



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

Advanced Certificate in Holocaust Education: Summer & Fall 2026 Course Schedule

HOL 6460: Interdisciplinary Holocaust Education: Using Music & Art Created in Ghettos & Camps (CRN 60531)

Dr. Tamara Freeman, 6-8:30pm EST

Wednesdays, June 17 - July 15 (**Summer 2026**)

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 6425: Centropa Archives: Using Primary Source Interviews & Photos to Teach the Holocaust (CRN 90122)

Dr. Lauren Granite, 6-8:30pm EST

Tuesdays, August 25 - September 22 (**Fall 2026, Session 1**)

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 6462: Teaching Holocaust Memory through Archival & Original Arts (CRN 93367)

Dr. Tamara Freeman, 6-8:30pm EST

Wednesdays, August 26 - September 23 (**Fall 2026, Session 1**)

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.

HOL 6440: Teaching About the Holocaust: Who, What, Why, When, & How (CRN 90126)

Dr. Karen Shawn, 6-8:30pm EST

Tuesdays, October 6 - November 3 ([Fall 2026, Session 2](#))

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 6412: Teaching the Holocaust: Navigating the Complexities & Challenges (CRN 93368)

Avinoam Slivko, 6-8:30pm EST

Thursdays, October 8 - November 5 ([Fall 2026, Session 2](#))

In dealing with complex issues and topics, it is vital that teachers and administrators are well-equipped with meaningful and culturally sensitive tools and responses that enable them to support the needs of all learners. Certainly, this holds true for Holocaust studies. In this module, with the assistance of research related to the topics at hand, we will dissect and role-play real-world scenarios that, in one form or another, have happened to teachers. Through these scenarios, you'll discuss reactions/relevance, reflect on similar circumstance/situations, and collaboratively determine meaningful responses. Through examining myriad possible responses and approaches to challenges that can arise in a Holocaust education unit, you'll be prepared to facilitate instruction in a manner that meets the needs of all applicable stakeholders while ensuring that the invaluable content is not diminished or distorted.

HOL 6692: German Life Under the Nazi Regime, 1933-39: The Average German Citizen's Viewpoint (CRN 90356)

Ron Veledniger, 11am-1:30pm EST

Sundays, November 8 - December 6 ([Fall 2026, Session 3](#))

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.

HOL 6525: Teaching the Holocaust: The Enduring Impact of Literature, Diaries, & Art (CRN 93369)

Colleen Tambuscio, Wednesdays at 6-8:30pm EST

Wednesdays, November 11 - December 9 (**Fall 2026, Session 3**)

In this course, participants will examine several ghettos in which literature, diaries, and art emerged as a means to define, record, and examine daily life as it unfolded for Jews displaced from their homes by Nazi ideological laws. We will examine the ghettos of Lodz, Warsaw, Terezin/Theresienstadt, Vilna, and Kovno, learning about daily life, social structure, cultural resistance, spiritual resistance, and the contrast between the suffering of Jews forced into these conditions with the cultural legacy many sought to create while facing starvation, loss, and death daily.

Important Course Registration Notes

1. Refer to the 2026-27 AC academic calendar for important add/drop dates
2. Unless otherwise indicated, AC courses are worth 1-credit each
3. Calendars 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, and registration information can be accessed at <https://www.yu.edu/fish-center/student-resources>



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MA in Holocaust & Genocide Studies: Summer & Fall 2026 Course Schedule

HOL 6450: Literature of the Holocaust (CRN 60807)

Dr. Alyssa Quint, 5:30-8pm EST

Tuesdays, June 8 - July 21

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 6675: Auschwitz: History & Memorial (CRN 93360)

Dr. Beata Schulman, 6-8:30pm EST

Mondays, August 31 - December 30

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 5100: Interdisciplinary Exploration of the Holocaust (CRN 90128)

Dr. Shay Pilnik, 5-7:30pm EST

Tuesdays, September 1 - December 30

The Holocaust of European Jewry or the Shoah is a dark chapter in the history of mankind with long-term and far-reaching repercussions that continue to impact the world we live in and be impacted by it. The intent of Adolf Hitler and his henchmen to erase from the face of the earth, first and foremost the Jewish people, and, other groups deemed socially and racially “undesirable” marks one of the low points of moral degradation and barbarism in the history of humankind; an event the horrific magnitude and barbarism of which continue to haunt and affect our lives in the post-Holocaust era. The exploration offered in this course, covering a whole range of disciplines – literature, film and visual arts, theology, and psychology – will help students grasp the magnitude of the Holocaust, recognize the evolution of its memory, the challenges in its representation (also, the need to defend this memory from both distorters and deniers) and better understand our own reality as a post-Holocaust one.

HOL 6802: Controversies of Holocaust Memory: Uniqueness, Nationalism, Popular Culture, & Beyond (CRN 93361)

Dr. Rachel Baum, 6-8:30pm EST

Wednesdays, September 2 - December 30

We say Zachor! – Remember! – but what does it mean to remember the Holocaust? For survivors it means one thing, for Germany another, and for a filmmaker something else entirely. This course examines the complexity of memory, so central to our work as Holocaust and Genocide scholars and educators. Rather than treating Holocaust memory as a stable or self-evident good, the course approaches memory as a historically contingent, socially produced, and ethically complex practice. Students engage major theoretical frameworks in memory studies—including collective memory, postmemory, multidirectional memory, and prosthetic memory—and apply them to concrete examples such as testimony, memorials, museums, popular culture, and digital technologies. Emphasis is placed on evaluating the strengths and limits of competing approaches to Holocaust memory and on developing a reflective perspective suited to professional practice in Holocaust education, so when we say “Remember!” we know what we mean.

HOL 6914: Torah-true & Religious Nationalist Thought Through the Holocaust (CRN 93362)

Dr. Gershon Greenberg, 6:50-8:30pm EST

Thursdays, September 3 - December 30

As unprecedented, the Holocaust presented a caesura in the history of the people of Israel. But Jewish religious thought and consciousness continued throughout. We will focus on two major streams: Da’at Torah (Torah-true; associate with Agudath Yisrael), for which scriptural tradition remained a source of life, even of metaphysical being; and religious nationalism (associated with Mizrahi), which held that the catastrophe implied and mandated settlement in, and restoration, of the Land of Israel for redemption. Our sources will be real-time writings representative of the two streams, in translation.

Important Registration Notes

1. Refer to the 2026-27 MA academic calendar for important add/drop dates
2. Unless otherwise indicated, MA courses are worth 3-credits each
3. Calendars 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
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