

Fiscal Unit/Academic Org	Sociology - D0777
Administering College/Academic Group	Arts and Sciences
Co-administering College/Academic Group	Arts and Sciences
Semester Conversion Designation	New Program/Plan
Proposed Program/Plan Name	Certificate in Holocaust and Genocide Studies
Type of Program/Plan	Undergraduate certificate program
Program/Plan Code Abbreviation	
Proposed Degree Title	Certificate in Holocaust and Genocide Studies

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				12	
Required credit hours offered by the unit	Minimum			3	
	Maximum			9	
Required credit hours offered outside of the unit	Minimum			3	
	Maximum			9	
Required prerequisite credit hours not included above	Minimum				
	Maximum				

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

- Participants will understand and assess the definition of genocide and its legal ramifications.
- Participants will be able to recognize what the Holocaust was and how it shaped understandings of genocide today
- Participants will analyze interdisciplinary knowledge of the Holocaust and genocide and learn how to evaluate diverse forms of evidence about these crimes.
- Participants will synthesize information to make relevant connections between historical events and current events, including the lasting effects of genocide.
- Participants will evaluate how memory impacts society.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? No

Program Specializations/Sub-Plans

Status: PENDING

PROGRAM REQUEST
Certificate in Holocaust and Genocide Studies

Last Updated: Vankeerbergen,Bernadette
Chantal
12/02/2025

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- Holocaust and Gencocide Studies Certificate.docx
(Program Proposal. Owner: Downey,Douglas B)
- Appendices certificate program.docx
(Other Supporting Documentation. Owner: Downey,Douglas B)
- Certificate Program Response Compiled.pdf
(Program Proposal. Owner: Nzitatira,Hollie Nyseth)
- Concurrences.pdf
(Support/Concurrence Letters. Owner: Nzitatira,Hollie Nyseth)

Comments

- Please see feedback email sent to department 09-19-2025 RLS *(by Steele,Rachel Lea on 09/19/2025 11:21 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey,Douglas B	06/23/2025 05:09 PM	Submitted for Approval
Approved	Downey,Douglas B	06/23/2025 05:09 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/11/2025 11:40 AM	College Approval
Revision Requested	Steele,Rachel Lea	09/19/2025 11:21 AM	ASCCAO Approval
Submitted	Nzitatira,Hollie Nyseth	12/02/2025 02:30 PM	Submitted for Approval
Approved	Nzitatira,Hollie Nyseth	12/02/2025 02:31 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	12/02/2025 02:37 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	12/02/2025 02:37 PM	ASCCAO Approval

Dear Committee,

Thank you for the opportunity to revise our certificate program. Below, we detail the feedback tied to each contingency in plain text, followed by our response in bolded text.

2. Contingency: The Subcommittee asks that the department obtain concurrences from the Departments of Germanic Languages and Literatures, History, and Near Eastern and South Asian Languages and Cultures, so as to confirm that all departments whose courses are on the certificate are aware of the program and supportive of continuing to offer the associated courses. More generally, the Dept. of Germanic Languages and Literatures and the field of Jewish Studies (NESA) have a direct disciplinary connection with the Holocaust, but the proposal does not indicate whether any conversations about the proposed certificate have been had with those departments.

We had conversations with representatives of each department prior to submitting the certificate, but we did not directly ask for concurrence. We have now done so and attach concurrences from the Departments of Germanic Languages and Literatures, History, and Near Eastern and South Asian Languages and Cultures. This allowed us to further discuss the courses and refine the certificate with other individuals in the department, as represented in forthcoming points as well.

3. Contingency: The Subcommittee asks that the department include in the proposal a brief explanation of how the department will continue to ensure the viability of the certificate. They note that several of the elective courses are no longer in the course catalog or have not been offered for some time. (Please see item 'd' below.)

We have replaced some of these courses with new courses that also align with the goals of the certificate such that the certificate has a robust offering of courses. Sociology is hiring a lecturer to ensure that the modern genocide (required) course can always be taught, even on semesters when Dr. Nyseth Nzitatira is not teaching, and Dr. Judd is committed to teaching her required course regularly. In addition, the inclusion of research credits is precisely to ensure that individuals enrolled in the certificate can always have an option to engage in research directly on Holocaust or genocide studies with a professor, as we further detail below.

4. Contingency: The Subcommittee asks that the department correct the following items on the listing of Elective Courses found on pp. 6-7 of the proposal and/or the Advising Sheet in Appendix C.

1. Yiddish 3999 – Please amend the credit hours to '4' on p. 7 of the proposal. (Note that the CH are correct for this course on the Advising Sheet).

This is now corrected.

2. German 3254H – This course is listed twice; please remove the second listing on p. 6 of the proposal.

This is also corrected! Apologies that we missed this.

3. Sociology 3798.03 and History 3798.02 – Please list these courses with the other elective courses rather than in a separate category. While the Department is welcome to note the study abroad component in some way (parenthetical, footnote, etc.) the current way of listing the courses makes it appear as though these are not part of the elective category (Note that this should also be corrected on the Advising Sheet).

We have also listed the education abroad courses with the rest of the courses in each location.

4. German 3252.01/3252.02 – German 3252.01 is currently in limbo, please remove this from p. 6 of the proposal and the Advising Sheet. German 3252.02 is erroneously listed as German 3251.02 on p. 6 of the proposal, please correct.

We have made these adjustments.

5. German 3256 – This course has only been offered once, in AU14. Please consider removing this from the list of elective courses on p. 6 of the proposal and the Advising Sheet unless the assurance of future offerings can be obtained from the Department of Germanic Languages and Literatures.

This course had been suggested originally by someone in the department, but we have since confirmed it is being moved to limbo and have removed it.

6. History 2452 – This course has been in limbo since May of 2025; please remove from p. 6 of the proposal and the Advising Sheet.

Dr. Judd noted that history is attempting to teach this course next year and would like to keep it given that it will be taught more regularly. The chair of history also agreed to keeping the course in the certificate. We have thus kept the course as part of the certificate.

7. History 3750 and 5750 – These courses have been withdrawn; please remove them from p. 7 of the proposal and the Advising Sheet

We have deleted these.

8. Sociology 4998 – If the department does wish to keep this course on the certificate (please see feedback item 'e' below), please make sure that it is listed on the Advising Sheet as well as p. 7 of the proposal.

We have added the basic information regarding this to the advising sheet and the proposal. Note we have not added the specific course numbers but rather a note that research credit can be taken in any of the four departments associated with the certificate (History, Germanic, NESAS, or Sociology). This will allow the students to apply what they are learning toward a research project with a faculty member, which will provide for engaged and deep learning—arguably elevating their learning to higher levels of critical thinking and enabling them to explore connections. In addition, it will ensure that students have additional options for courses. To get started with this, learners are advised to contact the certificate leads—Drs. Robin Judd or Hollie Nyseth Nzitira—for guidance on identifying a faculty mentor.

5. Contingency – Since there is not a way to differentiate between Sociology 4998 sections taught by different instructors or to identify the subject matter of the individual research project in the Student Information System (SIS), the Subcommittee asks that the department clarify that students will need to petition to apply credit earned for specific research projects under Sociology 4998 to their certificate hours. Additionally, the Subcommittee asks that the department provide an explanation as to why other departments' 4998 hours (e.g. History, Germanic) would not also be applicable if the subject matter is commensurate with the goals and learning outcomes for the certificate.

We have integrated research credits within any of the four departments. We have not added the numbers such that the students will work with the certificate leads and the sociology advisers to enroll in the correct course.

6. Contingency – The Subcommittee asks that the department include a brief statement about the required portfolio X(proposal, p. 5) on the Advising Sheet (Appendix C), so that students are aware of this requirement.

We have added this statement to the advising sheet.

7. Contingency – The Subcommittee asks that the department correct the required History/Jewish Studies courses listed in Appendix E (Semester-By-Semester Sample Program), as the required course is 2475 rather than 2454.

We have made this correction.

8. Contingency – The Subcommittee requests that the department include in the proposal the course descriptions of the elective courses. *This is noted as Appendix H on p. 8 of the proposal but is not included. This list should also include any prerequisites for elective courses.*

Course descriptions and prerequisites can now be found in the proposal.

9. Contingency – The Subcommittee asks that the department include a note on the advising sheet that says “While there are no prerequisite courses for the certificate as a whole, some courses below require prerequisites. Please consult the course catalog for details before enrolling.”, so that students (especially students doing this as a “stand alone” certificate, i.e., those who are not enrolled in a degree-granting program) can better plan their coursework.

We have added this note on the advising sheet.

10. Contingency – The Subcommittee asks that the department clarify how advising will be done for the certificate, as p. 8 of the proposal indicates that advising for the certificate will be housed in Sociology, but the Advising Sheet lists both the Sociology advisors and the academic advisors in the Department of History. (For additional feedback about advising, please see item “l” below.)

Advising will only be done in Sociology; we have removed references to History.

11. Recommendation – The Subcommittee recommends that the department remove the sentence from Appendix D that reads “Note: The advisors are not sure if they will use this form as we realize the certificate form is not used as often anymore, but we created this just in case!” Details about declaring the certificate and approval of the certificate coursework will be worked out with the ASCCAS office when finalizing the Advising Sheet after the certificate has been approved. Please feel free to contact Rachel Steele.682 with questions about this process.

We have removed this sentence.

12. Recommendation – The Subcommittee suggests that the department consider confining the advising for the certificate to one department, as “splitting” advising duties between units (History and Sociology) could cause confusion and/or logistical problems. As noted above in feedback item ‘k’, details about declaring the certificate and approval of the certificate coursework will be worked out with the ASCCAS office when finalizing the Advising Sheet after the certificate has been approved.

We agree and will keep advising only in Sociology. Thank you!

Certificate Proposal:
Certificate in Holocaust and Genocide Studies

PART 1: REQUIRED INFORMATION

Certificate Name: Certificate in Holocaust and Genocide Studies

Certificate Type: Types 1a, 1b, and 2

Mode of Delivery: In person (with a goal of becoming an online certificate in the future).

Proposed Implementation Date: August of 2026

Academic Administrative Unit: Sociology; History

PART 2: RATIONALE

Describe the rationale/purpose of the certificate.

Genocide continues to occur with alarming frequency, with over 40 genocides taking the lives of millions of people since the Holocaust, and displacing and harming millions more. This certificate will teach learners about what genocide is, why and how it happens, and how countries rebuild in the aftermath.

Given rising antisemitism and the ever-growing presence of pernicious us/them ideologies, a certificate in Holocaust and Genocide Studies is sorely needed. What is more, nationally, 26 U.S. states mandate Holocaust and genocide education in public schools, and many others, including Ohio, incorporate typically such education into public and private school curriculum.

The certificate program will prepare pre-service and current classroom educators to effectively implement and teach about the Holocaust and other genocide. Museum staff, administrators, and other community professionals will acquire the necessary knowledge to lead and educate on Holocaust and genocide in their current and future roles as well. What is more, current Ohio State students who seek to work in research think tanks, at nonprofits dedicated to preventing or responding to genocide, or even in international development positions would likewise benefit from this certificate program.

Identify a likely source of student demand for the proposed certificate and provide one or two examples.

Learners will come from several populations. First current Ohio State students will find interest in the program. This will include students studying to be educators given that many may wish to teach about genocide in the future courses. We also anticipate that students who are interested in international affairs and global crime will be interested in the certificate. This includes but is not limited to students who are majoring in sociology; criminology; history; political science; business; international studies; and philosophy, politics, and economics; among many other majors. Current courses on genocide notably typically enroll well, as do courses on peace and conflict.

Second, the [Ohio Holocaust and Genocide Memorial and Education Commission](#) has funding to pay educators, museum staff, and others in relevant positions to complete the certificate program. The Ohio Holocaust and Genocide Memorial and Education Commission was created through legislation in December 2020 and comprises 15 members appointed by the Governor. As outlined in Ohio Revised Code Section 197.08, the Commission is responsible for collecting and sharing educational resources on the Holocaust and genocide, raising public awareness of these issues, and providing guidance to state government officials on related matters. High school teachers, for instance, often want to teach about genocide in their courses but regularly lack the training on how to do so. To be clear, we recognize that many of these individuals might not be able to participate in the certificate until we amend it to be an online certificate, though we also believe some will be able to participate in person.

Learning Outcomes

- Participants will understand and assess the definition of genocide and its legal ramifications.
- Participants will be able to recognize what the Holocaust was and how it shaped understandings of genocide today.
- Participants will analyze interdisciplinary knowledge of the Holocaust and genocide and learn how to evaluate diverse forms of evidence about these crimes.
- Participants will synthesize information to make relevant connections between historical events and current events, including the lasting effects of genocide.
- Participants will evaluate how memory impacts society.

PART 3: RELATIONSHIP TO OTHER PROGRAMS/ BENCHMARKS

Identify any overlaps with other programs or departments within the university. Append letters of concurrence or objection from related units.

Ohio State does not have any current programs tied to Holocaust or genocide studies. The certificate is consequently unique.

Indicate whether this certificate or a similar certificate was submitted for approval previously.

This certificate has not been submitted previously.

Identify similar programs at other universities in Ohio or in the United States and their levels of success.

There are no similar certificate programs offered at universities in Ohio. Currently, there are programs at 12 universities in the United States, including peer institutions like Northwestern, the University of Wisconsin, and Penn State. Seven of these programs provide graduate certificates, four provide undergraduate certificates, and one—at Yeshiva University in New York City—provides a certificate for professionals. These are summarized below.

Center/Program (Click to follow hyperlink)	University	Level
The Stahl Center	University of Wisconsin	Graduate
Elie Wiesel Center	Boston University	Graduate
The Program in Jewish Culture and Society	University of Illinois	Graduate
Ackerman Center	University of Texas	Graduate
National Catholic Center for Holocaust Education	Seton Hill	Graduate
History	Salem State University	Graduate
Dept of Family Studies & Community Development	Towson University	Graduate
Fish Center	Yeshiva University	Professionals
Jewish Studies	University of Kansas	Undergraduate
Holocaust Education Foundation	Northwestern	Undergraduate
College of Liberal Arts	Penn State	Undergraduate
Bud Shorstein Center for Jewish Studies	University of Florida	Undergraduate

Considering the four undergraduate programs, each is quite different from our proposed certificate. The University of Kansas's program and the University of Florida's programs focus exclusively on Jewish Studies, including the Holocaust, meaning they are each much narrower than this proposal's focus on genocide. Northwestern's program is similarly only focused on Holocaust studies. Penn State is the only one of these four institutions that offers a certificate on Holocaust and genocide studies.

PART 4: STUDENT ENROLLMENT

We anticipate that the program will begin small, with perhaps 10-20 students enrolled. It is likely that at least 10-15 current students at Ohio State will complete the program annually, if not more. For instance, 15 students attend the Genocide and Its Aftermath in Rwanda program—which is a Department of Sociology education abroad program in Rwanda (SOC 3798.03)—every summer, which is 4 credits and hence already one-third of the certificate. Programs like this may thus be a gateway into the certificate. Moreover, the state has funding for at least 10-15 pre-service and in-service educators, museum staff, or others to complete the program.

While there will be some variation in course instructors, it is also worth underscoring that the two key professors involved in teaching many of the courses have each received Ohio State's highest teaching honor—the Alumni Award for Distinguished Teaching (Dr. Judd in 2015 and Dr. Nyseth Nzitatira in 2016). Dr. Nyseth Nzitatira also received the ASC Outstanding Teaching Award that same year, and Dr. Judd is currently working with the Drake Institute for Teaching and Learning and has received seven teaching awards and two service awards. Their commitment to teaching and learning will only further buttress the certificate.

PART 5: ASSESSMENT PLAN

Learner Assessment

The table below details how specific certificate learning outcomes for the two required courses. We show this to demonstrate how each of the required courses is tied to the learning outcomes. Given that learners can take a range of other courses to fulfill the certificate, we do not address each of these courses in the table, however. To be clear, these courses also speak to the learning outcomes. To assess this, however, we tie assessment to a portfolio, which we outline in more detail below.

Learning Outcome	Assessment
Participants will understand and assess the definition of genocide and its legal ramifications	History 2475 assesses this learning outcome in its first and third daily question prompts and in one of the midterm exam essay questions. Soc 4791 addresses the legal history of the term genocide via two in-class activities that involve reading the Genocide Convention and comparing scholarly definitions of genocide, as well as through the unit on transitional justice after genocide.
Participants will be able to recognize what the Holocaust was and how it shaped understandings of genocide today.	History 2475 assesses this learning outcome in its scaffolded reflection essay concerning a Holocaust memoir and in two of its final exam essay questions. Soc 4791 addresses this via the testimony journal and in-person exercises in class.
Participants will analyze interdisciplinary knowledge of the Holocaust and genocide and learn how to evaluate diverse forms of evidence about these crimes.	Soc 4791 addresses this via the testimony journal and the units on evaluating victimology and criminology of genocide. In-person class exercises will use formative assessment to assess learning.
Participants will synthesize information to make relevant connections between historical events and current events, including the lasting effects of genocide.	History 2475 assesses this learning outcome in several of its daily question prompts and in essay questions on its midterm and final exam. Soc 4791 addresses this with the capstone project.
Participants will evaluate how memory impacts society.	History 2475 assesses this learning outcome in its final daily question prompt and in its scaffolded reflection essay concerning a Holocaust memoir. Soc 4791 has a unit on collective memory and also addresses this via the testimony journal and the capstone project.

Certificate Program Assessment

To assess student learning, students will create and maintain a Mini Portfolio, which will include answers to online questions that will be integrated into a portfolio. Students will also have the chance to include course activities in the portfolio, as seen in Appendix A. Later Portfolio activities will include student reflections concerning their certificate studies and how they wish to apply their knowledge in their careers. Professors Nyseth Nzitatira and Judd will evaluate a selection of student Portfolios on a yearly basis. Please see Appendix A for more on the Portfolio.

To assess the certificate more broadly, everyone who completes the program will be asked to complete a brief online survey (Appendix B), though core program faculty and Ohio Holocaust and Genocide Memorial and Education Commission staff will also undertake exit interviews—both initially but also after graduates have applied their knowledge in their careers such that they can continually refine the program. The certificate program participants will also be encouraged to contact the certificate program faculty to provide feedback while they are enrolled in the certificate program as well.

Moreover, an oversight committee for the certificate (including Drs. Robin Judd and Hollie Nyseth Nzitatira) will meet annually to review the program. This will involve reviewing enrollments and demands, as well as planning for the courses that will be offered in the following years. The faculty assessing the program will likewise examine the surveys of those who complete the certificate, as well as who is completing the certificate. This will enable the faculty to better market the classes and the certificate program with a goal of enhancing enrollment but also assessing enrollment with respect to diversity and inclusion.

PART 6: CURRICULAR REQUIREMENTS

Required

HIST 2475/JEWSHIST 2475– History of the Holocaust (3 Credit Hours)

It has been over seventy years since the Allies liberated the last of the Nazi camps and, yet we continue to debate the Holocaust's history. How did the Nazis rise to power? When did the Nazi government begin to plan for the Final Solution? Who was culpable in planning and executing the genocide? This course will peel away at some of these questions. Together we will examine the state-sponsored murder of millions of Jews and non-Jews by the Nazis and their collaborators during World War II.

SOCIOL 4791– Understanding Modern Genocide (3 Credit Hours)

Genocide killed more people during the 20th century than all of the wars or homicide combined, and genocides have also impacted hundreds of millions of others who have been victimized by sexualized violence, displacement, and deliberate efforts to change a culture. This course is geared toward addressing six major questions about this grave crime, including 1) What is genocide? 2) Why and how does genocide happen? 3) Why do people perpetrate genocide? 4) Why and how do people resist genocide? 5) How do citizens, communities, and countries rebuild after genocide? And 6) How can we prevent genocide? We will address these questions via five major case studies, including the Holocaust, Cambodia, Guatemala, Bosnia-Herzegovina, and Rwanda.

Electives

GERMAN 3252.02– The Holocaust in German Literature and Film (Taught in English) (3)

Reading, analysis, and discussion of representative works pertaining to the Holocaust from the perspective of German literature and film.

GE THEME citizenship for a just and diverse world course.

HEBREW/JEWISH STUDIES 3705 - Holocaust and Israeli Society (3)

The State of Israel was established soon after the Holocaust. This course examines the effects of the Nazi genocide on Israeli society, including political debates, public trials, films, museums and literature, while also reflecting on larger themes of genocide, trauma, memory, and commemoration. Taught in English. ^{[[[[[}Prereq: English 1110 (110). Not open to students with credit for NELC 375. GE cultures and ideas and diversity global studies course.

HIS 2454/JEWSHST 2454– History of Anti-Semitism (3)

Study of the development of anti-Semitism, the history of anti-Semitic ideologies and practices, and different Jewish responses to anti-Semitism over time.

HISTORY 2452/JEWSHST 2452– Modern Jewish History 17th Century (3)

Study of the history of Jewish communities and Judaism from the early modern period to the early 21st century.

HISTORY 3314-From Rubber to Coltan: Violence and Exploitation in Central Africa (3)

This course will explore how the histories of economic exploitation, political authoritarianism, and the supposedly ethnic conflict in the central Africa region are intertwined, and how seemingly local conflicts have global roots.

Prereq or concur: English 1110.xx, or permission of instructor. GE historical study and diversity global studies course.

HISTORY 3798.02– Integrated History of World War II (3)

In this education abroad program, Ohio State students from diverse disciplines and backgrounds will study, with three Ohio State professors, various aspects of World War II, with a particular focus on the United States and Europe. The program is designed to provide a comprehensive understanding of the most destructive period in human history, the varied impacts the war had in different places and among different peoples, and how the war continues to reverberate today. Beyond that, the program asks students to confront in depth some of the most difficult ethical and moral problems of that time and ours, ones of race hatred and human rights, the place of non-combatants in wartime, and the fine lines between collaboration and resistance. Through both the intensive study of these difficult issues and exhilarating, if exhausting, travel, we hope that program students begin to develop a sense for where they fit in the world as intellectually-emboldened global citizens.

GERMAN 3254H– Representations and Memory of the Holocaust and Film (Taught in English) (3)

Students will view, discuss, and examine major filmic representations of the Holocaust from several countries from the 1940s through the 1990s. Students will learn how these films have contributed to our understanding of a complex phenomenon of WWII and how the directors have coped with the thorny issues of representing something that many people consider to be unrepresentable.

GE citizenship for a just and diverse world course.

JEWSHST 2201– Introduction to Jewish Thought, Culture, and Practice (3)

An introduction to the historical, ideological, and cultural growth of Judaism examined from a variety of methodological perspectives.

Prereq: Not open to students with credit for 201. GE cultures and ideas and diversity global studies course.

SOCIOL 3798.03– Genocide and Its Aftermath in Rwanda (4)

This education abroad course will explore the 1994 Rwandan genocide and its aftermath through active learning experiences in Rwanda. Students will begin by studying the origins of the genocide with an emphasis on why the genocide occurred and, more broadly, what causes genocide globally. Then students will study the violence itself, including the forms of violence, who participated in the violence, and who was victimized. Lastly, students will turn their attention to the aftermath of the genocide and study the legal response to the violence. This will involve examining the local "gacaca" courts that were instituted across the country and the collective memories of the genocide. Students will also examine the current state of human rights in Rwanda and some of the regional effects of the violence. Finally, participants will study development and aid in Rwanda today, critically exploring the country's tremendous economic growth since 1994.

GE THEME Citizenship for a Just and Diverse World; 4-credit high impact course.

SOCIOL 5525– Global Criminology (3)

Global crime is a pressing social problem. In this class, we will consider how crime became global, why such crimes occur, and responses to global and transnational crime. In the first unit, we will assess theories of globalization, law, and the state.

YIDDISH 3399– The Holocaust in Yiddish Writing and Film (Taught in English) (4)

About six million Jews were murdered by the Nazis and their collaborators during World War II in a series of events that came to be known as the Holocaust or, in Yiddish, as the "khurbn" ("destruction"). Yiddish was the first language of millions of the victims, but the contributions of speakers of this language to the documentation and representation of the Holocaust have often been overlooked or effaced. All readings and discussion in English. No knowledge of Yiddish is required.

GE THEME citizenship for a just and diverse world course

RESEARCH HOURS IN HISTORY, SOCIOLOGY, GERMANIC, OR NESA

Please also note that the students can sign up for between one and four credits of research hours in any of these departments as long as the research is associated with Holocaust and genocide studies. This will allow the students to apply what they are learning toward a research project with a faculty member, which will provide for engaged and deep learning—

arguably elevating their learning to higher levels of critical thinking and enabling them to explore connections. In addition, it will ensure that students have additional options for courses. To get started with this, learners are advised to contact the certificate leads—Drs. Robin Judd or Hollie Nyseth Nzitatira—for guidance on identifying a faculty mentor.

- **State the minimum number of credits required for completion of the certificate.**
12 credits
- **Indicate the number of semesters expected to complete the certificate. Confirm that courses are offered frequently enough and have the capacity to meet this expectation.**
Courses will be completed over several semesters. For instance, for current students, the certificate could be completed throughout their undergraduate experience. For teachers and other working professionals, it is likely that the certificate program will take several semesters.

The proposed required courses will be offered annually. Dr. Hollie Nyseth Nzitatira will teach SOC 4791 “Understanding Modern Genocide” in Spring 2026, and the Sociology Department is hiring Jodi Elowitz as a lecturer who can teach it when Dr. Nyseth Nzitatira is teaching other classes. Dr. Robin Judd will teach History 2475 “History of the Holocaust” in Autumn 2026. While Dr. Judd teaches History 2475 annually; if there is a year when she is unable to teach it, one of her graduate students will teach it in her stead.

SOC 5525 “Global Criminology” is typically offered every two years, and The Genocide and Its Aftermath in Rwanda (SOC 3798.03) program has historically been offered three summers in a row, with one summer break. Modern Jewish History is taught every other year and the World War II study abroad program is offered every year. The Holocaust film courses are typically taught annually as well, and the Germanic courses and history courses on race are likewise offered frequently.

- If applicable, describe existing facilities, equipment, and off-campus field experience and clinical sites to be used. Indicate how the use of these facilities, equipment, etc., will impact other existing programs.

Not applicable

- For interdisciplinary certificates, describe the way in which advising and other student support will be provided.

Not applicable since advising will be housed in Sociology.

- If applicable, describe additional university resources (including advisors and libraries) that will be required for the new certificate.

Not applicable.

Appendices

A) Mini Portfolio

B) Certificate completion survey

C) ASC certificate advising sheet

D) ASC completion sheet for certificate

E) Semester-by-semester program sample

F) Letter of support from Dean Ryan King

G) Course Descriptions

Appendix A: Mini Portfolio Questions for Direct Assessment

The Program's Learning Goals, specified earlier in this proposal, will be directly assessed by evaluating students' responses to the following questions in the Mini Portfolio they must produce to receive the certificate. Students will be instructed to write a minimum of 250 words in response to each question and submit the resulting portfolio for review via Carmen Canvas.

Question 1:

After taking the courses to earn this certificate, how would you define genocide? How does your definition compare with legal definitions? Explain how the courses you took inform this understanding. (Learning Goal 1)

Question 2: Reflect on the significance of the Holocaust in shaping understandings of genocide today. (Learning Goal 2)

Question 3: Examine a genocide unfolding right now. How do you know it is genocide (citing evidence)? What caused this genocide? (Learning Goal 3)

Question 4: What are some of the long-lasting impacts of genocide on societies? How did the courses you took for this certificate affect your thinking about these impacts? (Learning Goals 4 and 5)

Question 5: If you had to explain why memories of genocide matter to high school students, what would you say? (Learning Goal 5)

Question 6: How will you use the skills you have gleaned throughout this certificate program in your personal and/or professional life?

Appendix B: Certificate Program Completion Survey (to be completed online)

Thank you for completing the Certificate in Holocaust and Genocide Studies. We hope that this has been an enriching experience for you, and we would be incredibly grateful to learn a bit more about how this experience has impacted you. Please take 5 minutes to complete this survey. Thank you!

1. What is your current professional status?
2. What motivated you to pursue this certificate program?
3. What course was the most useful to you personally? Why?
4. In what ways will this certificate program impact your career and/or other life experiences?
5. What difficulties, if any, did you encounter as you completed this certificate program?
6. Overall, how satisfied are you with the program?
 - a. Very satisfied
 - b. Satisfied
 - c. Somewhat satisfied
 - d. Not satisfied
7. Would you recommend this certificate program to others?
8. What suggestions do you have for improving the program?
9. Any other comments?

Appendix C
The Ohio State University
College of Arts and Sciences
Holocaust & Genocide Certificate Types 1a, 1b, and 2

Advising Staff

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Overview

The certificate program will prepare pre-service and current classroom educators to effectively implement and teach about the Holocaust and other genocide. Current Ohio State students who seek to work in research think tanks, at nonprofits dedicated to preventing or responding to genocide, or even in international development positions, will likewise benefit from this certificate program.

While there are no prerequisite courses for the certificate as a whole, some courses require prerequisites. Please consult the course catalog for details before enrolling.

Finally, please note that students will complete a mini portfolio upon completion of the certificate.

Declaring the certificate and approval of coursework:

It is the student's responsibility to consult with an advisor and ensure that appropriate paperwork is submitted by the relevant deadlines.

Holocaust & Genocide Certificate Curricular Information

Core Required Classes: 2 courses, 6 credit hours

HIS 2475/JEWSHIST 2475— History of the Holocaust (3)
SOC 4791— Understanding Modern Genocide (3)

Elective Courses: Minimum of 6 credit hours

HEBREW/JEWISH STUDIES 3705 Holocaust and Israeli Society (Taught in English) (3)
HIST 2452/JEWSHST 2452— Modern Jewish History 17th Century (3)
HIST 2454/JEWSHST 2454— History of Anti-Semitism (3)
HIST 3314: From Rubber to Coltan: Violence and Exploitation in Central Africa (3)
HIST 3798.02— Integrated History of World War II (3)
JEWSHST 2201— Introduction to Jewish Thought, Culture, and Practice (3)
GERMAN 3252.02— The Holocaust in German Literature and Film (Taught in English) (3)
GERMAN 3254H— Representations and Memory of the Holocaust and Film (Taught in English) (3)
SOCIOL 3798.03— Genocide & Its Aftermath in Rwanda (4)
SOCIOL 5525— Global Criminology (3)
YIDDISH 3399— The Holocaust in Yiddish Writing and Film (Taught in English) (4)
Individuals can also register for 1-4 certificate credits for individualized research with a professor in Germanic, History, NESA, or Sociology. To get started, please contact Dr. Robin Judd or Dr. Hollie Nyseth Nzitatira for guidance.

Holocaust & Genocide Certificate Guidelines

Credit hours required: A minimum of 12 credit hours.

Overlap with the courses in degree:

- The certificate must be in a different subject than the major.
- Maximum 50% overlap with courses in a major, minor, other certificate, or GE.

Grades required:

- Minimum C- for a course to be counted on the certificate.
- Minimum of a 2.0 cumulative GPA for all certificate course work.

X193 credits – Not permitted.

Appendix D
College of Arts and Sciences
Holocaust & Genocide Certificate

Student Name:

Student OSU Email:

Certificate Advisor Name:

Required Core Courses (6 hours) Courses (Hours) Course Grade Term

Required Course	Course grade	Term Completed
SOC 4791 (3 Credit Hours) - Understanding Modern Genocide		
HIS 2475/JEWSHST 2475 (3 Credit Hours) - History of the Holocaust		

Elective Course (6Hours)

Course	Course Grade	Term Completed

Total Credits (12 cr.):

Certificate Advisor Signature:

Date: _____

Appendix E

Semester-By-Semester Sample Program

We expect students can complete this certificate in 2 or 3 semesters. For example:

1. 2 Semester Program

Autumn SOCIOL 4791 and HISTORY 2475/JEWSHST 2475 *Note these could sometimes be taken at the same time; otherwise, one would be taken in the autumn and one in the spring, with an elective each semester as well.	Spring 2 Elective Courses *Note that someone could also elect to take a summer study abroad course.
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2. 3 Semester Program

Autumn SOCIOL 4791	Spring HISTORY 2475/JEWSHST 2475	Autumn 2 Elective Courses *Note that some may also elect to take one of the summer study abroad courses.
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May 1, 2025

Arts and Sciences Curriculum Committee
The Ohio State University

Dear Members of the Curriculum Committee,

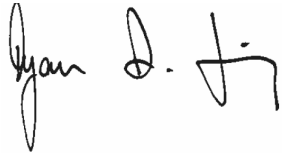
I submit this letter to express my support for the proposed Certificate in Holocaust and Genocide Studies. This certificate program, developed by leading scholars of genocide in the Departments of Sociology and History, addresses a critical need for comprehensive education on the Holocaust and other genocides. Genocide is not merely a topic of historic inquiry; it remains a threat to populations around the world. I am proud that scholars at Ohio State are making this effort to inform the public about the risks and provide historical perspective so that lessons from the past can help forestall future tragedy.

The proposed certificate will equip students with an understanding of the causes, consequences, and prevention of genocide. It prepares future and current educators, museum staff, civil servants, and community professionals to effectively teach and lead discussions about this topic. Additionally, it will benefit Ohio State students aspiring to work in research, nonprofits, and international development.

The program's interdisciplinary approach, combining historical analysis with social science insights, exposes students to various perspectives on genocide. We are also fortunate to have some of the most recognized faculty in the field of genocide studies leading this effort.

The Certificate in Holocaust and Genocide Studies aligns with the university's mission of nurturing informed and engaged global citizens. I enthusiastically endorse this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Ryan D. King". The signature is fluid and cursive, with the first name "Ryan" being the most prominent.

Ryan D. King
Divisional Dean of Social and Behavioral Sciences
College of Arts and Sciences

Appendix G

Course Descriptions

Required

HIST 2475/JEWSHIST 2475– History of the Holocaust (3 Credit Hours)

It has been over seventy years since the Allies liberated the last of the Nazi camps and, yet we continue to debate the Holocaust's history. How did the Nazis rise to power? When did the Nazi government begin to plan for the Final Solution? Who was culpable in planning and executing the genocide? This course will peel away at some of these questions. Together we will examine the state-sponsored murder of millions of Jews and non-Jews by the Nazis and their collaborators during World War II.

SOCIO 4791– Understanding Modern Genocide (3 Credit Hours)

Genocide killed more people during the 20th century than all of the wars or homicide combined, and genocides have also impacted hundreds of millions of others who have been victimized by sexualized violence, displacement, and deliberate efforts to change a culture. This course is geared toward addressing six major questions about this grave crime, including 1) What is genocide? 2) Why and how does genocide happen? 3) Why do people perpetrate genocide? 4) Why and how do people resist genocide? 5) How do citizens, communities, and countries rebuild after genocide? And 6) How can we prevent genocide? We will address these questions via five major case studies, including the Holocaust, Cambodia, Guatemala, Bosnia-Herzegovina, and Rwanda.

Electives

GERMAN 3252.02– The Holocaust in German Literature and Film (Taught in English) (3)

Reading, analysis, and discussion of representative works pertaining to the Holocaust from the perspective of German literature and film.

GE THEME citizenship for a just and diverse world course.

HEBREW/JEWISH STUDIES 3705 - Holocaust and Israeli Society (3)

SEP SEP

HIS 2454/JEWSHST 2454– History of Anti-Semitism (3)

Study of the development of anti-Semitism, the history of anti-Semitic ideologies and practices, and different Jewish responses to anti-Semitism over time.

HISTORY 2452/JEWSHST 2452– Modern Jewish History 17th Century (3)

Study of the history of Jewish communities and Judaism from the early modern period to the early 21st century.

HISTORY 3314-From Rubber to Coltan: Violence and Exploitation in Central Africa (3)

This course will explore how the histories of economic exploitation, political authoritarianism, and the supposedly ethnic conflict in the central Africa region are intertwined, and how seemingly local conflicts have global roots.

Prereq or concur: English 1110.xx, or permission of instructor. GE historical study and diversity global studies course.

HISTORY 3798.02– Integrated History of World War II (3)

In this education abroad program, Ohio State students from diverse disciplines and backgrounds will study, with three Ohio State professors, various aspects of World War II, with a particular focus on the United States and Europe. The program is designed to provide a comprehensive understanding of the most destructive period in human history, the varied impacts the war had in different places and among different peoples, and how the war continues to reverberate today. Beyond that, the program asks students to confront in depth some of the most difficult ethical and moral problems of that time and ours, ones of race hatred and human rights, the place of non-combatants in wartime, and the fine lines between collaboration and resistance. Through both the intensive study of these difficult issues and

exhilarating, if exhausting, travel, we hope that program students begin to develop a sense for where they fit in the world as intellectually-emboldened global citizens.

GERMAN 3254H– Representations and Memory of the Holocaust and Film (Taught in English) (3)

Students will view, discuss, and examine major filmic representations of the Holocaust from several countries from the 1940s through the 1990s. Students will learn how these films have contributed to our understanding of a complex phenomenon of WWII and how the directors have coped with the thorny issues of representing something that many people consider to be unrepresentable.

GE THEME citizenship for a just and diverse world course.

GERMAN 3256– Coming to Terms with the Holocaust and War in Germany (Taught in English) (3)

Dedicated to examining how postwar Germans came to terms with war and the Holocaust by looking at various responses in several genres, from philosophy and public debates to poems and films. Students will be confronted with difficult historical, aesthetic, and ethical issues in the various German responses to the Holocaust. Taught in English.

JEWSHST 2201– Introduction to Jewish Thought, Culture, and Practice (3)

An introduction to the historical, ideological, and cultural growth of Judaism examined from a variety of methodological perspectives.

Prereq: Not open to students with credit for 201. GE cultures and ideas and diversity global studies course.

SOCIOL 3798.03– Genocide and Its Aftermath in Rwanda (4)

This education abroad course will explore the 1994 Rwandan genocide and its aftermath through active learning experiences in Rwanda. Students will begin by studying the origins of the genocide with an emphasis on why the genocide occurred and, more broadly, what causes genocide globally. Then students will study the violence itself, including the forms of violence, who participated in the violence, and who was victimized. Lastly, students will turn their attention to the aftermath of the genocide and study the legal response to the violence. This will involve examining the local "gacaca" courts that were instituted across the country and the collective memories of the genocide. Students will also examine the current state of human rights in Rwanda and some of the regional effects of the violence. Finally,

participants will study development and aid in Rwanda today, critically exploring the country's tremendous economic growth since 1994.

SOCIOL 5525– Global Criminology (3)

Global crime is a pressing social problem. In this class, we will consider how crime became global, why such crimes occur, and responses to global and transnational crime. In the first unit, we will assess theories of globalization, law, and the state.

YIDDISH 3399– The Holocaust in Yiddish Writing and Film (Taught in English) (4)

About six million Jews were murdered by the Nazis and their collaborators during World War II in a series of events that came to be known as the Holocaust or, in Yiddish, as the “khurbn” (“destruction”). Yiddish was the first language of millions of the victims, but the contributions of speakers of this language to the documentation and representation of the Holocaust have often been overlooked or effaced. All readings and discussion in English. No knowledge of Yiddish is required.

GE THEME citizenship for a just and diverse world course

RESEARCH HOURS IN HISTORY, SOCIOLOGY, GERMANIC, OR NESA

Please also note that the students can sign up for up to between one and four credits of research hours in any of these departments as long as the research is associated with Holocaust and genocide studies. This will allow the students to apply what they are learning toward a research project with a faculty member, which will provide for engaged and deep learning—arguably elevating their learning to higher levels of critical thinking and enabling them to explore connections. In addition, it will ensure that students have additional options for courses. To get started with this, learners are advised to contact the certificate leads—Drs. Robin Judd or Hollie Nyseth Nzitira—for guidance on identifying a faculty mentor.