

Fish Center Academic Catalog

2023-2024



Belfer Hall, 2495 Amsterdam Avenue, 2nd Floor, New York, NY 10033



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WELCOME TO FISH CENTER

YESHIVA UNIVERSITY

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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

1. Log in with your Banner ID
2. Click on **Financial**
3. Click on **Grades**
4. Select the appropriate term

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



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

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 is the use of another person's work (not common knowledge) 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, and the 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.

If a faculty member determines that a student unintentionally misused sources on an assignment, a 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.

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

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

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 F

MA in Holocaust and Genocide Studies

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.

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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

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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. We will explore how Jewish intellectuals responded to the rise of Nazism and the Holocaust, and how these responses shaped Jewish religious, cultural, and physical responses to ghettoization and to what extent Nazi policies contributed to these responses.

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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.

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The core of Holocaust memory is first-person testimony, the stories of Holocaust survivors. But when did the testimony of first-person witnesses end 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 responsibility to shape their own stories over time, in recognition of their audience? We will end the course by considering

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.

Course Descriptions

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This module will explore varied experiences of women in the Holocaust and how to introduce them most

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