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

MA in Holocaust & Genocide Studies: Spring 2027 Course Schedule

HOL 7050 – Roundtable Seminar (CRN 10545)
Ellie Green, 11am - 1:30pm EST
Mondays, January 25 - May 24

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, memoirs, 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.

HOL 6647 – Understanding Contemporary Antisemitism: History, Ideology & Global Perspective (CRN 14340)
Mark Weitzman, 1:30pm - 4pm EST
Tuesdays, January 26 - May 18

More than eighty years after the Holocaust, antisemitism remains a persistent and evolving presence in political, social, religious, and cultural life across the globe. Although the Holocaust fundamentally altered the way antisemitism is understood and discussed, it did not bring antisemitism to an end. Rather, older prejudices, images, and accusations have survived, adapted, and reappeared in new historical and ideological settings. This course will examine antisemitism as both a historical phenomenon and a contemporary challenge. Beginning with its roots in the ancient and medieval worlds and the transformation of religious anti-Judaism into modern political and racial antisemitism, the course will trace the ways in which antisemitic ideas have crossed geographical, religious, and ideological boundaries. Particular attention will be paid to manifestations of antisemitism in the contemporary world, including antisemitism associated with the political left and anti-Zionism, antisemitism in the United States and in a variety of national and regional settings, and the ways digital culture and social media have changed the transmission and amplification of antisemitic ideas. The course will also examine Holocaust denial and distortion, the rehabilitation of individuals associated with antisemitic or extremist movements, and contemporary debates over how antisemitism should be defined.

HOL 6950 – Foundations of Leadership: Practical Guide for Holocaust & Genocide Organizations (CRN 14341)
Lois Roman, 6 - 8:30pm EST
Tuesdays, January 26 - May 18

This course 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, by providing a solid background in all aspects of a nonprofit, especially those dedicated to the Holocaust. The curriculum will focus on broad categories of knowledge essential for nonprofit management and also look at topics unique to the world of Holocaust and genocide studies 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.

HOL 6605 – Genocide in the Modern Age (CRN 14342)
Dr. John Vsetecka, 4 - 6:30pm EST
Wednesdays, January 20 - May 19

Students will examine 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 5605 – Destruction of European Jewry: 1933-1945 (CRN 10541)
Dr. Joshua Zimmerman, 6:50 - 9:20pm EST
Wednesdays, January 20 - May 19

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.

HOL 6697 – Jewish Intellectual Responses to Naziism (CRN 14343)
Dr. Joshua Karlip, 6:50 - 9:20pm EST
Thursdays, January 21 - May 20

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."

Important Registration Notes

1. Refer to the 2026-27 MA academic calendar for important semester dates
2. Unless otherwise indicated, MA courses are worth 3-credits each
3. Academic calendars and course schedules are subject to change
4. Courses may be cancelled if enrollment is below the requisite number of students
5. Courses and faculty are subject to change
6. Refer to the Academic Catalog for important program related requirements
7. Academic Catalog, updated calendars, course schedules, and registration information can be accessed at **https://www.yu.edu/fish-center/student-resources**

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Advanced Certificate in Holocaust Education: Spring 2027 Course Schedule

HOL 6460 – Interdisciplinary Holocaust Education: Using Music & Art Created in Ghettos & Camps (CRN 14345)
Dr. Tamara Freeman, 6:30 - 9pm EST
Tuesdays, January 26 - February 23 **(Session 1)**

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 6560 – Teaching the Holocaust with Graphic Novels (CRN 14346)
Dr. Rachel Baum, 6 - 8:30pm EST
Sundays, January 31 - February 28 **(Session 1)**

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 6522 – Voices: Teaching the Holocaust through Testimonial Poetry (CRN 14347)
Dr. Karen Shawn, 6 - 8:30pm EST
Wednesdays, March 3 - March 31 **(Session 2)**

Testimonial poetry is an authentic account of one moment of a Holocaust experience. Written in the first person by survivors, perpetrators, observers, rescuers, and liberators, this poetry is exceedingly powerful, easily accessible, and highly engaging. When presented chronologically, highlighting moments from the first stage of the Holocaust to the aftermath until today, these short works prompt essential questions about such aspects of the Shoah as “daily life in the ghetto,” “in hiding,” “resistance,” “the onlookers,” “the killers,” “sparks of humanity,” “evidence,” and “rescuers.” This module will introduce you to classroom-friendly examples of this poetry and help you to use it effectively in your Holocaust unit of study in English and in history classes in grades 6-12.

HOL 6423 – How Jews Lived: Teaching about Pre-War Jewish Life Using the Centropa Archives (CRN 10549)
Dr. Lauren Granite, 6 - 8:30pm EST
Thursdays, March 4 - April 1 **(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.

HOL 6687 – Teaching about the Holocaust in the Soviet Union: Dark History, Bitter Memories (CRN 13021)
Dr. Shay Pilnik, 11am - 1:30pm EST
Sundays, March 7 - April 4 **(Session 2)**

In this course we will explore a crucial point in the history of the Holocaust and the geographical context in which it took place – the implementation of the Final Solution Plan on the soil of the Soviet Union, in both its pre-1939 and pre-1941 boundaries. This stage in the history of the Holocaust, popularly known in recent decades as the Holocaust by Bullets, though critical to a solid grasp of the Holocaust's evolution, has for many years been sidelined by scholars in the West for reasons that will be explored in the course. The course will address not only the history of the Holocaust in the USSR and historiographical questions, but also deal with the question of postwar memory and its construction: how the Holocaust was represented in Soviet art and culture during and after the war.

HOL 6430 – Touching the Past: Teaching the Holocaust through Artifactual Inquiry (CRN 14348)
Dr. Heather Monen, 6:30 - 9pm EST
Thursdays, May 6 - June 3 **(Session 3)**

In describing her cover art for the 2014 edition of PRISM: An Interdisciplinary Journal for Holocaust Educators, Nancy Patz affirms, "Artifacts – all artifacts – are fascinating. Like bottles with messages washed up on the shore, surviving over the years, artifacts carry their stories with them: stories from the past, for us, in our time, to think about and try to understand." In this Module, we will explore the expressive, expansive potential of teaching the Holocaust through artifactual inquiry, examining how meaning and memory are contained within objects, what stories objects tell, how they are transmitted, and why they are important. Bearers of witness, repositories of memory, narrators of stories, and catalysts for quests, objects offer tangible, sensory ways to humanize the Holocaust and connect the past to the present. In this course, we will interrogate and vivify historical artifacts – photographs, documents, letters, coveted possessions, and quotidian items – that bore witness to the Holocaust, study literature written by survivors and their descendants that protagonize objects, and consider the memories and stories our own keepsakes, handwritten notes, heirlooms, and personal effects conjure. We will uncover themes in Holocaust history that objects teach, quests that are pervasive in post-Holocaust literature, and lessons that can be applied in not only the classroom but also our lives.

Important Course Registration Notes

1. Refer to the 2026-27 AC academic calendar for important semester dates
2. Unless otherwise indicated, AC courses are worth 1-credit each
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5. Courses and faculty are subject to change
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