programs based on individual merit.
University-wide policies and procedures pertaining to discrimination and harassment have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. The University's Non-Discrimination and Anti-Harassment Policy and Complaint Procedures can be found online at https://www.yu.edu/student-life/resources-and-services/policies. This policy includes information about filing a report, seeking a response and options for confidential disclosure. The University will respond to all complaints promptly, thoroughly, and impartially.

Retaliation is prohibited against anyone who filed and/or participated in the investigation of a complaint, even if the complaint is unsubstantiated. When warranted, the University will take appropriate, corrective action to remedy all violations of this policy, up to and including termination and/or expulsion. Administrative and investigative

responsibility relating to enforcement of the policy has been assigned to the University's Title IX Coordinator, Dr. Chaim Nissel, at (646) 592-4201.

Accommodations for Students with Disabilities

The Office of Disability Services assists students with documented disabilities or medical conditions in obtaining reasonable accommodations. Some of the disabilities accommodated include physical, emotional or learning disabilities, ADHD, hearing impairments, and visual impairments. Visit the following website for more information about documentation guidelines and available accommodations: https://www.yu.edu/student-life/resources-and-services/disability-services/students.

Students who wish to request accommodations for a documented disability that affects his/her academic performance and students who suspect that they may have a disability are encouraged to contact the Office of Disability Services:

- Wilf Campus: Abigail Kelsen, (646) 592-4280 /akelsen@yu.edu

Student Conduct and Student Rights

Please visit https://www.yu.edu/student-life/resources-and-services/Standards-Policies and review the University policies on student conduct and student rights, including:

- Athlete Protection Policy
- Anti-Bullying and Hazing Policy for Students
- Credit Card Marketing Policy
- Drug and Alcohol Policy
- Medical Form
- Requirements for Working with Minors
- Romantic Relationships Policy
- Sexual Assault Student Bill of Rights
- Title IX (Non-Discrimination and Anti-Harassment Policy)

Additional student consumer information can be found at: https://www.yu.edu/oir/student-consumer-information.

Privacy

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended (Section 438 of the General Educational Provisions Act, 20 USC 1232g), also known as "FERPA," Yeshiva University has adopted certain policies to protect the privacy rights of its students with respect to their education records. FERPA affords students certain rights of access to their education records. FERPA also limits the persons to whom the University may disclose a student's education records and permits certain disclosure without the student's written permission. Please visit the Office of the Registrar or its website at https://www.yu.edu/registrar/parents to obtain the Yeshiva University FERPA Policy Statement.

Use of the University's Name

No student or student organization may use the name of the University or any of its components in print or digital/electronic media for any purpose, including identification, without written permission from the Office of the Director.

ACADEMIC POLICIES, STANDARDS AND EXPECTATIONS

Academic Calendar

Yeshiva University operates on the semester system. The academic year consists of three semesters: two 15-week semesters (fall and spring) and one 10-15-week semester (summer); the semester length includes examinations and/or final projects. The fall term runs from late August or early September to the end of December; the spring term runs from late January to late May. The summer term runs from late May to mid-August. Classes may meet Sunday through Friday. The Academic Calendars for Fall, Spring and Summer can be found online at https://www.yu.edu/registrar/grad-calendar/.

- Advanced Certificate in Holocaust Education: In this program, students have three semesters: two 15-week semesters (fall and spring) and one 5-week semester (summer); fall and spring semesters are divided into three 5-week segments.

Attendance

For programs that meet in synchronous online format, students are expected to attend all scheduled classes in their entirety. Students who fail to fulfill this requirement will receive an academic penalty appropriate for the coursework missed.

Students may not miss 30% or more of their scheduled class. If a student misses 30% or more of a course during the semester, they will receive a final grade of "F." This grade will be reflected on the student's official university transcript.

Attendance policies in the Advanced Certificate program differs from other programs in Fish Center. Attendance policies specific to Advanced Certificate program is as follows:

- Advanced Certificate in Holocaust Education: In this program, students may not miss 20% or more of any course. If a student misses 20% or more of a course during the semester, they will receive a final grade of "F." This grade will be reflected on the student's official university transcript.

If the student is absent because of a disability which is documented with the Office of Disability Services at Yeshiva, falls ill or there are other extenuating circumstances, the student must inform the instructor in advance. The instructor may require appropriate documentation to make any exception to this policy.

Time Limitations

A student must complete the requirements for the master's degree within six years of the first semester the student enrolled in the program. A student must complete the requirements for the advanced certificate degree within two years of the first semester the student enrolled in the program. Students who go beyond this limit will need permission from their Program Director to continue their studies in Fish Center. If permitted to continue, these students may be required totake additional, more current, coursework.

Course Load

To be considered a full-time Fish Center graduate student, the student must be enrolled in at least 9 credits during a 15-week semester. Students taking 6 to 8.9 credits are considered half-time, and students taking 0.1 to 5.9 credits are considered part-time. Students with low academic averages may be subject to restriction on their course load. There also may be financial aid implications for falling below full-time status.

Grades

Students may access their grades at https://www.yu.edu/registrar/registration To view grades:

1. Log in with your Banner ID
2. Click on “Student and Financial Aid”
3. Click on “Student Records”
4. Click on “Final Grades” and select the appropriate term

Description of Grades

There are two categories of grades that can be recorded on a student’s transcript. Academic grades note academic achievement in a course of study; administrative grades note a student’s status in a course of study.

ACADEMIC GRADES					ADMINISTRATIVE GRADES	
Quality of Performance	**Letter Grade**	**Range %**	**GPA/ Quality Pts.**		**GRADE**	**DESCRIPTION**
Excellent - work is of exceptional quality	A	94- 100	4		G	Stopped attending without filing an officialwithdrawal form (counted as failure)
	A-	90 – 93.9	3.7		I	Incomplete
Good - work is Above average	B+	87 - 89.9	3.3		L	Audit (no credit)
Satisfactory	B	83 - 86.9	3		W	Withdrawal without penalty or prejudice
Below Average	B-	80 - 82.9	2.7		Note that credit is given only for grades A through C and P. No credit is given for grades F, G, I, L, N, or W.	
Poor	C+	77 - 79.9	2.3			
	C	70 - 76.9	2			
Failure	F	< 70	.000			

P is used for independent study courses at YU and for approved-for-credit internships. Program Directors must approve whether a student can take a course graded under the A/P/N option before the student begins the course.

I grades may be issued to accommodate unavoidable delays in the completion of course requirements. A student receiving an **I** grade must have completed at least 50% of the course with a minimum of a B-. The student and faculty must come up with an agreed upon plan and timeline for completion of the coursework. This will be documented and signed by the faculty and student. Once the agreement has been signed, it will go to the program director for review and potential approval. If the course work is not submitted by the agreed upon date, the “I” will be changed to an “F”.

W (withdrawal) from a course after the last date to drop a course without permission requires filing an Add-Drop Form with the Office of the Registrar and written permission of the Office of the Dean.

When the numerical value is multiplied by the credit value of a course, the resulting figure is the number of quality points. The student's average is computed by dividing the number of quality points earned by the total number of credits completed with a grade of A through G. The average is truncated to the third decimal place.

Appeal of Final Grade

A final grade may be changed by the instructor only for a computational error or clerical recording error. In these two instances, the instructor completes a Change of Final Grade Form, the respective Program Director signs to approve the change and the form is sent to the Office of the Registrar.

If a student believes a grade is incorrect, he/she must first meet with the instructor. Should this meeting be unsatisfactory, and the student would like to officially appeal the grade, the student may next meet with the Program Director. The Program Director will review materials related to the grade appeal and make a final decision.

Prerequisites for Admissions

To receive credit for a prerequisite course, a student must have received a B or better in the course. Exceptions can be made at the discretion of the Program Director. However, individual programs may require higher grades. A course may not be taken if the student has not received the minimum grade required in a prerequisite course. The student must repeat the prerequisite course,or an acceptable substitution approved by the Program Director.

Transfer of Credit

At the discretion of the Program Director, up to 9 credits towards the graduate degree may be transferred from an outside institution. Exceptions can be made with the approval of the Program Director and the Dean/Center Director.

Any student who wishes to transfer credit from another institution must submit a Transfer of Credit Form to the Office of the Registrar. This form must be approved and signed by the Program Director. Students must also include an official transcript showing the course they wish to transfer with a final grade and any course descriptions or syllabi for the course. All Transfer of Credit Forms for courses taken at another institution prior to beginning the program should be submitted during the student's first semester, and it is at the discretion of the Program Director to decide which courses may transfer. All Transfer of Credit Forms for courses taken at another institution after the student is enrolled in a Fish Center graduate program should be submitted during the start of the following semester, and it is at the discretion of the Program Director to decide which courses may transfer.

Only graduate coursework will be accepted as transfer credit. Credit will not be granted for any course transferred from another institution with a grade below B or for a Pass/Fail course. Courses that are transferred will not factor into the student's GPA in Fish Center graduate program.

Waiver/Substitution of a Required Course

In some cases, where students can show proof of relevant work experience, a Program Director may grant the student a waiver for the required course. Students who wish to receive a waiver for a course requirement or substitute a program elective for a required course must submit a request form to the Office of the Registrar by the end of the student's first semester. Students who are waived from a required course will not receive credit for the course but will no longer have to fulfill that course to meet graduation requirements..

Registration

Before their first semester, incoming graduate students will be provided with instructions by the school on how to register for their courses. Continuing students will register online through YU Portal (https://insidetrack.yu.edu). Continuing students are expected to register each semester during the specific registration period; registration dates will be published in the Academic Calendar. Students who register outside of the designated registration period may be subject to late registration fees.

Continuous Status

Students must maintain continuous registration with the program until graduation, including registering for research requirements (as specified by individual programs). Any student who neither registers nor secures an official leave of absence for any semester will be considered withdrawn from the Fish Center.

Cross-Campus Registration

In certain cases, and with the permission of the Program Director, students may be eligible to take a course at another Yeshiva University school. The student is responsible for paying tuition to the host school unless a previous agreement is arranged between the host and home school and is approved by the Office of Student Finance. Any student who wishes to take a course at another YU school must notify the Office of the Registrar prior to the beginning of the semester and receive written approval from his/her Program Director and other appropriate YU administrators. The Program Director will indicate if the course will count towards the student's program degree requirements, and if so, which requirement it fulfills. Only graduate level courses can be applied toward the program degree requirements. The host school may require the completion of additional forms.

Course Auditing

Fish students may be eligible to audit a course in another Fish program with the permission of the Program Director of the other program and other YU administrators. The University does not permit a student to audit or sit in on classes the student is not officially registered for.

Independent Study

An independent study is an individualized project/course conducted in some programs under the guidance and supervision of a faculty advisor with the approval of the Program Director. A request to take an independent study may be granted only under the following circumstances:

- To pursue a specialized topic that is not offered under the program's course listings.
- When a student is prevented from graduating because a required course is no longer offered.

Students interested in completing an independent study must submit the Application for Independent Study to the Office of the Registrar. The form should be filled out by both the student and the faculty advisor and signed by the Program Director.

Directed Study

Students in certain programs who need to take a course listed in the catalog during a semester in which the course is not offered maybe permitted to take that course through directed study.

To request a directed study:

- The student must seek permission from the Program Director and work under the supervision of a faculty sponsor. The student will be responsible in finding a sponsor for their work.
- During the regular registration period for the semester in which the student plans to do the work, the student must submit an Application for Directed Study Form to the Office of the Registrar. The faculty sponsor must list required examinations and papers and describe the nature of the direct supervision of the student.
- The Program Director considers each application and must approve it before directed study work begins.
- At the end of the term, the faculty sponsor should submit a grade to the Office of the Registrar. The course is listed on the student's record with its regular number and title.

Except under the most unusual circumstances, a student may take only one directed study course per semester. Directed study may, in exceptional cases, be done during the summer. Regular per credit tuition is charged.

Directed studies are treated as regular courses and are counted as part of the student's regular workload. If the work is not completed, the student must withdraw within regular deadlines. If the work is not completed at the conclusion of the semester, the student may apply for an extension and, if approved, will temporarily receive a grade of Incomplete. See the "Grades" section for more information about Incomplete grades.

Withdrawal from a Course

Students may drop classes through Inside Track from the start of the designated registration period until the "last day to drop a course" as listed on the Academic Calendar. Students will be required to fill out an Add/Drop Form found onthe Registrar's website. If permission is granted to withdraw from a course after the allowed date, the course is listed on the permanent record with a grade of "W". Students should be aware of the refund dates for each semester. Students may not receive a full refund for courses dropped even if they are dropped before the "last day to drop a course without a W". See the "Grades" section for more information about Withdrawal.

The typical Fall/Spring/Summer tuition refund schedule is listed below. Please note that registration and other fees will notbe refunded.

COURSE WITHDRAWN BY:	PERCENT OF TUITION REFUNDED:
1st week of semester	100%
2nd week of semester	75%
3rd week of semester	50%
4th week of semester	25%
After 4th week	0%

Please see the Office of Student Finance website for more details about the tuition refund schedule and fees: https://www.yu.edu/osf/contact

Eligibility for Graduation

In order to be eligible for a degree, students must complete all required coursework and other requirements for the specific program as published in the Academic Catalog for the semester in which the student first enrolled. Students who fail to complete all requirements before the date of degree conferral will need to re-apply for the next possible degree date. Graduate students must have a minimum cumulative 3.0 GPA to graduate, unless their

specific program requires a higher GPA. Individual exceptions may be made with the approval of the Program Director and Dean.

Degrees are conferred in September, January, and May each year. A student applies for a degree by filing an Application for Graduation Form in the Office of the Registrar. Students will not be eligible to receive a degree unless they have submitted the Application for Graduation Form by the appropriate deadline as published in the Academic Calendar.

Should the degree not be awarded at that degree date, a new application must be filed prior to the degree date deadlines thereafter until the degree is awarded. Graduation fees paid initially remain valid for two (2) years and need not be paid again unless more than two (2) years elapses between payment and award of degree.

Students are bound by the curriculum that was in effect during the first semester they enrolled in the program. Students are responsible for meeting regularly with their academic advisors and checking their unofficial transcripts to ensure they are on track to graduate.

Diplomas

Diplomas will be mailed to the address students list on the Application for Graduation Form within eight (8) weeks of the degree date. The last name on the student's diploma must match the last name on the student's record at the School. Duplicate or revised diplomas can be secured under certain circumstances. The acceptable reasons for a duplicate diploma request are listed here: https://www.yu.edu/sites/default/files/legacy/uploadedFiles/Academics/Registrar/Forms/YC/Duplicate%20Diploma%20Request%20Form.pdf. More information is available on the Office of the Registrar website at www.yu.edu/registrar.

Records and Transcripts

Students may generate unofficial transcripts at no cost in the Office of the Registrar or online at https://www.yu.edu/registrar/registration. Current or former students who want official transcripts should visit www.yu.edu/transcript, where they can find information about fees, regulations, and procedures governing the issuance of official transcripts.

A student's official records are sent only in the form of a complete transcript. No partial recordsare sent. Transcripts list courses in progress without grades. Students who believe there is an error in their academic record (e.g., in a grade, average, credit value, or course) must promptly contact the Office of the Registrar (see www.yu.edu/registrar for contact information).

Change of Name or Address

A student who wishes to change either a first or last name on School records must file a Request for Change of Name on School Records Form in the Office of the Registrar. Students who change their home or local residences are required to notify the Office of the Registrar within 10 days by updating their addresses and phone numbers online at https://www.yu.edu/registrar/registration. A student is responsible for all mail sent to the old address if his/her address has not been updated.

SATISFACTORY PROGRESS POLICIES

Good Academic Standing

All students must maintain a minimum grade point average of 3.0 cumulatively and must make satisfactory progress toward a degree within the time frames detailed in the "Time Limitations" provision. All students must meet these standards of good academic standing and satisfactory academic progress. Students not meeting these standards will then be designated as "on probation," with the expectation that the student will return to good academic standing by the end of the following semester. Students on probation may lose any scholarships that have been awarded and may become ineligible for financial aid. These standards are applicable to all students. They are required for certification by New York State for financial assistance under Section 145-2.2 of the Regulations of the Commissioner of Education and are required by federalregulations to receive aid under Title IV of the Higher Education Act.

Academic Probation and Dismissal

Good Academic Standing: Students are always expected to remain in good academic standing in their respective programs. Not remaining in good academic standing changes the student's status to "on probation," with the expectation that the student will return to good academic standing by the end of the following semester. Not being in good academic standing may result in dismissal from the University, and/or a change to Financial aid.

Dismissal at the End of the First Semester: If in the first semester of study, a student earns an "F" grade (fails a course), two "C" grades ("C" or "C+"), or has a cumulative GPA below 3.0, the student may be dismissed from the program.

Probation: A student who earns an "F" grade (fails a course), two "C" grades ("C" or "C+") or has a cumulative GPA below 3.0 or a GPA below 3.0 for any semester will be placed on academic probation beginning in the following semester (if not otherwise dismissed from the program).

Probation Advisement Process

In general, students who are "on probation" will receive a letter from the Program Director that outlines the reason for the academic probation and a date for a performance review meeting with the Program Director or the student's advisor.. After the meeting, the student will be provided with a letter outlining a success plan by the Program Director, the terms of which must be met by the student, in order to return to good academic standing. The student must sign and return the letter acknowledging their understandings and responsibilities. The signed letter is sent to the Katz Registrar for processing. In the event that the student does not receive a letter from the Program Director to initiate probation advisement process, it is the student's responsibility to reach out to the Program Director or their advisor to initiate the process.

Where applicable, during their academic probation students may not be permitted to apply for an externship or internship or attend an externship or internship they already received.

Academic probation is documented on the student's transcript. Being placed on academic probation may impact a student's financial aid. Please contact the Office of Student Finance for more information.

Dismissal Following Probation: While on probation or afterwards, if a student earns an "F" grade (fails a course), two "C" grades ("C" or "C+") or has a cumulative GPA below 3.0 or a GPA below 3.0 for any semester, the student may be dismissed from the program.

Dismissal During the Didactic Year: An OTD or PA student who receives an "F" grade (fails a course) in more than one course in a given semester during the didactic year may be dismissed from the program.

Making Up an "F" grade (failing a course): If a student receives an "F" grade in any of their courses, the student (if not dismissed from the program) must repeat and pass the same course. The grade earned from the repeated course will replace the "F." The "F" will remain on the student's transcript but will not be included in their cumulative GPA.

CHANGES OF STATUS

Fish Center requires the student to be continuously enrolled each semester as required by the student's program until their degree is granted. To maintain continuous enrollment, students must register each semester required by their individual program or take a leave absence.

Leave of Absence

Students who are not registered for academic credits or courses but who expect to return to the university should file for a Leave of Absence. The leave of absence must be approved by the Program Director. To apply for aLeave of Absence the student must fill out and submit a Leave of Absence form to the Office of the Registrar prior to the start of classes for the given semester. Students may apply for a leave of absence for a maximum of 180 days. Students are only eligible for a leave of absence after the completion of one (1) semester of coursework.

If the need for a leave of absence extends beyond 180 days – taken together or separately – the student must officially withdraw from the School. Students who wish to withdraw must submit an Application for Withdrawal from the School Form, available in the Office of the Registrar. The form should be signed by both the Program Director and Dean.

Please Note: Immigration regulations require that students in F-1 status register and attend school full-time every semester. Please contact the Office of International Students and Scholars (OISS) before dropping below full-time or if you are considering a leave of absence.

Official Withdrawal

If a student chooses to withdraw from their program, they must fill out the Official Withdrawal Form and submit it to the Registrar's Office. If the student is registered for courses at the time of withdrawal, they will be subject to refund amounts as outlined in the academic calendar. Based on the timing of the student's withdraw, the student may receive a **W** on their transcript. The school's academic calendar may be referenced for specific dates.

Students who are registered for courses at the time of their withdrawal will be subject to the tuition refund rates in effect on the date of their withdrawal. Before the student withdraws from a program, the student must contact the Office of Student Finance regarding deadlines for tuition reimbursement and to address related financial responsibilities.

Procedures for Removal

When it comes to the attention of any member of the University community that a student may pose a threat to the health and safety of themselves and/or others, he/she should immediately take reasonable steps to notify his/her supervisor, the applicable Program Director and/or the Dean of the Center. (If so notified, the supervisor and Center Director/Dean should in turn notify the applicable Program Director.) The Program Director then should take immediate action to assess the nature and magnitude of the threat to the student and to others, which may involve consultation with others including counseling and other relevant support services. In accordance with applicable law and regulations, procedures should be followed to ensure that a student considered for involuntaryleave is not subject to an adverse action based on unfounded fears, prejudice, or stereotypes. A psychological, psychiatric, or medical evaluation by a healthcare provider may be necessary to determine if aninvoluntary leave of absence is necessary or appropriate. The student may be asked to provide relevant psychological or medical records from his/her healthcare provider.

To the extent practicable, a student whose involuntary leave is under consideration will be informed on Zoom, if

practical, or in writing, and will be provided with an opportunity to be heard in an interview with the appropriate counseling staff and/or administrative official prior to any such decision.

A student who is placed on involuntary leave may appeal the decision to the Center Director/Dean within 10 business days of the decision. The appeal should be in writing and set forth the basis for the appeal. The Center Director/Dean or his/her designee will review the appeal and his/her decision will be considered final.

In cases of a safety emergency, a student may be removed from the University campus. To the extent practicable, the student will be provided with notice and an opportunity to be heard in an interview with the appropriate counseling staff and/or administrative official prior to any such decision. The student also may appeal the decision as set forth in the preceding paragraph.

The University reserves the right to make appropriate arrangements regarding the health and safety of the student.

A student placed on involuntary leave must remain off campus for the duration of their leave. A student on involuntary leave may not visit the campus or any other facility owned by the University without written approval from a University official.

The Center will notify all relevant parties of the leave of absence and/or removal from campus.

A student's continuance on the rolls of the University; the receipt of academic credits, honors, and awards; graduation; and the conferring of any degree, diploma, or certificate upon a student are entirely subject to the disciplinary powers of the University and to the student maintaining high standards of ethical and academic conduct.

A student's academic standings may be changed to "on probation" or the student may be dismissed at the discretion of the Dean at any time for infringement of these standards.

Readmission after Withdrawing from the University

A student who neither registers nor secures an official leave of absence for any semester will be considered to have withdrawn from the Center. A student who wishes to resume studies may have to apply for "readmission." Students who withdrew (whether voluntarily or involuntarily) from the Center and wish to apply for readmission must follow the regular admissions procedures. Their admission will be subject to the program admissions criteria in effect at the time of application for readmission.

CODE OF ETHICS

Academic Integrity

The submission by a student of any examination, course assignment, or degree requirement is assumed to guarantee that the thoughts and expressions therein not expressly credited to another are literally the student's own. Evidence to the contrary will result in appropriate penalties, described below.

Cheating on Assignments and/or Exams

Cheating is an affront on academic integrity and ethics. Any instance of dishonesty undermines your work and the work of your classmates and the University.

Plagiarism

In defining plagiarism, this policy distinguishes between Intentional Misrepresentation (which is deemed to constitute plagiarism) and Misuse of Sources. These are two clear extremes, but this policy also recognizes that there can be a continuum between them.

Intentional Misrepresentation occurs when a student deliberately uses someone else's language, ideas, or other original (not common knowledge) work without acknowledging the source. Examples include but are not limited to when a student submits an Assignment that: a) is downloaded from an Internet source and/or obtained from a paper mill; b) is obtained from someone else (including another student); c) contains part or all of the writings of another person (including another student), without acknowledgment of the source; or d)contains passages that were cut and pasted from an Internet source, without acknowledgement of the source.

Misuse of Sources is the unintentional misappropriation of the language, ideas, and work of others due to a lack of understanding of the conventions of citation and documentation, including paraphrasing, quoting, andthe parameters of common knowledge.

Students are responsible for knowing how to quote from, paraphrase, summarize, and cite sources correctly. However, when a student has attempted to acknowledge a source but has not done so fully or completely, the instructor, perhaps in consultation with other faculty, administrators, or an academic integrity panel, may determine that the issue is Misuse of Sources or unsuccessful writing, rather than Intentional Misrepresentation.[1]

Penalties and Procedures for Violating Academic Integrity Standards

Accordingly, students who act in a dishonest manner by cheating on written exams or plagiarizing are subject to penalty under the following procedures.

Please Note: If a faculty member determines that a student unintentionally misused sources on an assignment, he/she may lower the grade on the assignment in question (including lowering to a grade of "F"). No additional penalty should be imposed.

Notification Process

Any member of the Yeshiva University community may initiate a report of cheating on a written exam or plagiarism. The complainant should report the incident immediately, and no later than 10 days after the incident occurred and should submit an Incident Report Form to the applicable Program Director.

1. The Program Director will then submit a written copy of the charges (cheating or plagiarism) to the student no later than 10 days after the incident was initially reported.
2. The student will then have the opportunity to accept or deny responsibility for the actions or challenge the allegations within 5 days after receiving the report documenting the charges.
3. If the student accepts responsibility for the action, then appropriate academic sanctions will apply including, but limited to, a retake of the exam, reduced credit or zero on an exam, reduced final grade or failing grade, or resubmit assignment paper.

4. If the student denies the allegations, Fish Center Student Advocate will conduct an initial investigation to assess the merits of the case within 10 days after receipt of the student's statement of denial. Fish Center Student Advocate is a full-time staff member appointed by the Dean to help students understand academic policies and procedures and to facilitate the initial review ofthe Academic Integrity process by collecting and reviewing documentation.

Students are not permitted to drop the course in which the alleged incident occurred during or after the pendency of proceedings under this policy.

Initial Review

If the student denies the allegations, Fish Center Student Advocate will review all submitted evidence and will meet with the faculty, student, and other relevant parties to determine if the case at hand falls within the scope of an academic integrity violation.

Hearing

If the incident appears to violate academic integrity standards, the Center Director/Dean will convene a hearing before the Committee on Academic Standards and Integrity (CASI) to determine if the student violated academic integrity standards no later than 30 days after the student formally denied the incident. The CASI will consist of a four-person impartial body appointed by the Center Director/Dean, including Fish Center Student Service Coordinator, a Fish Center program director, a faculty member, and a student. A non-voting representative from the Office of the Registrar may also be present for the hearing.

The CASI Committee Chair will notify the student in writing of the date, time, and place of the hearing. The student can meet with Fish Center Student Advocate for further clarification on the hearing process. The student may bring written materials and witnesses, but no advocates or advisers (including parents and attorneys). The Committee will consider all the facts and circumstances, may ask for further information from the relevant parties, and will determine whether the student committed an academic integrity violation within 10 days after the hearing. The Committee will provide a written summary of the hearing and its findings along with its recommendation for appropriate action to the Center Director/Dean.

Decision

The Center Director/Dean may accept, reject, or modify the Committee's recommendation, and will notify the student in writing of the decision.

Appeal

Within 10 days of receipt of the Center Director/Dean's letter, the student may file an appeal by submitting it in writing to the Provost of Yeshiva University. No appeal will be considered if received after the 10-day deadline. The Provost will consider the merits of the appeal and will consult with the Chair of the CASI. The Provost may interview the student but will not conduct a new hearing. The standard for review will be whether the student received appropriate notice and had an opportunity to be heard (i.e. whether there was a fair hearing), and whether the School followed its procedures. The Provost may designate the Dean of another University graduate or professional school to hear the appeal. The student will receive notice of the decision in writing in a timely fashion, but no later than 3 weeks from the receipt of the appeal. This decision is final.

[1] *Portions of this definition are adapted from The Council of Writing Program Administrators, "Defining and Avoiding Plagiarism: WPA Statement on Best Policies" (http://www.wpacouncil.org/positions/index.html); Syracuse University, "Academic Integrity Policies and Procedures" (https://psdocs.syr.edu/sudocs/vpcai/finalizeddocs3.pdf); and Washington State University, "Plagiarism: What is it?" (http://www.wsulibs.wsu.edu/plagiarism/what.html).*

Records

Copies of the final decision (after appeal) will be sent to the Director/Dean of the Fish Center and to the Office of the Registrar and may be documented on official transcript.

Readmission after Dismissal

Students who have been dismissed as a result of a violation of academic integrity standards may apply for readmission after one semester of non-attendance. An application for readmission should be made directly to the Program Director and the Office of Admissions. The application should state the reasons for readmission and include a statement of steps the student has taken or changes he/she has made to merit readmission. Any readmission may require conditions of probation and/or academic or other counseling.

Other Violations of Academic Integrity

In addition to cheating and plagiarism, other examples of academic integrity violations include, but are not limited to:

- Assisting or attempting to assist another student in an act of academic dishonesty.
- Providing papers, essays, research, or other work to aid another student in Intentional Misrepresentation.
- Engaging in unauthorized cooperation with other individuals in completing assignments or examinations.
- Submitting the same assignment, in part or whole, in more than one course, whether at YU or another institution, without prior written approval from both faculty members.

If a student commits one of the above (or similar) violations, the faculty member will propose an appropriate penalty. If the student accepts the proposed penalty, the faculty member will notify the applicable Program Director of the action taken. If the student denies the allegations or contests the penalty, the faculty member will notify the Program Director, who will then convene a hearing of the CASI in accordance with the procedures outlined above.

SOCIAL MEDIA USE

Students are required to adhere to the Social Media Policy established by the University and outlined in the YU Student Technology Resources Use Handbook**:**
https://www.yu.edu/sites/default/files/legacy//uploadedFiles/Offices_and_Services/Information_Technology/Home/Yeshiva%20University%20Student%20Technology%20Resources%20Use%20Handbook.pdf

Any student who posts content (on a personal or University website) that is deemed inappropriate and/or a violation of the School's Code of Ethics will be subject to disciplinary action.

GRIEVANCES

Grievance Procedure

The School is committed to a policy of resolving all student grievances through a set of appeal procedures designed to address the student's issue or concern fairly. Students may appeal evaluation decisions by instructors, supervisors or faculty advisors when they believe they were subject to harassment, discrimination, and unsubstantiated claims of unsatisfactory performance that deviate significantly from standard evaluation procedures used by that instructor, supervisor or faculty advisor. Note that the procedures set forth in the University's Non-Discrimination and Anti-Harassment Policy (Title IX Policy) will apply in connection with alleged violations under such policy.

If a student has a grievance, he/she/they is assured of due process, respect, and confidentiality. The following procedureshould be initiated within the semester in which the problem or incident occurs and no later than 30 days beyond the final day of classes in any given semester.

1. **Informal Level:** Students should first discuss their grievance with the primary instructor, supervisor, or faculty advisor who is the subject of the grievance. The purpose of this meeting is to clarify the reasons for the decision or action by the instructor, supervisor or faculty advisor and to provide the student with an opportunity to respond to the decision or action. The meeting also provides an opportunity for the student

and the instructor, supervisor or faculty advisor to reach a common understanding of the identified problem(s) and clarify recommendations and the expected timeframe within which problems will be remedied. A follow-up meeting is often scheduled to evaluate compliance with these recommendations. Every effort should be made to resolve grievances at this level and safeguard confidentiality by involving only essential parties.

2. **Meet with Program Director:** When the student thinks that his/her/their grievance is still unresolved by the instructor, supervisor, or faculty advisor, the student may arrange a meeting to discuss the grievance with the Program Director. Students are expected to submit written documentation of evidence for their grievance within 30 days of the conclusion of the Informal Level process, and preferably by the final day of classes of the semester in which the problem occurred. Students can consult with Fish Center Student Advocate for support with this process. The Program Director will review all documentation and will notify the student and relevant instructor, supervisor or faculty advisor of his/her/their decision.

3. **Committee on Academic Standards and Integrity (CASI):** If the Program Director cannot resolve the student's issue, or the student files (within 30 days) a written appeal of a decision made by the Program Director, then the case will be referred to the CASI. The student can consult with Fish Center Student Advocate for support with the appeal process. The faculty on the committee cannot be faculty members from the student's program. The student will have the opportunity to orally present the nature of his/her appeal to the committee. The committee will review all documentation and testimony and will notify the Program Director and the student of their decision to grant or deny an appeal or recommendation on disciplinary action on the issue.

4) **Review by Center Director/Dean:** Should the CASI not be able to resolve the student's issue, or the student wishes to appeala decision by CASI, the student must submit a written request (within 30 days of the decision) that the Dean review the action, clearly stating the reasons for such a review. The Center Director/Dean may grant or deny the request. If the Center Director/Dean grants the request, he/she will evaluate all the available materials as to the facts and circumstances, including any recommendation from the CASI, and may request a personal interview with the student. The Center Director/Dean's decision shall be final as to whether to review the determination, and, if so, whether to adhere to the committee's recommendation.

4) **Review by Center Director/Dean:** Should the CASI not be able to resolve the student's issue, or the student wishes to appeal a decision by CASI, the student must submit a written request (within 30 days of the decision) that the Deanreview the action, clearly stating the reasons for such a review. The Center Director/Dean may grant or deny the request. If the Center Director/Dean grants the request, he/she will evaluate all the available materials as to the facts and circumstances, including any recommendation from the CASI, and may request a personal interview with the student. The Center Director/Dean's decision shall be final as to whether to review the determination, and, if so, whether to adhere to the committee's recommendation.

Health Requirements

COVID-19 Vaccination

As of the date of this handbook, the University does not require its students, faculty and staff be fully vaccinated against COVID-19. A booster shot is very strongly encouraged but not required for employees or for students in Fish Center graduate programs whose classes are only held in person.

Immunization Forms

All Yeshiva University students taking 6 or more credits on campus must meet New York State immunizations requirements for Measles, Mumps, and Rubella and must complete a valid Meningococcal Response Form. The link to the form is available to incoming students by the Admissions office. Link: www.yu.edu/graduateimmunization

STUDENT RESOURCES

Academic Programs

The Fish Center Academic Office helps students navigate where to go and whom to talk to. Students can email fishcenter@yu.edu to discuss.

Academic Advisement

Every semester, students are expected to meet with an assigned faculty adviser or Program Director to discuss their progress in the program, plan future course work, review research activities, and plan what comes next after graduation. These advisers are the students' academic navigators, keeping students oncourse to achieve their personal goals. Students should contact their Program Director for more details.

Canvas

Canvas is Yeshiva University's Learning Management System, and all Fish Center students have access to Canvas (https://yu.instructure.com). Canvas provides 24/7 support to give students the best experience possible when learning online. Students registered for online courses will be invited to participate in a self-paced,online orientation covering the basics of what they need to know about going to school online.

Career Center

Yeshiva University's Career Center offers students a range of programs and resources, from personalized counseling and career planning to the latest professional search technologies. The Career Center also hosts on-campus recruiting events, career fairs, and information sessions, partnering with employers, alumni, and community supporters to connect students with professional opportunities. In addition, YU faculty offer career mentoring, helping students to identify career options and opportunities for further study.

Counseling Center

The Counseling Center consults with students on a confidential basis, free of charge. Their staff of qualified and caring professionals provide a calm and objective listening ear and can help students address any issues of concern. To learn more, visit www.yu.edu/student-life/counseling.

Disability Services

The Office of Disability Services collaborates with students, faculty and staff to provide reasonable accommodations and services to students who self-identify as having a disability. The Office's goal is to provide access to all campus programs and activities, thereby empowering students with disabilities to actualize their full academic and personal potential. Please visit the following website for more information about Disability Services, its documentation guidelines and contact information: https://www.yu.edu/student-life/resources-and-services/disability-services/students.

Graduate Assistantships

YU's on-campus, competitive graduate employment program helps you bridge the gap between academia and the professional world. Students who participate in this program have the opportunity to work with YU faculty, researchers, and administrators to gain invaluable experience that will enhance their professional profiles. For more information, contact fishcenter@yu.edu.

Health Services

All students taking at least 6 credits on campus must meet New York State immunizations requirements for Measles, Mumps, and Rubella and must complete a valid Meningococcal Response. The link to the form is available to incoming students by the Admissions office. Link: www.yu.edu/graduateimmunization.

Library Services

Yeshiva University's libraries offer a wealth of information and support for advanced learning, research, and scholarly inquiry in an environment dedicated to the open exchange of information. While their primary responsibility lies with the students and faculty of Yeshiva University, the libraries also engage in scholarly, cultural, and artistic interactions with broader communities. Students at any Yeshiva University campus have full access to the entire YU Libraries system. Learn more at www.yu.edu/libraries.

New Student Orientation

Every Fall, Student Services host a new Graduate Student Orientation prior to the start of classes. Orientation is structured to help students find their way around campus, finish up registration and paperwork, access services, and meet with faculty. In addition, students will be invited to attend meetups where they can connect with new classmates and current graduate students in many different departments.

Office of Student Finance

To be considered for financial aid each student must complete a financial aid application.

- For U.S. citizens and Eligible Non-Citizens, please submit the Free Application for Federal Student Aid FAFSA.
- For all others, please file our International Financial Aid Application.

The priority deadline for incoming students is February 1 and for continuing students is April 15.

Refer to the following websites for more information about program cost and payment options:

- Tuition and Fees: https://www.yu.edu/katz/graduate/admissions/tuition-fees
- Payment Options for Graduate Students: https://www.yu.edu/osf/graduate-schools/grad-payment

OneCard

Students' YU ID card is part of the OneCard system, which allows students access to campus buildings, free shuttles, Library accounts, Dining Services, and printing accounts. Students can view account balances at www.onecard.yu.edu. (Sign in with your YUAD username and password; if you don't know your YUAD username and password, visit www.yu.edu/findid.) Students can also download the OneCard app for access to their YU ID card anywhere; follow the instructions at https://www.yu.edu/yucard/tips. For assistance with the YU ID card, email yucardsupport@yu.edu.

Parking for Students and Alumni

Students and alumni are eligible for parking at our uptown Wilf Campus. To apply for parking, please fill out and submit the applicable student parking or alumni parking application. Students should also notify parking@yu.edu regarding any adjustments to their parking account, such as vehicle or scheduling changes.

Research Opportunities

Full-time master's students may be awarded research assistantships. These awards are administered by the faculty of departments and specific programs. Assistantships are a type of financial support for graduate students who engage in research activities that further the University's mission and contribute to literature, professional practice, and the graduate student's own education. Assistantships can be in the form of stipends, scholarships and fellowships, and regular on-campus employment. Students must remain in good academic standing in order participate in an assistantship.

Scholarships

Dean's Scholarships, Merit Awards, and external funding are awarded to a number of students every year. If applicable, Yeshiva University will also work with your employer's tuition reimbursement policies (within reasonable limits). For students coming from outside the US, the University can accommodate scholarships awards from your home country. If you need further financial support, financing options, including federal student loans and private loans, are available for qualified candidates. Contact the Graduate Admissions Office at

fishcenter@yu.edu for more information.

Shuttle Transportation

The Office of Safety and Security provides free intercampus shuttle service in the evenings between the Beren and Wilf campuses and free local shuttle service to campus buildings, local transit hubs, and other approved stops. To access the intercampus shuttle, students need to open an account and sign up at www.yushuttles.com. To view the schedules (for both the local and intercampus shuttles), visit https://www.yu.edu/safety-security/transportation/shuttles.

Student Organizations and Clubs

Graduate students have the opportunity to form clubs based on their interests. Clubs run events periodically throughout the year. You may attend a Chinese New Year celebration sponsored by the Yeshiva University Chinese Association of Students and Scholars (YUCASS) or a conference with our chapter of the National Student Speech-Language Hearing Association (NSSLHA), among many other opportunities. If 12 or more students wish to form a club or student organization, they can apply to the Office of the Dean for formal recognition.

EMIL A. AND JENNY FISH CENTER FOR HOLOCAUST AND GENOCIDE STUDIES

PROGRAM DESCRIPTIONS

MA in Holocaust and Genocide Studies

The MA in Holocaust and Genocide Studies is an interdisciplinary program designed to broaden students' intellectual horizons as we explore the Holocaust from a Jewish perspective and in conjunction with the study of other genocides that have occurred since the early 20th century up to the present. Relying on the resources and faculty in one of the world's premier Jewish institutions for higher education, this program offers a unique investigation of the Holocaust of European Jewry through an interdisciplinary exploration that includes social, political, philosophical, and theological ramifications, as well as their artistic and literary representations.

Program Director

- Dr. Shay Pilnik, Director, MA in Holocaust and Genocide Studies and Fish Center

Curriculum and Degree Requirements

In Yeshiva University's 30-credit MA in Holocaust and Genocide Studies there are courses focusing on the impact of and relationship with Holocaust in law, psychology, philosophy, education, the arts, and of course, history. By encompassing a broad range of disciplines this program presents a new lens through which the Holocaust of European Jewry would be viewed as an event impacting all aspects of the human experience; an unprecedented and unique event, fully deserving of investigation that cuts across a myriad of academic disciplines.
Required courses include 12 required credits (HOL5100 **or** 6605; HOL5605; HOL7000 **or** HOL7100 **and** 7050.) The remaining 18 credits are to be completed via available electives. All students are encouraged to use part of their electives to gain a broader understanding of the Holocaust.

Sample Course Sequence

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
• Interdisciplinary Exploration of the Holocaust (3 credits) • The Holocaust in Global Cinema (3 credits)	• Destruction of European Jewry, 1933-1945 (3 credits) • Germany & the Holocaust (3 credits)	• The Holocaust Across Generations (3 credits) • Modern Jewish Problems: Holocaust Responsa (3 credits)	• History & Nature of Antisemitism (3 credits) • Capstone (3 credits)	• Genocide in the Modern Age (3 credits) • Roundtable Seminar (3 credits)

Sample Course Descriptions

HOL 5100 – Interdisciplinary Exploration of the Holocaust (3 credits)
This course explores the Holocaust of European Jewry as a watershed event in modern history and examines the way it impacted and has been impacted by a variety of disciplines, including history, theology, literature, film, memory, sociology, education and law.

HOL 5605 – The Destruction of European Jewry, 1933-1945 (3 credits)

HOL 6210 – International Human Rights & Atrocity Prevention (3 credits)
This seminar class introduces you to the international framework – laws, policies, and institutions – for the recognition and protection of human rights toward the prevention of atrocity crimes, including war crimes, crimes against humanity and genocide.

HOL 6220 – The Holocaust & International Humanitarian Law (3 credits)
The Holocaust was a unique genocide event of the 20th century which led to a change in the entire perception of the need to protect the basic rights of human beings and to shift from the classical nation state paradigm of post-War World II. This course intends to explore this facilitating legal development from a narrow viewpoint of the Holocaust. It will begin with exploring this unique genocide, looking into the legal situation in post-war Nazi Germany and the erosion of civil and human rights.

HOL 6300 – Survey of Modern/Contemporary Philosophy (3 credits)

HOL 6400 – Learning about the Holocaust through Literature (3 credits)
This course is an academic examination of the role and responsibilities of literature to help us enter the "kingdom of fire and ashes," as Elie Wiesel called the Holocaust. Through essays by contemporary scholars of the genre, you will study the purpose and power of literature written in the midst of, or about, carnage and its aftermath.

HOL 6410 – Teaching about the Holocaust (3 credits)
This course explores the power of age-appropriate Holocaust literature, testimony, poetry, historical documents, film, artifacts, and art to engage middle and high school students in an age-appropriate, chronological study of the Holocaust.

HOL 6450 – Literature of the Holocaust (3 credits)
This course invites students to consider "the power of the imagination" in the face of a historical event that we often refer to as "unfathomable evil." We will read an array of examples of Holocaust literature: memoir, testimony, drama, and fiction, and we will discuss the goals and effectiveness of depicting the Holocaust in language. We'll cover works from a cross-section of literary genres and languages (all in English translation) and from various points in history (that is, works written both during and after the war).

HOL 6510 – The Holocaust in Global Cinema (3 credits)
This course investigates how the Holocaust in represented in films from around the world and how a country's understanding of its relationship to the Holocaust can be seen in the films it produces. Students will need to purchase a monthly streaming subscription to view the films.

HOL 6600 – Polish Jewry Since 1939 (3 Credits)
In this course, we will study four periods using a variety of primary and secondary sources: (1) the Catastrophe of Polish Jewry 1939-1945; (2) attempts to restore Jewish communal life in Communist Poland 1945-1967; (3) the 1968 antisemitic campaign and its aftermath, 1968-1989; and (4) Jews renewal in post-communist Poland since 1989. A critical aspect of the course will be the study of Holocaust memory in communist versus post-communist Poland.

HOL 6605 – Genocide in the Modern Age (3 credits)
This course examines the pairing between two seemingly odd products of the modern age: progress and genocide. Throughout the course, we will explore this tension while surveying crimes against humanity that span four continents. Through comparative analysis we will build a greater understanding of the relationship between power and mass violence, the psychology of perpetration, and current trends in mass atrocity prevention.

HOL 6610 – History, Memory, Catastrophe: From the Destruction of the Temples through the Holocaust (3

credits)
The course examines the Jewish attempts to commemorate the communal catastrophes they experienced from the destructions of both Temples in ancient times through the twentieth century. We will examine the specific particularity of the response to each of the historical events surveyed in the course.

HOL 6630 – Jews in Eastern Europe, 1914-1945 (3 credits)
Survey of the political, social, and economic history of East European Jewry from the outbreak of the First World War to the end of Communist rule in 1989. Topics include the character of the Soviet Jewish experiment; the evolution of Jewish life in interwar Poland, Czechoslovakia, Hungary, Romania, and Lithuania; the impact of Nazi genocidal policies on the Jewish communities of the area, and the attempts to reestablish Jewish communal life after the Holocaust.

HOL 6650 – History & Nature of Antisemitism (3 credits)
This course provides an overview of the history of anti-Semitism from antiquity through the contemporary world. It examines the intellectual underpinnings of tolerance and intolerance in the key civilizations where Jews resided, discrimination against Jews, and eruptions of anti-Jewish violence.

HOL 6670 – Issues Relating to Rescue (3 credits)
This course offers an analysis of the different responses to the Holocaust: of Jewish leaders and ordinary Jews, or Christian clergy across Europe, of governments, organizations, and individuals with emphasis on rescue efforts.

HOL 6673 – The Phenomenon of East European Jewish History: Poland & Lithuania (3 Credits)
In this class, students from both Yeshiva University and Vilnius University will explore the history of eastern European Jewish history, with focuses on Poland and Lithuania. A unique opportunity to study Jewish history in Europe alongside citizens who still live within the borders, offering fresh perspectives and understanding.

HOL 6675 – Auschwitz: History & Memorial (3 credits)
The course will explore the history of the camp chronologically, from its establishment by Nazi Germans as a prisoner-of-war camp on the site of a former Polish military base, to its expansion into the largest site of industrial mass murder. Students will examine testimonies and prisoners' art to learn the stories of victims and survivors. The course will conclude with exploring the memory of Auschwitz and its meaning for the world today and in the future.

HOL 6677 – The Holocaust in Central Europe (3 Credits)
This course investigates pre-war Jewish life, pre-war political crises, and the Holocaust in Czechoslovakia, Austria, and southern Poland. We will investigate the Jewish culture that was lost in the Shoah; the political challenges and changes faced both by Jews and the national governments as the Nazis sought lebensraum both through negotiation (i.e. the Munich pact) and aggressive territorial expansion; and the annihilation of Jewish life in these places. We will also consider post-war issues of memory and preservation, as well as the rise of extremist politics today.

HOL 6685 – American Jews & the Holocaust (3 credits)
This course will explore how American Jews responded to news about the persecution of Jews in Europe by the Nazis, including the responses of different Jewish political and religious groups; relations between Jewish leaders and the grassroots community; cooperation and conflicts among Jewish organizations; and interactions between the Jewish community and the U.S. government.

HOL 6690 – Germany & the Holocaust (3 credits)
This course will investigate the place of the Holocaust in modern German history. We will explore the roots of German-Jewish interaction in modernity and the evolution of anti-Semitism in Germany; the specific factors that shaped the rise of radical and violent antisemitic politics under the Nazi regime; and the process of the war and Holocaust. Finally, we will consider the role that the Holocaust has played in post-war Germany, from post-war reorientation of German politics to the resurgence of radical political movements in Germany today.

HOL 6697 – Jewish Intellectual Responses to Naziism, 1933-1940 (3 credits)
Explore Jewish intellectual responses to Nazism from the rise of Hitler in 1933 to the first year of World War Two in 1939-1940. Recent historiography has moved beyond describing the physical destruction of European Jewry during the Holocaust to exploring its deep crisis and collapse in the years immediately prior to the war's outbreak. This course will, to quote one historian, seek to recover "the catastrophe before the Catastrophe."

HOL 6697 – Life in the Ghettos of Eastern Europe (3 credits)
Explore lives in the "valley of the Shadow of Death," in such places as the Warsaw, Vilna, and Kovno Ghettos. Regarding religious life, we will examine Rabbi Ephraim Oshry's responsa in the Kovno Ghetto and Rabbi Kalonymus Kalman Shapira's hasidic sermons in the Warsaw Ghetto. We also will look at the importance of Yiddish theater, literary clubs, and libraries in the Vilna Ghetto. In addition, we will learn the story of the Vilna Ghetto's "paper brigade" and will discover Emanuel Ringleblum's Oyneg Shabes archive in the Warsaw Ghetto. Methodologically, we will address the question of the extent to which pre-war local conditions determined Jewish religious, cultural, and physical responses to ghettoization and to what extent Nazi policies contributed to these responses.

HOL 6800 – Holocaust Testimonies: The Era of the Witness from Tapes & Books to Video & Holograms (3 credits)
The core of Holocaust memory is first-person testimony, the stories of Holocaust survivors. But when did Holocaust survivors talking about their experiences become framed as "testimony"? How should we think about the testimony of first-person witnesses – and what will we do when there are no more witnesses remaining? In this class we will explore the complexities of Holocaust testimony, beginning with the wire spool recordings that David Boder took in the DP camps, looking at how the concept has changed over the decades. We will consider the challenges of testimony, and the relationship between testimony and Holocaust memory and history. Is it a problem that survivor accounts don't always agree with historical accounts? How can we see survivors as narrators who shape their own stories over time, in recognition of their audience? We will end the course by considering contemporary technologies that let survivors share their testimony even after their deaths. We will also have a few guest lecturers speak about their own work with Holocaust testimony.

HOL 6810 – The Holocaust Across Generations (3 credits)
This course poses the following all but unanswerable question to both its students and its instructors: what is the ineffable legacy of the Holocaust in the ontology of contemporary humanity? In other words, how is humanity different today as a result of the Holocaust having occurred? How does it affect our philosophies of life, of interacting with our families, with strangers, with friends? How does it affect our culture, politics, and psychology? In this sense we will approach the Holocaust, not as a fixed moment in time past, but as a living, breathing phenomenology today. As an anthropologist studies a distant foreign culture, we will study ourselves in effort to discern the impact of this historical trauma on our own way of being in the world (ontological a priori).

HOL 6910 – Modern Jewish Problems: Holocaust Responsa (3 credits)
This course endeavors to convey and discuss the moral and legal issues which affected the victims of the Holocaust both during and after war, through the lens of halacha.

HOL 7050 – Roundtable Seminar (3 credits)
This 15-session, synchronous and asynchronous class will give participants the opportunity to read and engage in structured discussion, using shared inquiry discussion guidelines, both online and in class, of four of the most recent and important books in the field. Readings may include history, memoir, diaries, investigative reporting, reflections from the Second Generation, poetry, and other subjects, all chosen because they are current; widely praised for their accuracy and fine writing; important for scholars, educators, and lay readers; and good reads.
PREREQS: HOL 5605 and HOL 5100 or HOL 6605

HOL 7100 – Capstone (3 credits)
The unit is a three-credit course marking the culmination of the Fish Center MA program. Open ended and highly flexible, this unit allows students to grow their academic journey in three different directions. Students may

choose one of the three options: a. To integrate the different areas of study surveyed in the program into a single, focused research topic dedicated to a specific subject, b. To pursue a practical project, often done in partnership with an external organization or program to which their knowledge may be applied, c. To take a comprehensive exam that will summarize and synthesize their entire coursework.
PREREQS: HOL 5605 and HOL 5100 or HOL 6605

Admission and Financial Aid

Admissions Requirements

Candidates must possess a bachelor's degree from an accredited college or university and complete a one-on-one interview with the Program Director. The interview is a chance to get to know the faculty and ask detailed questions about the field and program.

Candidates must meet and/or submit the following items:

- Online application
- Official transcripts from all colleges or universities attended
- Personal Statement describing your goals and your commitment to complete the MA program and the field of Holocaust and Genocide (500 words or less)
- Two academic or professional recommendation letters
- Resume
- TOEFL or IELTS scores (for candidates whose bachelor's degrees were earned at a non-English-speakinginstitution)
- NACES course-by-course evaluation (for degrees completed outside of the US and English-speaking Canada)

Advanced Certificate in Holocaust Education

The Advanced Certificate in Holocaust Education is uniquely designed for docents and public and private school educators, administrators, and librarians in grades 6 – 12 who seek effective, age-appropriate methods and materials for teaching about the Holocaust. Yeshiva University has the expertise in Holocaust studies and pedagogy to effectively and sensitively teach about what must be the foundation of Holocaust education: the Shoah from the perspective of the Jews who experienced it. Only in doing so will the next generation be able to build on an introduction to the multi-faceted Jewish communities and cultures that existed before they were destroyed and on an understanding of Jewish agency, resilience, defense, and defiance.

The 12-credit Advanced Certificate of Yeshiva University to ensure that public and private school teachers learn about this watershed in a manner that will enable them to feel secure in their teaching.

Program Director

- Dr. Karen Shawn – Director of Educational Outreach, Advanced Certificate in Holocaust Education

Curriculum and Degree Requirements

The flexible 12-credit program enables students to design a path best suited for their lives, choosing part-time or full-time study on campus. Required coursework includes 2 required credits. The remaining 10 credits are to be completed via available electives. All students are encouraged to use part of their electives to gain broader understanding of the Holocaust for their classrooms and apply their learning to their professional experiences.

Sample Course Sequence

Semester 1	Semester 2	Semester 3	Semester 4
• **Teaching About the Holocaust: Who, What, Why, When, and How** (1 credit) • **Five Fundamental Chapters in the History of the Holocaust & How We Teach Them** (1 credit) • **Geographies of the Holocaust** (1 credit)	• **Telling History** (1 credit) • **Interdisciplinary Holocaust Education** (1 credit) • **Teaching about the Holocaust with Film** (1 credit)	• Israeli Experience: Summer Abroad (2 credits) • **Teaching Holocaust Herstories** (1 credit)	• **Teaching the Holocaust with Graphic Novels** (1 credit) • **Chapters of the Holocaust & How We Teach Them** (1 credit) • **Using Primary Source Photographs & Interviews to Teach** (1 credit)

Required Courses:

- HOL 6440: Teaching About the Holocaust: Who, What, Why, When, and How (1 credit)
- HOL 6620: Five Fundamental Chapters in the History of the Holocaust & How We Teach Them (1 credit)

Sample Course Descriptions

HOL 6420 – Teaching Holocaust Herstories: Mothers, Daughters, Fighters, & Survivors (1 credit)
This module will explore varied experiences of women in the Holocaust and how to introduce them most effectively to your students. We'll discuss young women who fought with the partisans in Croatia; a Jewish teenager in Ukraine; a girl from Vienna who survived on a Kindertransport, and others. You'll learn about impossible situations and choices women faced through photographs and stories of women interviewed by Centropa, a historical institute based in Vienna. Our focus will be on how to integrate the photographs, interviews, and Centropa's short, multimedia films into lessons and project-based learning.

HOL 6425 – The Centropa Archives: Using Primary Source Interviews & Photographs to Teach the Holocaust (1 credit)
Between 2000 and 2009, Centropa, a historical institute based in Vienna, interviewed over 1200 elderly Jews in 15 Central and Eastern European countries. In this module, we will use Centropa's archive of 23,000+ digitized family photographs and interviews to explore innovative methods of using primary sources to teach about the Holocaust. You will return to your students with lesson ideas that emphasize critical thinking, elicit curiosity, and analyze texts for teaching Holocaust history in social studies, English language arts, humanities, and history classes

HOL 6435 – Telling History: Using Short Stories & Poetry to Teach about the Holocaust (1 credit)
This course will explore the power of Holocaust short stories and poetry to engage middle and high school students in an age-appropriate, chronological study of the Holocaust. As we examine a variety of short, classroom-friendly texts, we will analyze methodologies and materials designed to help our students understand this watershed through the thoughts, words, actions, and reactions of those who were there and of those who live in its shadow. This is not a history class; a basic knowledge of Holocaust history is necessary for you to examine and make use of the most effective literature and methodologies to teach it well and with accuracy.

HOL 6440 – Teaching About the Holocaust: Who, What, Why, When, & How (1 credit)
For the last several years, Claims Conference surveys have reported that Americans, especially Millennials, Gen Xers, and Gen Zs, know virtually nothing about the Holocaust despite having sat through lessons on the subject in high school and often in middle and elementary school as well. It is clear that something is wrong with the current state of education about this subject. This module will attempt to offer solutions in the form of a suggested, fully redesigned curriculum for grades K-12.

HOL 6460 – Interdisciplinary Holocaust Education: Using Music & Art Created in the Ghettos & Camps (1 credit)
Educators teaching diverse subjects develop seamless interdisciplinary strategies to hook and engage students through archival Holocaust art and music. Jewish children and adults trapped in ghettos and concentration camps turned to the arts for solace, solidarity, and spiritual resistance. We will lean into the lives and experiences of people of all ages and ethnicities who composed imploring and brave music, sketched and painted raw and enchanting artworks, secretly self-published imaginative and timely writing, brazenly photographed victims, bystanders and up standers, and documented scientific and mathematically based atrocities through sadistic and sarcastic song lyrics and melodies. Special attention will be placed on the talented Holocaust teenagers who demonstrated courage, resourcefulness, and creativity.

HOL 6515 – Teaching about the Holocaust with Film (1 credit)
Film is an important tool in teaching the Holocaust. Film can help students connect to the experiences of others and to feel compassion for those who suffered. Yet film can also distort history and take students away from the reality of the event. This online, synchronous class will explore these issues and focus on how to teach film effectively in ways that build caring and media literacy as your students learn about the Holocaust. This is not a history class; basic knowledge of Holocaust history is necessary for you to examine and make use of the most effective and age-appropriate films to teach them well and with accuracy.

HOL 6560 – Teaching the Holocaust with Graphic Novels (1 credit)

In this class, students will explore the challenges and opportunities offered by graphic novels about the Holocaust, learning the best practices for their use in the classroom. We will analyze these texts through historical, aesthetic, ethical, and literary lenses and explore best practices for using them to teach about the Holocaust.

HOL 6620 – Five Chapters of the Holocaust & How We Teach Them I (1 credit)
This online, synchronous course will raise and examine five crucial questions whose thoughtful consideration is fundamental for all students of the Holocaust. From Nazi ideology and antisemitism through the anguish of liberation, we will examine the dilemmas and choiceless choices confronted by the Jews throughout the 12 years of the Holocaust. Using Echoes and Reflections, text study, film, and discussion, four faculty members from Israel's Yad Vashem, including senior historian Dr. Robert Rozett, will guide you in using methodologies and materials designed to help your students understand this watershed.

HOL 6640 – Beyond Borders: Jewish Survival during the Holocaust (1 credit)
What role did geography and terrain play in how Jews responded to the persecution carried out by the National Socialist regime and its collaborators from 1933-1945? We will examine the physicality of space including ghettos, hiding spaces and architectural structures, as well as physical landscapes and killing fields. At the core of these modules is how geography was integral not only to persecution in the Holocaust but also to Jewish responses and survival. The module takes an interdisciplinary approach and utilizes materials from a variety of disciplines including history, language arts, and the humanities. Each week we also examine excerpts from the recorded and written accounts of Holocaust survivors to discover how individuals, families and communities responded to Nazi persecution. Historical film footage, photographs, and documents are also used to contextualize how Jews demonstrated agency in midst of an unprecedented genocidal campaign that swept across Europe and extended into the former Soviet Union, Scandinavia, and North Africa.

Admissions Requirements

Candidates must possess a bachelor's degree from an accredited college or university and complete a one-on-oneinterview with the faculty. The interview is a chance to get to know the faculty and ask detailed questions about the field and program.

- Professional eligibility: Must be an educator in a public or private 6 – 12 grade English, history, social studies, or humanities setting, a school administrator, or a docent in a Holocaust and Genocide museum

Candidates must submit the following items:

- Online application
- Official transcripts from all colleges or universities attended
- Personal statement detailing your career goals and interest in the program (500 words or less)
- Letter of recommendation from head of school or museum supervisor, as applicable
- Resume
- TOEFL or IELTS scores (for candidates whose bachelor's degrees were earned at a non-English-speakinginstitution)
- NACES course-by-course evaluation (for degrees completed outside of the US and English-speaking Canada