



## Fall 2025 Course Offerings: *Advanced Certificate in Holocaust Education*

<b>Fall 2025: Session 1 (August 25 - October 5)</b>					
HOL 6405	<a href="#">Tragedy, Trauma, &amp; Teaching: Educating about Genocide</a>	1	Haumschild, Dan	Asynchronous	
HOL 6440	<a href="#">Teaching About the Holocaust: Who, What, Why, When, &amp; How</a>	1	Shawn, Karen	Tues	6-9:10pm EST*
HOL 6425	<a href="#">Centropa Archives: Using Primary Source Interviews &amp; Photos to Teach about the Holocaust</a>	1	Granite, Lauren	Thurs	6-8:30pm EST
<b>Fall 2025: Session 2 (October 19 - November 19)</b>					
HOL 6620	<a href="#">Five Fundamental Chapters in the History of the Holocaust &amp; How We Teach Them I</a>	1	Rozett, Rob	Sun	10am-12:30pm EST
HOL 6640	<a href="#">Beyond Borders: Jewish Survival during the Holocaust</a>	1	Phillips, Carson	Weds	6-8:30pm EST
<b>Fall 2025: Session 3 (November 23 - December 15)</b>					
HOL 6692	<a href="#">German Life Under the Nazi Regime, 1933-39: The Average German Citizen's Viewpoint</a>	1	Veledniger, Ron	Sun	11am-2:10pm EST*
HOL 6655	<a href="#">An Evolving Hatred: From Sinai to 2025</a>	1	Lekht, Naya	Mon	6-9:10pm EST*

\*course runs for 4 weeks instead of 5 and, as such, weekly class sessions last about 40 minutes longer

### **HOL 6405: Tragedy, Trauma, & Teaching: Educating about Genocide – Dr. Dan Haumschild**

Trauma is a veil through which our understanding of the tragic past is always filtered. Whether it be by virtue of the survivor telling their story through the faulty yet heroic act of remembrance, or the historian piecing together elements of the never-ending puzzle, a full, complete, and objective history is essentially impossible. Yet as we teach about mass atrocity, however messy and difficult that may be, we can garner exceptional insights about the present, the future, and our place in it. These insights are accentuated when we lean into an examination of the interval between the event and our understanding of it. In this course, we will investigate how trauma theory, memory studies, and public history can inform our educational practice in the classroom. We will also encounter multiple examples of genocide and its representation in order to survey the landscape of this history.

### **HOL 6425: Centropa Archives: Using Primary Source Interviews & Photos to Teach the Holocaust - Dr. Lauren Granite**

Nothing speaks louder to today's students than images. Between 2000 and 2009, Centropa, a historical institute based in Vienna, interviewed over 1200 elderly Jews in 15 Central and Eastern European countries. They did not videotape the interviews, nor focus on the Holocaust. Rather, they asked the Holocaust survivors to tell them their entire life stories spanning the 20th century as they shared their old family photographs. 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 6440: Teaching About the Holocaust: Who, What, Why, When, & How - Dr. Karen Shawn**

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 6620: Five Fundamental Chapters in the History of the Holocaust & How We Teach Them I – Dr. Robert Rozett**

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 - Dr. Carson Phillips**

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.

**HOL 6655: An Evolving Hatred: From Sinai to 2025 – Dr. Naya Lekht**

At its core, antisemitism is an ideology that views Jews as villains. To save the world, “the Jews” must be exterminated. It is for this reason that Hannah Arendt wrote that, unlike many other forms of hatred, antisemitism is genocidal. In this course, we will examine the evolution of an age-old hatred by looking at three distinct eras that birthed anti-Judaism, antisemitism, and anti-Zionism, and the dominant ideologies that fueled and continue to fuel this age-old hatred. Because this course is designed for teachers, we will begin and conclude by considering effective ways to teach about antisemitism, ensuring that students are prepared to confront and challenge it.

**HOL 6692: German Life Under the Nazi Regime, 1933-39: The Average German Citizen’s Viewpoint – Ron Veledniger**

In this synchronous course, we will explore the faces of the period from different perspectives, focusing on that of the contemporary German individual: What did he encounter on the street, in the cinema, and at work? How did the regime address him, and what was his attitude towards those governmental institutions? What dangers was he exposed to, and how did he choose to cope with them? Did he try to resist, or prefer to collaborate and benefit from the new situation? What was it like being a Jew in Germany in those years? Jews were less than 1% of the German population. How did they come to play such a big role in Nazi ideology? The course will be taught using a "hands-on" pedagogy, dealing with dilemmas, raising conversations, and engaging with the materials. We will discuss how to approach the subject and how to adjust the educational content to different ages.

## MA in Holocaust & Genocide Studies

Fall 2025 (August 24 - January 7)					
HOL 5100	<a href="#">Interdisciplinary Exploration of the Holocaust</a>	3	Pilnik, Shay	Sun	11-1:30pm EST
HOL 6610	<a href="#">History, Memory, &amp; Catastrophe: From the Destruction of the Temple through the Holocaust</a>	3	Schacter, Rabbi Jacob	Mon	4:50-6:30pm EST
HOL 6800	<a href="#">Holocaust Testimonies: The Era of the Witness from Tapes &amp; Books to Video &amp; Holograms</a>	3	Baum, Rachel	Mon	6:30-9pm EST
HOL 6650	<a href="#">History &amp; Nature of Anti-Semitism</a>	3	Berger, David	Tues	4:50-6:30pm EST
HOL 6600	<a href="#">Polish Jewry Since 1939</a>	3	Zimmerman, Joshua	Weds	6:50-8:30pm EST

### **HOL 5100: Interdisciplinary Exploration of the Holocaust - Dr. Shay Pilnik**

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 6600: Polish Jewry Since 1939 - Dr. Joshua Zimmerman**

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 6610: History, Memory, & Catastrophe: Destruction of the Temple through the Holocaust – Rabbi Jacob Schacter**

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 6650: History & Nature of Antisemitism - Dr. David Berger**

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 6800: Holocaust Testimonies: The Era of the Witness from Tapes & Books to Video & Holograms – Dr. Rachel Baum**

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.

### **Please Note**

1. Refer to the 2025-26 academic calendar(s) 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>