

ANTI-HATE IN EDUCATION CENTER

**ANNUAL CONVENING
ON ANTISEMITISM**

Thursday, December 5, 2024.

**Center for Jewish History
15 West 16th Street
New York, NY 10011**



**Executive
Chamber**

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Introduction

As announced by Governor Kathy Hochul in the fall of 2023, New York State's new Anti-Hate in Education Center seeks to combat the rise of antisemitism and other forms of hate in primary, secondary, and higher education by offering resources that can help students and educators respond to conflicts sparked by current events.

The New York State Anti-Hate in Education Center serves as an intellectual hub that brings together experts from academic and government institutions to analyze, research, and brainstorm solutions to complex hate and discrimination issues, examining the interconnectedness of hate and discussing how it can be addressed through education. The Center strives to:

- build alliances across partner institutions and organizations, fostering collaborative efforts to identify opportunities for collective action.
- develop education and training for a range of stakeholders across New York State.
- make recommendations about effective and equitable policies to combat hate crimes and discrimination.
- articulate strategies for evaluating the effectiveness of anti-hate initiatives.

The following document serves as an overview of the collective efforts to date, as well as a repository of resources for individuals and organizations to utilize in their efforts to combat antisemitism and hate in education. These resources are intended for students, faculty, administrators, and staff at public and private schools, colleges, and universities in New York State. Selected from a range of educational institutions and organizations, this overview and the resources highlighted offer a range of approaches to navigating the challenges of balancing education and activism in a time of political turmoil.

Overview

Over the past year, the Governor's Executive Chamber convened a Steering Committee of stakeholders from partner institutions including The City University of New York (CUNY), The State University of New York (SUNY), The Commission on Independent Colleges and Universities (CICU), The New York State Education Department, New York City Public Schools, and New York State's Division of Human Rights, and experts within the Jewish community including the Center for Jewish History, UJA-Federation NY, and the Jewish Community Relations Council of New York. The Chamber has also convened working groups focused on the P-12 issues and higher education. Members of the Working Groups provided expertise, support, and guidance across various aspects of the Center's work, focused on the subject matter of their working group. Guided by the Governor's Jewish Affairs and Education Teams, these groups collaborated to advance the New York State Anti-Hate in Education Center's mission.

The P-12 and Higher Education working groups reviewed and analyzed a wide range of scholarly materials, organizational best practices, and other educational policies. In doing so, the groups have cultivated a substantive, but not exhaustive, overview and list of resources and opportunities for educators and administrators to utilize as they seek to combat antisemitism and other forms of hate in primary, secondary, and postsecondary education institutions.

The New York State Mandate on Holocaust Education

On August 10, 2022, Governor Kathy Hochul signed into law Chapter 490 of the Laws of 2022 requiring a survey regarding instruction on the Holocaust within New York State public school districts. Through the survey, superintendents were required to attest that the district is teaching about the Holocaust appropriately as part of classroom instruction aligned with the NYS Social Studies Learning Standards and §801 of Education Law which mandates the teaching of the Holocaust and other human rights violations.

The New York State [K-12 Social Studies Framework](#) requires instruction in the Holocaust at specific grade levels. While the topics of human rights and the Holocaust are taught throughout K-12, they are more explicitly taught in the 8th, 10th, and 11th grades when students learn about the history of Nazi Germany, the postwar Nuremberg Trials, the UN Universal Declaration of Human Rights, and other genocides. In addition, many English/Language Arts teachers have developed units of study revolving around Holocaust literature, including diaries and memoirs.

At present, out-of-print resource guides to Teaching the Holocaust and Genocide are being updated and will appear on the New York State Education Department's website in digitized format in 2025.

Resource Collection on the Holocaust & Antisemitism for P-12 Student

The Anti-Hate in Education Center strives to combat hate in K-12 public education by providing schoolteachers and administrators access to materials that can help combat hatred and facilitate civil discourse in an inclusive learning environment.

The materials that are included in the resource collection below address the history of antisemitism and the Holocaust. they span an array of primary and secondary sources and include school lesson plans, multimedia resources, and opportunities for onsite learning at museums and other cultural institutions.

Resources

A. Who are the Jews?

1. Web Resources

- a. Stand With Us, [The Jewish People](#)

2. Lesson plans and curricula

- a. [Jewish Peoplehood](#) (Unpacked)
- b. [Lessons on Sephardic and Mizrahi Jews](#) (Jimena)

B. Pre-Holocaust Jewish life in the modern era

1. Themes

- a. Jewish economic, social, political, cultural, and religious life in modern Europe

1. Web Resources

1. [Glimpses of Jewish Life before the Holocaust](#) (Yad Vashem)
2. [Jewish Life Before the Second World War: An Introduction](#) (Yad Vashem)
3. [Pre-War Jewish Life in Eastern Europe](#) (Facing History & Ourselves)
4. [What was Jewish Life Like Before the Holocaust - A Virtual Walk](#) (USC Shoah Foundation)
5. [Jews in Pre War Germany](#) (USHMM)
6. [Jewish Life in Europe Before the Holocaust](#) (USHMM)

2. Lesson plans and curricula

- a. [Exploring Pre-World War II Jewish Life](#) (USHMM)
- a. [Jewish Life Before the Holocaust](#) (Facing History & Ourselves)
- b. [Lesson Plan: Pre-War Jewish Life](#) (Echoes & Reflections)

C. Rise of Modern Antisemitism

1. Themes

- a. Religious, economic, racial, and political roots of antisemitism

2. Resources

b. Books and Articles

1. Recommended reading lists

- a. *Antisemitism Here and Now* by Deborah Lipstadt
- b. *It Could Happen Here* by Jonathan Greenblatt
- c. Stand With Us, [Antisemitism: An Introduction](#)

b. Web Resources

1. Documentaries, films, and video testimonies

- a. [USC Shoah Foundation: Contemporary Antisemitism Testimony Clips](#)

2. Interactive websites and online exhibitions

c. Teaching Materials

1. Lesson plans and curricula

- a. [ADL unit on historical antisemitism](#)
- b. [Antisemitism Before the Holocaust](#) (Echoes & Reflections)
- 2. Classroom activities and discussion guides
 - a. [Antisemitism Uncovered: A Guide to Old Myths in a New Era](#) (ADL)
 - i. [Antisemitism Uncovered Toolkit](#) (ADL)
 - b. [Educator Antisemitism Resource](#) (MJH)

D. The Holocaust

1. Themes

- a. Nazi Ideology
- b. Nazi antisemitism: 1933-1939
- c. The Holocaust & The Final Solution: 1939-1945
 - 1. Ghettos, concentration camps, Einsatzgruppen, Shootings, death camps.
 - 2. Jewish responses
 - 3. Rescue & Resistance

2. Resources

c. Books and Articles

- 1. Recommended reading lists
 - a. Peter Hayes, *Why? Explaining the Holocaust*
 - b. Dan Stone, *The Holocaust: An Unfinished History*
 - c. Doris Bergen, *War and Genocide: a Concise History of the Holocaust*
 - d. Marion Kaplan, *Between Dignity and Despair*
- 2. Key academic articles and papers

b. Web Resources

- 1. Documentaries, films, and video testimonies
 - a. [The Path to Nazi Genocide](#) (USHMM)
 - b. [IWitness](#) (USC Shoah Foundation)
 - c. [Testimony Video Guide](#) (Echoes & Reflections)
- 2. Interactive websites and online exhibitions
 - a. [The Holocaust: A Learning Site for Students](#) (USHMM)
 - b. [State of Deception: The Power of Nazi Propaganda](#) (USHMM)
 - c. [Some Were Neighbors: Choice, Human Behavior, and The Holocaust](#) (USHMM)
 - d. [Americans and The Holocaust](#) (USHMM)
 - e. [Timeline of the Holocaust](#) (Echoes & Reflections)
 - f. [StandWithUs Holocaust Education Center When Hate Becomes Genocide](#) (StandWithUs)

c. Teaching Materials

- 1. Lesson plans and curricula
 - a. [ADL unit on the Final Solution](#)
 - b. [USHMM overview of the Holocaust](#)

- c. [The Holocaust and Jewish Communities in Wartime North Africa](#) (Facing History & Ourselves)
 - d. [Educator Resource: Lesson Plans](#) - Units I-XII (Echoes & Reflections)
 - e. [Holocaust Curriculum Lesson Plans](#) (MJH)
2. Classroom activities and discussion guides
- a. [Digital Student Activities](#) (Echoes & Reflections)

E. Antisemitism after the Holocaust

1. Themes

- a. The creation of Israel and the eruption of the Arab-Israeli conflict
- b. Postwar Antisemitism in Europe and the United States
 - 1. Holocaust denial
 - 2. Antisemitism and Antizionism
- c. Antisemitism today
 - 1. Impact of social media and the internet
- d. Combating Antisemitism

2. Resources

a. Books and Articles

- 1. Key academic articles and papers
 - a. See all articles in the journal, [Antisemitism Studies](#)

b. Web Resources

- 1. Documentaries, films, and video testimonies
 - a. [Where to Go? – Holocaust Survivors' Return to Life](#) (Yad Vashem)
- 2. Interactive websites and online exhibitions
 - a. [Translate Hate Glossary](#) (American Jewish Committee)

c. Teaching Materials

- 1. Lesson plans and curricula
 - a. [ADL unit on contemporary antisemitism](#)
 - b. [Antisemitism Around the World: Global 100](#) (ADL)
 - c. [Deconstructing Antisemitic Memes: Helping Students Critically View Online Hate](#) (Facing History & Ourselves)
 - d. [Holocaust Trivialization and Distortion](#) (Facing History & Ourselves)
 - e. [The Forgotten Refugees](#) (JIMENA)
 - f. [Gringlas Unit on Contemporary Antisemitism](#) (Echoes & Reflections)
 - g. [Awareness to Action: Challenging Antisemitism](#) (ADL)
- 2. Classroom activities and discussion guides

F. Additional Support

1. Support for Educators

- o Professional development resources
 1. [Teacher Professional Development Video Collections](#) (USHMM)
 2. [Frequently Asked Questions about the Holocaust for Educators](#) (USHMM)
 3. [Confronting Hate: Antisemitism Across Politics, Geography, and Demography](#) (Facing History & Ourselves)
 4. [Confronting Hate: When Anti-Zionism and Antisemitism Overlap](#) (Facing History & Ourselves)
 5. [Facing Hate: A Global Conspiracy with Local Manifestations](#) (Facing History & Ourselves)
 6. [Antisemitism: What do Educators Need to Know](#) (ADL)
 7. [Students Toughest Questions](#) (Echoes & Reflections)
 8. [StandWithUs K-12 Educator Network](#) (StandWithUs)
 9. American Jewish Committee (AJC) Professional Resources
 1. [AJC Educational Programs and Workshops for K-12 Schools](#)
 2. [Confronting Antisemitism In Our Schools: An Action Plan for Public School Administrators](#)
 3. [The ABC's of Jewish Inclusion](#)
 4. [Translate Hate Glossary](#)
- o Professional development opportunities
 1. [Museum of Jewish Heritage](#) (NYC)
 2. [Facing History & Ourselves](#) (virtual and in-person)
 3. Echoes & Reflections: [Programs for Educators](#) - virtual and in-person (Echoes & Reflections)
 4. [StandWithUs K-12 PD Opportunities](#) (StandWithUs)
- o Networks and organizations for support

2. Community Resources

- o Museums, memorials, and organizations
 1. [Museum of Jewish Heritage](#) (NYC)
 2. [Holocaust and Human Rights Education Center](#) (White Plains)
- o Local and national resources for further learning

Resources for Postsecondary Educational Stakeholders

The Anti-Hate in Education Center strives to combat hate in higher education by helping colleges and universities achieve their **core mission**, which is to create an inclusive learning environment that fosters **civil discourse** and enables students to discuss challenging and, at times, difficult ideas.

In the effort to foster civil discourse and thereby combat antisemitism and other forms of hate on college campuses, the Anti-Hate in Education Center has identified a range of **educational** and **legal** approaches, both of which are discussed and shared in the appendix.

Over the last year, Governor Hochul's administration has proactively worked with institutions of higher education to address issues of antisemitism, Islamophobia, and other forms of hate on

college and university campuses. As such, the administration, in conjunction with the State University of New York (SUNY), City University of New York (CUNY), and its private higher educational partners have created a successful framework for collaboration on both the tactical and operational levels. This framework allows for the timely sharing of information, assessment of campus responses to protests, incidents, and bias acts, and the development and implementation of training surrounding time, place, and manner restrictions, threat and hazard mitigation, civil discourse programming, and best practices surrounding codes of conduct and their application on campus. In addition, the utilization of Title VI as a means to combat antisemitism and other forms of hate rose to the forefront as an opportunity for additional training and education.

The postsecondary working group compiled resources and guidance that focused heavily on the practical steps campus administrators can take to proactively address antisemitism and bias acts on campus. The group researched and sourced recommendations from higher education systems, academic institutions, and community organizations with subject matter expertise. Ultimately, the resources outlined in this document can be divided into two distinct categories: educational and legal. Educational resources can include, but are not limited to:

- The promotion of civil discourse and engagement through interfaith partnerships, campus inclusivity efforts, and campus climate initiatives;
- Review of student and staff codes of conduct at an institutional level;
- Emergency planning and protest management guidance and training through entities such as the New York State Department of Homeland Security and Emergency Services (DHSES), the US Department of Education, and community-based organizations (CBO); and
- Campus and system self-assessments that can include campus inclusivity, incident management responses, reporting of bias acts and the notification systems in place, and external audits by CBOs or academic partners with experience in the space.

Legal resources can include, but aren't limited to, the following:

- Application of Title VI regulations;
- Incident response tracking; and
- Private legal action.

The educational and legal resources also reflect the experiences of administrators, academics, CBOS, state officials, and other stakeholders as they navigated campus activities and incidents in the lead-up to, and in the aftermath of, the October 7th 2023 Hamas attacks against Israel. Campus protests and related activity in the Spring 2024 semester provided additional opportunities for preparation and reflection. New York State mobilized its resources to aid public and private institutions of higher education with commencement planning and additional hazard and threat mitigation training. The partnership continued over the summer, with DHSES, New York State Police, SUNY, CUNY, and the private higher education sector working together to

ensure a safe and inclusive start to the Fall 2024 semester. This partnership culminated in an address from Governor Hochul to campus leaders in August, and proactive efforts to coordinate information, activities, and reports continue to this day.

The tactical and operational partnership defined by the Spring and Fall 2024 semesters has shed new light on the need for training surrounding the application of Title VI on campus and the opportunity for student and staff engagement on issues surrounding civil discourse and the intersection of free speech. Both SUNY and CUNY have implemented various initiatives in this space. Some examples include:

- CUNY's Board of Trustees voted to create a Center for Inclusive Excellence and Belonging (CIEB). The goal of the center is to strengthen the University's work by fostering understanding between diverse communities by harnessing systemwide resources, reviewing and implementing policies related to discrimination and harassment and overseeing training across CUNY's 25 colleges.
- In June 2024, SUNY announced a new civil discourse requirement within its General Education Framework. Beginning with students entering in Fall 2025, SUNY will work with faculty and administrators to propose adding civil discourse to the two core competencies that all undergraduate degree-seeking students are currently required to demonstrate: critical thinking and reasoning, and information literacy.

In addition, both institutions have made Title VI resources available to campus leadership and their requisite campus communities.

Resources

The Anti-Hate in Education Center strives to combat hate in higher education by helping colleges and universities achieve their **core mission**, which is to create an inclusive learning environment that fosters **civil discourse** and enables students to discuss challenging and, at times, difficult ideas. In pursuit of this goal, the Center encourages honest discussion of such crucial topics as:

- how to define the relationship between educational inclusivity and educational pluralism
- how to determine the line between free speech, civil discourse, and harassing speech
- how to decide the merits and drawbacks of institutional neutrality
- how to define both the rights and responsibilities of faculty regarding academic freedom
- how to identify time, place, manner guidelines for campus protests

In the effort to foster civil discourse and thereby combat antisemitism and other forms of hate on college campuses, the Anti-Hate in Education Center has identified a range of **educational** and **legal** approaches, both of which are discussed in the links below:

- Educational methods
 - Promoting civil discourse and engagement
 - [CUNY Opens 2024-2025 Academic Year With Campus Unity Campaign – The City University of New York](#)
 - [ADL Best Practices Toolkit](#)
 - Campus Demonstrations
 - [Open Letter to College and University Presidents: Disruptions of Commencement Ceremonies and Other Campus Events](#)
 - [What To Do If You're Concerned About Anti-Zionist Commencement Disruptions](#)
 - [Disruptions and Encampments on Campus](#)
 - [FAQs on the Boycott, Divestment, Sanctions \(BDS\) Movement on Campus](#)
 - Methods for combating hate
 - assessing policies and procedures
 - [Governor Hochul Directs Campuses to Prepare for Fall Semester - Develop Safety Plans](#)
 - self-assessments and/or antisemitism task forces (NY-Focused)
 - [Columbia University](#)
 - [Combating Antisemitism – The City University of New York \(cuny.edu\)](#)
 - external reviews by independent groups
 - [Hillel International](#)
 - [ADL - Campus Antisemitism Report Card](#)
 - [Report on Campus Climate](#) - Post 10/7 report done in partnership with Hillel International
 - [Anti-Israel Activism on U.S. Campuses, 2023-2024](#)
 - training for staff, faculty, and students
 - [AJC - Three Recommendations for University Administrators](#)
 - [AJC - Confronting Campus Antisemitism: An Action Plan for University Administrators](#)
 - [ADL - Think. Plan. Act: Toolkit](#)
 - revising DEI guidelines

- [Diversity, Equity and Inclusion Hub – The City University of New York \(cuny.edu\)](#)
- rethinking campus codes of conduct
 - [ADL Resources - Student Codes of Conduct](#)
 - inclusion of digital/social media policies and procedures in this topic
 - harassment – are there laws/regulations that need to be enforced?
 - time/manner/place restrictions (including protests)
 - follow-through and enforcement
- Grant funding for professional development, research, and training
 - [Campus Climate Support Grants – The City University of New York \(cuny.edu\)](#)
 -
- Legal methods
 - applying Title VI regulations
 - [Title VI and Hostility to Jews on Campus](#)
 - applying Division of Human Rights principles
 - Roles and responsibilities
 - Legal framework
 - Enforcement and agency partnerships
 - [Law Enforcement Guide](#)
 - engaging in private legal action
 - [Incident Response Portal – For both tracking and response](#)
 - [CALL – Campus Antisemitism Legal Line](#)
 - [Title VI White Paper - Brandeis Center](#)
 - [The Legally Binding Character of the International Holocaust Remembrance Alliance Working Definition of Anti-Semitism \(2024\) - Brandeis Center](#)