



## Spring 2025 Course Offerings

### MA in Holocaust & Genocide Studies

1. **HOL 5605: Destruction of European Jewry: 1933-45** – Dr. Joshua Zimmerman (3 credits) Mondays, 6:50pm EST

This course examines the fate of European Jewry between 1933 and 1945. We shall cover the rise and fall of the democratic Weimar Republic in the 1920s, the Nazi seizure of power, anti-Jewish policy and legislation in Nazi Germany, ghettoization in Nazi Europe, and the conception and implementation of the Final Solution during the Second World War. Additional topics will include the problem of the Judenrat, Jewish resistance, life in the ghettos and camps, the Jewish Question and public opinion in Nazi-occupied Europe, and the reactions of the Allies, the Church, and world Jewry to the Holocaust.

2. **HOL 7050: Roundtable Seminar** – Dr. Daniel Haumschild (3 credits) Tuesdays, 6:30pm EST

This course 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.

3. **HOL 6950: Foundations of Leadership: A Practical Guide for Holocaust & Genocide Organizations** – Lois Roman (3 credits) Wednesdays, 6:00pm EST

Foundations of Leadership: A Practical Guide for Holocaust and Genocide Organizations sits at the intersection of the business world and Holocaust studies and can help prepare students and future leaders for employment in the evolving field. The curriculum will focus on broad categories of knowledge essential for nonprofit management but also look at topics unique to the world of Holocaust and genocide such as defining mission statements, honing management skills to deal with emotional and political topics, selecting appropriate educational outreach and programming and navigating the future of this evolving Holocaust field from a technological standpoint. Managing a nonprofit dedicated to the Holocaust has unique challenges and rewards and will be changing quickly as the 21st century unfolds. Eyewitnesses are passing away and the types of programming traditionally used by centers will need to change. The consumers of Holocaust education are increasingly proficient in technology and social media so the increased use of these new technologies in presenting Holocaust education is a necessity. Young audiences need updated exhibitions and distribution methods. In addition, despite a growing number of States in America that are mandating Holocaust education, student retention of the information continues to drop. Recent surveys show worrisome trends amongst young people. The topic of the Holocaust is being crowded out of the history books and classes by the shifting globalization of the curriculum, further limiting the transfer of Holocaust knowledge and access for students despite the rise in mandates. Holocaust centers and museums will become even more important in the future as a resource and educational hub.

4. **HOL 6912: Hasidic & Musar Thought during the Holocaust** – Dr. Gershon Greenberg (3 credits) Thursdays, 2:49pm EST

This course seeks to identify and discuss overall patterns of Jewish thought regarding the Holocaust. Jewish denominational response has been a neglected field of study, but new discoveries are changing the way we interpret history. From a Jewish standpoint, the Holocaust is viewed differently than the way an outside historian would interpret the events and this course intends to explore those distinctions.

5. **HOL 7000: Thesis/Capstone** – Dr. Shay Pilnik (6 credits)
6. **HOL 7100: Capstone** – Dr. Shay Pilnik (3 credits)

### **Advanced Certificate in Holocaust Education**

1. **HOL 6621: Five Fundamental Chapters in the History of the Holocaust & How We Teach Them II** – Dr. Robert Rozett (1 credit) Sundays, 11:00am EST (Session 1)

This online, synchronous course will continue the exploration of crucial questions whose thoughtful consideration is fundamental for all students of the Holocaust. The course will discuss what made the Holocaust unique, rescuers and perpetrators, and Holocaust memory and distortion. 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.

2. **HOL 6515: Teaching the Holocaust with Film** – Dr. Rachel Baum (1 credit) Tuesdays, 6:00pm EST (Session 1)

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.

3. **HOL 6462: Teaching Holocaust Memory through Archival & Original Arts: Personal & Community Expression** – Dr. Tamara Freeman (1 credit) Sundays, 10:00am EST (Session 2)

This course honors the Jews' remarkable creativity amidst the horrors of WWII ghettos and concentration camps. Participants learn about Holocaust musicians, artists and writers, many of whom were children. Inspiration will be drawn by brave teachers and their students who found solace and spiritual resistance by creating lullabies, work songs, partisan anthems, lamentations, drawings, paintings, self-portraits, jewelry, ritual items, plays, cabarets, poetry, diaries, clandestine writings, choirs, chamber music, operettas and much more.

4. **HOL 6423: How Jews Lived: Teaching About Pre-War Jewish Life Using the Centropa Archives** – Dr. Lauren Granite (1 credit) Tuesdays, 6:00pm EST (Session 2)

When teaching about the Holocaust, it is not enough to teach how Jews were murdered; we must also teach students how Jews lived. Likewise, it's not enough to teach Nazi stereotypes of Jews; we must educate students about the diversity of Jewish life in Europe before the war. Using the 1200 interviews and 23,000 digitized photographs of Jewish life in 15 Central and Eastern European countries collected by Centropa, we will explore the diversity of prewar European Jewish life (religious, social, economic, geographic). You will return to your students with a variety of ways to teach about how Jews lived, no matter how little time you have to teach about the Holocaust in your classes.

5. **HOL 6435: Telling History: Using Short Stories & Poetry to Teach about the Holocaust** – Dr. Karen Shawn (1 credit) Tuesdays, 6:00pm EST (Session 3)

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.

6. **HOL 6635: A Study in Contrasts: The T4 Program & Jewish Health Care in the Holocaust** – Dr. Carson Phillips (1 credit) Wednesdays, 7:00pm EST (Session 3)

The Nazi T4 program is considered by some to be the precursor to the Holocaust. Beginning in 1939, the National Socialist regime embarked upon a strategy to murder institutionalized patients with disabilities in Germany. The program is characterized by several distinct phases, but today historians estimate that the Nazi euthanasia program claimed the lives of 250,000 individuals. While the National Socialist regime organized the killing of the disabled, Jewish physicians and health care workers struggled to improve the health of those interned in ghettos, labor and concentration camps. Many were guided by the Jewish value of Pikuach Nefesh and saw it as their moral responsibility to provide care to save human lives.

#### **Please Note**

1. Refer to your program's academic calendar for important add/drop dates.
2. Calendars are subject to change.
3. Courses may be cancelled if enrollment is below the requisite number of students.
4. Courses and faculty are subject to change.
5. Refer to the Academic Catalog for important program related requirements.
6. Academic Catalog, updated calendars, and registration information can be accessed at <https://www.yu.edu/fish-center/student-resources>