



Strassler Family Center for Holocaust and Genocide Studies

2005-2006

The people, programs, and events advancing scholarship in the field of Holocaust and genocide studies

YEAR END ACTIVITIES AND 2005 GIFT REPORT
June 2005 through May 2006

A large, leafy tree stands in the center of a courtyard. The tree has a thick trunk and many branches with green leaves. In the background, there is a light-colored building with several windows. The ground is paved, and there are some plants and a trash can at the base of the tree. The overall scene is bright and somewhat hazy.

**Whoever fails to increase knowledge,
decreases knowledge**

—The Ethics of the Fathers

“Gratitude is born in hearts that take time to count up past mercies.” It is my privilege to be grateful to a near-by and far-flung community that has grown—and continues to build—the Strassler Family Center. Each person brings gifts, skills, and strengths to shape our endeavor. Thanks to administrative assistant Margaret Hillard for her attentive supervision of infrastructure systems through the Center’s exponential expansion and for the superior standard of efficiency she has set; to program manager Dr. Tatyana Macaulay for her commitment and passion which produce bold, exciting, and perfectly organized events as well as fruitful collaborations with other educational organizations; and to bookkeeper Ghi Vaughn who has wrapped her arms around a complex financial system and keeps us in the clear. A special welcome to Dr. Mary Jane Rein, who has joined the Center as executive director, and brings new energy and ideas to this engaged and active community.

I thank, too, my colleagues in other departments who generously mentor our doctoral students. This past year, Clark professors Eric Gordy, Beverly Grier, Walter Schatzberg, and Jaan Valsiner served as key advisors to Center graduate students. They were joined by colleagues at other universities: Evan Bukey; Barbara Harff; Cynthia Hooper; Sam Kassow; Ellen Kellman; Eric Markusen; Robert Melson; Milton Shain; Robert Jan van Pelt; Eric Weitz; and Piotr Wrobel. Giving the gift of time and expertise, each enriched the intellectual universe of the student, and thus enriched the entire community.

Professor Shelly Tenenbaum, director of the Undergraduate Concentration in Holocaust and Genocide Studies, serves our entire undergraduate body, and I am deeply appreciative of the work she continues to undertake, reshaping the concentration as the Center has grown. I am grateful, too, to Associate Provost Nancy Budwig who, with her time and effort, manifests the engagement and support of the University administration.

To all I say with Shakespeare: I thank you for your voices: Thank you.

Judith Jaeger, interim director of University Communications, is the editor-in-chief of this Report, and she deserves all the credit for a document that, despite the fact that it grows each year, becomes a smoother enterprise to produce. Finally: please note the new design, which allows us to report our always increasing volume of activities in a reader-friendly format. It is—as is the design throughout—the genius of Sandy Giannantonio.

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XXXXX

SAVE THESE DATES

Please join us for the exciting array of upcoming public programs! Call 508-793-8897 for further information, or visit the Center's Web site, www.clarku.edu/departments/holocaust, for a complete listing of events.

FALL 2006

Date, time and location to be announced

"Stop the Darfur Genocide!"

U.S. Rep. James P. McGovern (D-MA)

SEPTEMBER 12, 14, 16 AND 17 • ROOM 320,
JEFFERSON ACADEMIC CENTER

"Our Destiny is FATELESS"

The Center is co-sponsoring a screening of this film with the Worcester-based Cinema 320 film series. The film will be shown at 7:30 p.m. on September 12, 14 and 16, and at 1 and 3:40 p.m. on September 17. Tickets are sold at the door: \$5.50 for the general public, \$3.50 with a current Clark ID or for those age 60 and older.

SEPTEMBER 20, 2006 • 4 P.M.,
ROSE LIBRARY

"The Past and the Future of the Memory of the Holocaust in Poland"

• A NEW BOOK!

Joanna Michlic, Assistant Professor of Holocaust and Genocide Studies, Richard Stockton College of New Jersey

OCTOBER 5, 2006 • 7:30 P.M., TILTON HALL

"Hurricane Katrina and the Destruction of a Culture"

Elizabeth English, Associate Professor, Louisiana State University Hurricane Center

OCTOBER 19, 2006 • 7:30 P.M.,
TILTON HALL

"Search for Mengele"

David Marwell, Director, Museum of Jewish Heritage—A Living Memorial to the Holocaust

A lecture in memory of Simon Wiesenthal.

OCTOBER 26, 2006 • 4 P.M.,
COHEN-LASRY HOUSE

"The Anti-Jewish Policy of the Fascist Regime"

Lilliana Picciotto, Historian, Center for Contemporary Jewish Documentation, Milan, Italy

NOVEMBER 8, 2006 • 4 P.M., ROSE LIBRARY

"Revolution and Genocide in Ethiopia and Cambodia: Some Lessons for the Comparative Theoretical Study of Genocide"

• A NEW BOOK!

Edward Kissi, Assistant Professor of Africana Studies, University of South Florida

NOVEMBER 30, 2006 • 4 P.M.,
ROSE LIBRARY

"The Holocaust, Communism, and the Jews of Warsaw"

Piotr Wrobel, Associate Professor of History, Konstanty Reynert Chair of Polish Studies, University of Toronto

SPRING 2007

MARCH 15-MAY 31 • COHEN-LASRY HOUSE

"Neighbors who Disappeared"

Exhibition of photographs from the Jewish Museum in Prague

MARCH 15 • 7:30 P.M., ROOM 320,
JEFFERSON ACADEMIC CENTER

"Between Civilization and Statecraft: Armenia at the Crossroads"

Raffi Hovannisian, Founding Director, Armenian Center for National and International Studies

APRIL 18 • 7:30 P.M., TILTON HALL

"Case Closed: Holocaust Survivors in Postwar America"

• A NEW BOOK!

Beth Cohen, 2003 doctoral graduate of the Strassler Center and lecturer, University of California, Northridge

This lecture is supported by the Asher Family Fund.

Letter from the Director

August 2006

Dear Friends,

“Education is not the filling of a pail, but the lighting of a fire,” the poet William Butler Yeats observed. This certainly has proved true in the case of the Strassler Center for Holocaust and Genocide Studies. I came to Clark 10 years ago, in September 1996, cradling a vision of a degree-granting research center actively involved in the public realm. With the support of imaginative and generous donors, the energy of fellow faculty, and the commitment of the administration, we initiated a rich undergraduate program in Holocaust and Genocide Studies that now offers some 26 courses taught by 15 professors in six departments; mounted a cutting-edge doctoral program specifically in Holocaust History, followed by a doctoral stream in Genocide Studies; developed meaningful partnerships with academic institutions and public organizations in Europe and America; renovated a building to house the Center and won six architectural awards for it; purchased a core research library that has grown by five hundred books each year; run an outreach lecture series free and open to the public; and participated in significant public service projects and debates. Our first doctoral class has earned their degrees, and our second will be graduated this year. And we continue to grow, welcoming Professor Robert Melson, past president of the International Association of Genocide Scholars, whose expertise expands our teaching and research agenda in comparative genocide studies. All this, in the span of a single

decade. Once lit, the fire of this emerging field glows incandescent.

The education we provide comes at an opportune moment. Evaluating the state of American intelligence work, many analysts have noted an inability to ask the right questions. “I can’t believe that as a nation we are incapable of getting this right,” the *New York Times* quoted Henry Rowen, former senior official at the Pentagon and at C.I.A. headquarters. His solution: “You better have some people who understand history. Instead they’ve gotten sucked into the current-intelligence business, which is death to knowing what’s going on.” We agree. Focusing on Holocaust history and genocide studies, we study the past in order to analyze the present and give shape to the future. We aim to recognize genocidal ideologies before they take control, and to develop strategies for deterrence.

The need is great, and the timing urgent. The number of people murdered in Darfur continues to climb, sectarian violence rages in East Timor and Iraq, and Iranian officials have unleashed a program to identify and monitor all persons of the Bahai faith. As we here at the Center grow and shape the field of Holocaust history and genocide studies, we hold fast to the wisdom of Abraham Joshua Heschel: To be is to stand for.

We look to you for support, as we move forward together.



Deborah Dwork

Deborah Dwork

Rose Professor of Holocaust History

Director, Strassler Center for Holocaust and Genocide Studies

Dr. Barbara Harff: Proventus Distinguished Visiting Professor



Proventus Distinguished
Visiting Professor
Barbara Harff

*“The Strassler Center
is one of a kind.
This is a program that
has great promise.”*

—Dr. Barbara Harff

*“Professor Barbara Harff
is one of the most
intellectually generous
professors I have ever met.”*

—graduate student
Tiberiu Galis

The Center community has long admired Barbara Harff for her brilliant research into the causes of genocide and her work to identify where genocidal activity is likely to emerge in order to allow for political prevention and humanitarian intervention. Faculty, graduate students, and undergraduates welcomed Harff’s return to the Center as the Proventus Distinguished Visiting Professor for the fall 2005 semester.

A pioneer in the field of genocide studies, Harff serves as senior consultant to the White House-initiated State Failure Task Force (now called the Political Instability Task Force) and is internationally known for her data-based analyses of the preconditions and accelerators of genocide and political violence. Most recently, she serves as an expert for Juan Méndez, whom U.N. Secretary General Kofi Annan appointed as his Special Advisor on the Prevention of Genocide. Much of her research explores the relationship between ethnic conflict and political mass murder, with the aim of finding ways to respond to and constrain intra-national aggression.

For the past decade, Harff has focused on early warning and risk assessment to predict conflicts. As part of her work on the Political Instability Task Force, she and her colleagues compiled a comprehensive data set of factors related to past genocides and developed highly predictive models to help identify countries in which potential for genocide or political mass murder looms large. A true scholar-advocate, Harff and her colleagues insisted that the data set be made available for free, on the Internet, for use by scholars and policy makers.

With her recent retirement as a professor of political science at the U.S. Naval Academy, Harff now has the time to move

full-steam ahead in her work, shifting focus from prediction to prevention.

“People talk about prevention, but nobody knows what works,” Harff noted. She aims to identify just that, undertaking a historical survey of potential genocides that were prevented or averted, who was involved, what they did to stop the mass murder, and how it worked. She set her students at Clark to this task as well. Undergraduates studied a specific case, developed a hypothesis about how the genocide was stopped and then analyzed what happened nine months prior to the genocide to see if their hypothesis was correct. Harff’s graduate students studied a past case and also a current case.

“We need a plan based on past action,” said Harff, who also emphasized the need to learn about specific local conditions from individuals working on the ground.

Harff is a longtime friend to the Center, serving as the Strassler Distinguished Professor in the fall 2003 semester, and an inspiring mentor to its doctoral candidates. As a scholar engaged with politics and government, she is a model for students who anticipate careers formulating and implementing human rights policies.

“Professor Harff has always given me valuable guidance in shaping my research,” Galis said. “She is one of the most intellectually generous professors I have ever met.”

For her part, Harff holds great admiration for the Center and its mission.

“The Strassler Center is one of a kind. This is a program that has great promise.”

□ *Judith Jaeger*

Dan Bar-On: “Story-Telling, Silence, and Silencing”

The Strassler Family Center was honored to welcome Dr. Dan Bar-On, the David Lopatie Professor for Post-Holocaust Psychological Studies at Ben-Gurion University, Israel, and co-director of the Peace Research Institute in the Middle East, as its Greenberg Distinguished Visiting Scholar in September. During his intensive week-long visit, Bar-On met with the Center’s graduate students and delivered two public lectures: “Storytelling, Silence, and Silencing: The Case of Descendants of Holocaust Survivors and of Nazi Perpetrators” on 14 September 2005 in the Center’s Rose Library; and “The Disarmament of History: Israel-Palestine” on 15 September 2005 in Tilton Hall of the Higgins University Center (see page 4), and enjoyed a home reception hosted by Stefanie Bradie and Peter Herman.

In his lecture on “Storytelling, Silence, and Silencing,” Bar-On described how his own history as the son of German Jews who escaped from Nazi Germany to Israel shaped his academic career. As a young psychologist, Bar-On treated families of Holocaust survivors, which encouraged him to investigate how the trauma of the Holocaust influenced the children and grandchildren of survivors. He interviewed descendants of Holocaust survivors and found that a deep familial silence about the past often prevailed. This prompted Bar-On to start a project he referred to as “storytelling” to help survivors and their children break the silence.

Bar-On’s next question: How do descendants of Nazi perpetrators deal with the past? Hesitant, but also driven to explore the human experience of the Holocaust, Bar-On began to interview children of Nazi perpetrators. When he started this project in the late 1980s, he found that the silence

among the perpetrators’ families was even more profound than among the victims’ families.

Bar-On eventually brought together descendants of Holocaust survivors and Nazi perpetrators. They found that the storytelling project helped them understand their family histories, and work through difficult conflicts and personal trauma.

Using what he had learned, Bar-On started a new project in his native Israel, bringing together Israelis and Palestinians who have suffered during the ongoing conflict in the Middle East. His colleague and collaborator is a Palestinian, Professor Sami Adwan of Bethlehem University. They have applied their approach to people in conflict in other parts of the world as well: Catholics and Protestants in Northern Ireland, and blacks and whites in South Africa. Their work challenges people from opposite sides of a historical trauma to develop narratives that bridge their differences.

“A dialogue within yourself enables you to become open to a dialogue with someone else from a different culture,” Bar-On explained.

For the Center’s graduate students, who met with Bar-On to discuss their research, this was an important message.

“Dr. Bar-On talked with me about the same event but from two different perspectives,” said graduate student Jeffrey Koerber. “I saw his point: that in order to understand an event and what it means, we need to listen to all of the actors.”

□ *Stefanie Fischer*

“A dialogue within yourself enables you to become open to a dialogue with someone else from a different culture.”

—Dr. Dan Bar-On



Greenberg Distinguished Visiting Scholar Dan Bar-On, the David Lopatie Professor for Post-Holocaust Psychological Studies at Ben-Gurion University, Israel, and co-director of the Peace Research Institute in the Middle East

“Dr. Bar-On took the time to acknowledge our academic goals and professional pursuits and provided us with exceptional advice.”

—graduate student
JulieAnne Mercier-Foint

Dan Bar-On: “The Disarmament of History: Israel-Palestine”

History becomes a weapon, Bar-On argued, when one collective uses it to deny the beliefs of another collective, or to delegitimize the claims of that other collective.



Dr. Dan Bar-On



Center Director and Rose Professor Debórah Dwork (left), Dr. Dan Bar-On, Strassler Professor Thomas Kühne, and Kaloosdian/Mugar Professor Simon Payaslian

“Bar-On’s ideas of bridging narratives between groups on two sides of conflict are particularly useful.”

—Clark psychology graduate student Caitlin Mahoney

The Center was privileged to open its 2005-2006 public lecture series with a presentation on 15 September 2005 by Dan Bar-On, the David Lopatie Professor of Post-Holocaust Psychological Studies at Ben-Gurion University, Israel. As the Center’s Greenberg Distinguished Visiting Scholar for fall 2005, Bar-On delivered this public lecture as well as a talk on “Storytelling, Silence, and Silencing: The Case of Descendants of Holocaust Survivors and of Nazi Perpetrators” on 14 September 2005 in the Center’s Rose Library (see page 3). The audience packed Clark’s Tilton Hall to hear about Bar-On’s grassroots work on mediating the Israeli-Palestinian conflict. He has studied this conundrum as a psychologist and as the co-founder and co-director, with Palestinian Professor Sami Adwan of Bethlehem University, of the Peace Research Institute in the Middle East (PRIME).

Introducing his topic, Bar-On discussed his conscious decision in the mid-1990s to move the focus of his work away from Holocaust research to a study of the Israeli-Palestinian conflict. He simply “couldn’t stand by and watch what was happening without getting involved.”

History becomes “armed,” Bar-On explained. History becomes a weapon when one collective uses it to deny the beliefs of another collective, or to delegitimize the claims of that other collective. To mediate conflicts, therefore, the history involved must be “disarmed.”

Bar-On pointed out many instances in which history has become armed in the Israeli-Palestinian conflict. The Balfour

Declaration of 1917, for example, recognized the need of the Jewish people for a national home, but ignored the rights of Palestinians to similar recognition. This inequality led to the riots of 1920-21 in Palestine and to ensuing conflict for decades to come.

Bar-On and Adwan have collaborated since the post-Oslo period in Israel-Palestine to bring communities of Israelis and Palestinians together. Their aim is to disarm these moments in history. With a group of Israeli and Palestinian teachers, Bar-On and Adwan have created a new textbook to develop what Bar-On calls a “bridging narrative.” This narrative is not intended to change people’s positions on the rights and wrongs of history, Bar-On explained, but to help each side understand the other better. The textbook presents both historical narratives. The Israeli and the Palestinian narratives are printed on the far left and right of each page, while a middle section, purposely blank, encourages the crafting of a new narrative.

Writing the textbook created connections between educators on both sides of the conflict. This grassroots attempt at mediating the conflict complements any top-down political compromise negotiated by those in power. For Bar-On, both are necessary to bring a wholesale resolution to the conflict.

Bar-On’s lecture fascinated the audience and spurred lively discussion during the question-and-answer session and the reception after the lecture. Mulling over what she had heard, Caitlin Mahoney, a Clark graduate student studying peace psychology, found “Bar-On’s ideas of bridging narratives between groups on two sides of conflict particularly useful.”

□ Naama Haviv

Simone Lässig: “German Jewry of the 19th Century”

The Center community gathered for a riveting luncheon talk on 22 September 2005 by the German historian Simone Lässig from the German Historical Institute in Washington, D.C. and the University of Dresden, Germany.

Lässig opened her presentation by showing that she not only possesses a great mind, but a great sense of humor. “American speakers often start their talk with a joke. Germans are not famous for their humor; hence, I will not even try to be witty,” she said, instantly winning the audience. Lässig then turned to the serious topic of her presentation on “German Jewry of the 19th Century,” which cast new light on how Jews became so successful in 19th century German society in comparison with Jewish communities in other European countries.

In the 19th century, German Jews ascended into the bourgeois class with greater success than any other minority group. Previously, scholars assumed that Jews achieved this by relinquishing aspects of their religious identity in order to adjust to the dominant culture. Lässig, however, demonstrated the contrary. She found that key Jewish traditions and customs, as taught and practiced in Jewish schools, synagogues, associations, and social clubs, helped Jews in their efforts to become part of higher German society.

In Germany, as opposed to other European nations, education—not religion or capital—opened the door to bourgeois society. Education, in short, was an access point for upward mobility: professional, cultural, and social. Jewish elementary schools were open to every member of the Jewish community and provided better education than secular elementary schools. This afforded poor Jews the opportunity to

advance in society. While not all Jews became bourgeois and many remained impoverished, a greater number of German Jews achieved leading positions in business, the arts, and academia than their co-religionists in other European societies. Lässig explained that for many, the idea that German Jews had maintained their Jewish identity while becoming leaders in many spheres of German creative and productive life was inconceivable. Looking at the past through the lens of the Holocaust, it is easier to imagine the mass murder of a marginalized group than to accept that the victims were integral members of German society. Lässig’s scholarship refocuses history, and returns the victims to the dignity they held in the pre-Nazi era.

□ *Stefanie Fischer*

Dr. Simone Lässig (standing) delivering a luncheon talk on “German Jewry of the 19th Century” in the Center’s Kent Seminar Room



Center in the Mail 2006–2007

“The Center is a wonderful place with a very nice atmosphere. Stimulating, warm and friendly. I went down to your library. Beautiful!”

Cecilie Banke, Department of Holocaust Studies at the Danish Institute for International Studies, regarding her visit to the Center with her colleague Martin Mennecke (see page 17)

“I watched a thousand students and teachers sit at the edge of their seats...captured by your passionate words and detailed information. That was the pinnacle of a wonderful two-day program. What impressed me most was your passion not just for your subject, but for the students. You were so clearly focused on them as individuals.”

Eileen Gress, executive director of The Curriculum Initiative, regarding Dwork’s participation in a TCI-organized program at Choate-Rosemary Hall (see page 24)

“After Lässig’s talk it is clear: We need to offer a seminar on German Jewry to explain the lives of Jews in Germany before the war.”

—Clark professor Walter Schatzberg, in response to Dr. Simone Lässig’s talk at the Center

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W. Richard West Jr.: “Native America in the 21st Century”



W. Richard West Jr.,
founding director of the
National Museum of
the American Indian

*“In order to understand
the future of Indian
America more perfectly,
we must first appreciate
the past.”*

—W. Richard West Jr.

The Center was proud to host W. Richard West Jr. on 27 September 2005. His lecture, “Native America in the 21st Century: Out of the Mists and Beyond the Myths,” gave the Center the opportunity to welcome members of Worcester’s Intertribal Indian Center, the Mashantucket Pequot Museum in Connecticut, the Indian Museum in New Hampshire, the New England Native American Institute, members of the Nipmuck Council and other Native Americans in New England. West’s lecture adds a new dimension to the Center’s examination of cultures targeted for annihilation and brings our attention to the New World.

West is well-known for his commitment to American Indian concerns. A citizen of the Cheyenne and Arapaho Tribes of Oklahoma and a Peace Chief of the Southern Cheyenne, he is dedicated to cultural, educational, and governmental issues important to American Indians. West serves as vice chair of the American Association of Museums/International Council of Museums, and is a member of the National Parks and Conservation Association, the Ford Foundation, the National Support Committee of the Native American Rights Fund, and the American Indian Resources Institute.

Most recently, West is the founding director of the National Museum of the American Indian (at the Smithsonian Institution in Washington, D.C.), which is dedicated to the life, languages, literature, history, and

arts of the Native peoples of the Western Hemisphere. “The museum focuses on the profound survivance of Indian culture, rejecting the notion of the vanishing Indian, that has formed many Indian museums in the past,” he explained.

“In order to understand the future of Indian America more perfectly, we must first appreciate the past,” West began his talk. While it is difficult to do justice to such an extensive and rich history in just one lecture, West mesmerized his audience and taught them a great deal in a short time.

American Indians had enjoyed a distinct and complex culture that had thrived in a variety of domains, from earthworks to astronomy, without the “assistance” of Europeans, for hundreds of years. “Demographers have estimated that in 1492, approximately 75 million people lived in the Americas, with some 6 to 9 million occupying what is now known as the United States,” West noted.

Contact with Europeans proved fatal to hundreds of thousands of Native Americans. Social and economic devastation continued to haunt the Native American population throughout the 20th century. Despite this disconcerting history, West remains optimistic.

“However stressed and deeply affected their cultures may be, Native Americans maintain a continuing resiliency, vitality, and dynamism, which is astonishing considering what has come their way for the past 500 years,” he emphasized. Look to the current cultural revival, in which American Indians are seeking to embrace their past and advance their future, he advised.

□ *JulieAnne Mercier-Foint*

(back row, from left)
Clark professors Jody Emel,
Jannette Greenwood,
Shelly Tenenbaum, and
Thomas Kühne; (front row,
from left) Chris Creelman,
a member of the Worcester
International Indian Center,
W. Richard West Jr., Center
Director Debórah Dwork,
and Jennifer Hanlon '08



Barbara Harff: “How Do We Prevent the Next Genocide?”

Barbara Harff, the Proventus Distinguished Visiting Professor in fall 2005, and professor of political science at the U.S. Naval Academy in Annapolis, uses history to point the way to a better future. A large crowd of students, faculty, and Worcester community members gathered in the Rose Library at Cohen-Lasry House on 19 October 2005 to hear Harff examine the important question “How Do We Prevent the Next Genocide?”

Harff’s research focuses on risk assessment and early warning of genocides and politicides. She has written some 50 theoretical articles, chapters, and monographs on these subjects. Her publications include two seminal books, *Ethnic Conflict in World Politics* (1994) and *Early Warning of Communal Conflict and Genocide: Linking Empirical Research to International Responses* (1996), both co-authored with T. R. Gurr. Harff’s current research tests sequential models of the causes and accelerators of ethnic warfare and humanitarian disasters. Since 1995, she has been a senior consultant to the White House State Failure Task Force, established to develop empirically based early warning models of political crises. Recently, she took the lead in the Task Force’s analyses of the preconditions and accelerators of genocide and politicide. She serves as well as an expert to Juan Méndez, special advisor to U.N. Secretary General Kofi Annan on the Prevention of Genocide.

Harff drew upon this research in her presentation of three cases of genocide prevention, both successful and unsuccessful: Cambodia, Rwanda, and Macedonia. Close examination and statistical analysis of these cases produce two distinct models: one for risk assessment and another for early warning.

The risk-assessment model is based on factors which correlate strongly to the occurrence of genocide: political upheaval, prior geno/politicides, the presence of a minority ruling elite, exclusionary ideologies, regime type, and trade policies. This model has been shown to indicate accurately whether genocide is likely to occur in a particular locale. Early warning is a newer and much more complex model, still being perfected. The early warning model monitors the same risk factors on a daily basis, in conjunction with 10 accelerators which, if present, may indicate a regime’s imminent turn toward genocide. This system is currently being used to track 27 high-risk cases.

Harff suggested that these models offer sufficient data for effective genocide prevention. She discussed how future preventative measures could avoid the traps into which many of the previous efforts have fallen, traps mostly related to the pregenocidal state’s peripheral position in the international system.

The audience found Harff’s work and her presentation gripping. For faculty and students engaged in research and activism in genocide prevention, Harff provided a valuable theoretical framework for understanding pregenocidal dynamics and a down-to-earth narrative of the hands-on prevention work that happens on the ground. Graduate student Naama Haviv, a long-time admirer of Harff’s work, was thrilled to gain insights helpful to her own research on population transfer policies in the Middle East. Harff is a model for students like Haviv who look forward to careers in government and nongovernment positions.

□ *Tiberiu Galis*



Proventus Distinguished Visiting Professor Barbara Harff with genocide scholar Erik Markusen

Graduate student Naama Haviv, a long-time admirer of Harff’s work, was thrilled to gain insights helpful to her own research on population transfer policies in the Middle East.

Eric Weitz: “Germans Abroad”



Eric Weitz, the Arsham and Charlotte Ohanessian Chair in the College of Liberal Arts at the University of Minnesota

The Center was pleased to welcome Eric Weitz as the speaker for Clark’s first Modern History Colloquium session on 2 November 2005. Weitz is director of the Center for German and European Studies, a consortium of the Universities of Minnesota and Wisconsin funded by the German Academic Exchange Service. Considered one of the nation’s foremost scholars of Nazism and Japanese fascism, Weitz is also the Arsham and Charlotte Ohanessian Chair in the College of Liberal Arts at the University of Minnesota. He spoke to an overflowing audience in the Center’s Rose Library about “Germans Abroad: The Herero and Armenian Genocides and the Origins of the Holocaust.”

The audience that day included Catharine Newbury, a government professor at Smith College, and her seminar students who had traveled to Cohen-Lasry House for Weitz’s talk. Their much welcome visit underscores the Center’s mandate to reach out to communities beyond its walls.

What students and faculty received was no ordinary lecture. Weitz delivered a stimulating discussion of the framework and essential questions that must be answered if current researchers are to determine causal links in the German role in the Herero and Armenian genocides and the Holocaust.

Scholars recognize German agency in each of the three earliest genocides of the 20th century. Germans were the colonial perpetrators of the genocide of the Herero (1904-1907) in German Southwest Africa (present-day Namibia). During the Armenian genocide, in which the Young Turk government of the Ottoman Empire was the major actor, Germany stood as an ally

and complicit witness. Officers and diplomats in the area watched the genocide unfold with indifference or, in some cases, lively assistance. The German population at home actively dissented against these genocides, however. This stands in stark contrast to German popular response to the Holocaust, when few protested, most complied, and all too many enjoyed the profits.

Did Germany’s role in these early genocides lead to the Holocaust? Can scholars pinpoint a causal link between Germans who committed or were complicit in earlier genocides and perpetrators of the Holocaust? Weitz’s current research project includes an investigation into German military personnel who may have participated in the Herero or Armenian Genocides. He hopes to uncover specific people who advised, taught, or knew later Nazis. Weitz reminded the audience that there is nothing essential about Germans that caused them to commit or condone genocide. Rather, the question is rife with historical problems that call for rational and empirical study, and Weitz encouraged the students in his audience to tackle them.

Learning in detail how a successful scholar formulates research questions was a rare privilege of great benefit to students in the audience. Rebekah Phillips, a Clark psychology graduate student, noted appreciatively, “Weitz gave us an important glimpse into how to set up a framework for study, especially when that study is very controversial.” Clark students were fortunate to have a scholar such as Weitz offer his expertise so generously—in his field of study and in research methods.

□ Naama Haviv

Rebekah Phillips, a Clark psychology graduate student, noted appreciatively, “Weitz gave us an important glimpse into how to set up a framework for study, especially when that study is very controversial.”

Peter Hayes: “From Aryanization to Auschwitz”

How did German businesses benefit from Nazi policies against the Jews? The Center was delighted to welcome back its long-time friend, Dr. Peter Hayes, the Theodore Z. Weiss Professor of Holocaust Studies at Northwestern University, who addressed this question in a discussion of his recent book, *From Cooperation to Complicity: Degussa in the Third Reich*. Degussa is an acronym for the German Gold and Silver Separation Institute, Inc. Speaking to an appreciative audience of students and members of the greater Worcester community, Hayes explained that while dwarfed in size by such companies as IG Farben (the subject of another book by Hayes), Degussa nevertheless played a pivotal role in the expropriation of Jewish assets and mass murder during the Holocaust.

At the start of the Nazi regime, few party members were employed by Degussa and only a couple of Degussa’s management were identified antisemites. Digging through the company’s records, Hayes found company executives evinced some ambivalence about the measures against Jews: while they agreed that Jews should be removed from German society, they did not support legal discrimination. Initially pragmatic in its dealings with the Nazi government, the company participated in business dealings that benefited the firm. As time passed, however, Degussa became increasingly involved in schemes that made money and furthered the antisemitic policies and genocidal aims of the Nazis.

Degussa effectively doubled in size through the purchase of businesses Jewish owners were forced to sell. While it offered fair market value for these companies in 1933 and 1934, by late 1937 Degussa paid far less. Traveling along this calculated antisemitic trajectory, in 1943 Degussa

executives tipped off the Gestapo so that they could seize a Czech company from its Jewish owners.

After the November Pogrom in 1938, Degussa melted down precious metal objects handed over by Jewish families to pay the exorbitant fines and “special taxes” exacted by the Nazi government. The company offered the same service as Germany pilfered treasuries across Europe. And it was Degussa that processed the gold and silver amalgam fillings from the teeth of Jews murdered in annihilation camps. Its subsidiaries were equally complicitous, exploiting some 3,400 slave laborers at factories at the Ravensbrück concentration camp, Lodz, and Gleiwitz. Its most notorious act of complicity was the production of hydrocyanic acid pellets by Degesch, a wholly owned Degussa subsidiary since 1922. Known by the trade name Zyklon B, hydrocyanic acid pellets were used in the gas chambers of Auschwitz-Birkenau to murder more than one million people, most of whom were Jews.

Hayes found that five years before Hitler came to power, Degussa executives had decided to diversify the company. The Nazi policy of “Aryanization” of businesses owned by Jews helped them achieve their goal. He found, too, that while Degussa’s initial decisions under Nazism were aimed at the economic bottom line, by the early 1940s the company promptly acquiesced to government directives even when economically irrational. Degussa had become the Nazi state’s willing tool of exploitation and murder.

□ *Jeffrey Koerber*

As time passed, Degussa became increasingly involved in schemes that made money for the company while furthering the antisemitic policies and genocidal aims of the Nazis.



Peter Hayes, the Theodore Z. Weiss Professor of Holocaust Studies at Northwestern University and author of *From Cooperation to Complicity: Degussa in the Third Reich*



Joan Freedman (left), Dr. Peter Hayes, Center Director Debórah Dwork, and Rif Freedman

Beverly Grier: *Invisible Hands*

The searing legacy of colonialism in Africa provides a historical context for understanding genocidal violence today. On 1 February 2006, the Center community engaged with this matter as it celebrated a new book, *Invisible Hands: Child Labor and the State in Colonial Zimbabwe*, by Clark Professor Beverly Grier.

“We thank Professor Grier for her path-breaking scholarship, and we thank her, too, for her outstanding intellectual generosity to the Center’s doctoral students,” Center Director Debórah Dwork said introducing Grier to the overflow crowd of faculty and graduate students in the Kent Seminar Room.



Clark Professor Beverly Grier discussing her new book *Invisible Hands: Child Labor and the State in Colonial Zimbabwe* at the Center

The recent roles of African children as anti-apartheid activists, guerrillas, and child soldiers are not new, Grier argued, but a continuation of a tradition of child labor.

Invisible Hands is the first historical treatment of child labor and the construction of childhood in African studies. It is also one of the few studies of child labor that represents children as active agents in the construction of their own childhood. Analyzing previously misinterpreted or neglected official documents, Grier found that children and adolescents were a major preoccupation of colonial settlers in mining and agriculture, and of state officials charged with developing conditions favorable to the accumulation of capital.

Invisible Hands grew out of Grier’s early work on labor in Ghana and how labor demands were met by pawning women and girls, who were used as collateral for loans.

The topic is also personal for Grier, who has spent time in Africa as a student and researcher.

“When you go to Africa, you see that children are ubiquitous in the workforce,” she said. During her visits, she formed relationships with children who were domestic servants. While scholarship on land and labor in Africa abounds, Grier noted, it focuses on adults. “I wanted to make the invisible hands of children visible.”

With the establishment of colonial Zimbabwe’s Native Juvenile Employment Act which required children to carry a labor pass that allowed them to sign binding legal documents without parental consent or oversight, the hands of children as young as eight years old were put to work in farming, domestic service, and the mining industry. Boys could leave home and survive on their own with wages earned through this work, while girls were pursued by their parents.

“I began to see childhood as socially constructed, not biologically determined,” Grier explained.

Farm schools later emerged and attracted child laborers by offering free education. In the 1940s and 1950s, migration from farms to cities increased and children survived mainly through illegal activities. The recent roles of African children as anti-apartheid activists, guerrillas, and child soldiers are not new, Grier argued, but a continuation of a tradition of child labor.

In short, she concluded, “I hope my book shows there is a long history of agency and resistance, a long history of children making history in Africa.”

□ *Judith Jaeger*

Robert J. Sternberg, “Hate, Genocides, Terrorism, and Massacres”

Genocide begins with hatred. Esteemed cognitive psychologist Robert Sternberg helped the Center community better understand hatred through an illuminating lecture on “Hate, Genocides, Terrorism, and Massacres” on 23 February 2006.

Sternberg is Dean of the School of Arts and Sciences at Tufts University and the director of the Center for the Psychology of Abilities, Competencies, and Expertise at Yale University. He has written more than 1,000 books, book chapters and journal articles, and has won roughly two dozen awards for his scholarship. Sternberg’s recent work, *The Psychology of Hate*, is an edited collection of articles.

Sternberg explained his theory of hate. The theory begins with the triangular structure of hate: negation of intimacy, or distancing from the target group; passion in hate, the intense anger or fear in response to a threat; and decision/commitment in hate, which involves contempt and devaluing the target. Sternberg has created a taxonomy of seven levels of hate, derived from combinations of the three legs of the triangle. Hate intensifies with added emotions like disgust, anger-fear, devaluation-diminution, revulsion, loathing, revilement, and the need for annihilation. The more components of hate a person experiences, the greater the danger to the target population.

The second part of Sternberg’s theory rests on hateful stories. Stories are used to justify or fuel hatred. Such stories often rely on common narrative elements that may describe the target as stranger, controller, death, enemy of God, or faceless foes. The stranger story implies that members of a targeted group are “not like us.” Sternberg argues that different stories incite particular components of hate. Stories are used as propaganda in order to negate intimacy,

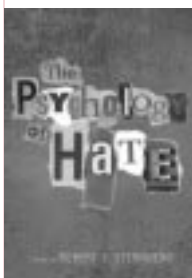
whip up passion, instill commitment, and produce action. Since hatred is learned, it is important to teach people to understand its complex nature, how it is fomented, and how it can lead to violence and mass murder.

“Professor Sternberg’s lecture brought to the Clark community a new look at the processes of emergence, detection, and possible prevention of social situations leading to genocide,” said Clark psychology professor Jaan Valsiner, who teaches an advanced seminar on the cultural psychology of genocide.

“This was an intriguing and alarming lecture, a real challenge to Holocaust and genocide scholars,” added Thomas Kühne, the Center’s Strassler Family Professor of Holocaust History. “We have to think about new approaches in exploring the historical dimensions of hate.”

Corey Simon ’06, a double major in psychology and international development and social change, had been looking forward to this lecture since last semester.

“*The Psychology of Hate* ties together my interests in psychology and the effects of wartime conflict on victims,” she explained.



David Coyne, director of Clark Hillel, noted the practical implications of Sternberg’s theory. “Once again, the Strassler Center has enriched the campus with a program that provokes serious thought and demands immediate action.”

□ Rachel Iskov



Robert Sternberg, Dean of the School of Arts and Sciences at Tufts University and the director of the Center for the Psychology of Abilities, Competencies, and Expertise at Yale University

“I was most impressed with the Center. The people obviously care about and support each other, and the intellectual atmosphere just comes alive. Really, what a wonderful place!”

—Robert J. Sternberg

“Dr. Sternberg’s lecture challenged me to think about genocide from a completely different angle than I, as a sociology major, am used to, and opened my eyes to a whole new set of nuances regarding genocides as a whole.”

—Amanda Graizel ’06, Strassler Center and Clark University/Hillel joint intern

“As one of the best-known cognitive scientists in the world, Professor Sternberg represents the best contribution to the solving of basic human problems that contemporary psychology can offer. I think his cognitive perspective relates very well with the interdisciplinary scholarship currently developing at Clark.”

—Clark psychology professor Jaan Valsiner



Mark Hanis, cofounder of the Genocide Intervention Network

“Mark’s vision and dedication makes him a hero in our contemporary world.”

—Shelly Tenenbaum, director of Clark’s undergraduate concentration in Holocaust and Genocide Studies.



Students listened intently to Mark Hanis’s lecture about the genocide in Darfur and efforts to stop it.

“The Center gives you an advantage over other schools in being able to speak about genocide and the situation in Darfur.”

—Mark Hanis

Mark Hanis: Genocide Intervention Network

Clark students study the past in the hope of shaping a better future. On 15 March 2006, Mark Hanis inspired Clark students, faculty, and staff to do just that. Students and faculty packed the Center’s Rose Library to overflowing on 15 March 2006 to hear how Hanis cofounded the Genocide Intervention Network (GI-Net) to help stop the current genocide in Darfur.

Hanis was an undergraduate student at Swarthmore College when he and his friends learned about the state-sanctioned mass killings in Darfur, where the Sudanese government has been working since February 2003 to eliminate non-Arab tribes. According to reliable accounts, the death toll has reached at least 400,000, with 5,000 more killed every month. In addition, some 2.5 million Darfuris have been displaced, fleeing the violence.

“People keep saying ‘never again,’ and it’s happening now, on our watch,” Hanis said.

He and his fellow students decided to act. They educated themselves about genocide and the issues in Darfur, and concluded that treating the problem as a security issue could make the greatest impact. They developed a plan to raise money to help African Union forces in Rwanda get to Darfur to provide security. In February 2005, they launched the Genocide Intervention Fund, which offered an unprecedented opportunity for private donors to contribute to a peacekeeping mission capable of increasing security for civilians endangered by genocide.

In addition to seeking donations, the group undertook 100 Days of Action to mobilize college students. Students from 42 states converged on Washington, D.C. on 6 April 2005, and spent the next 100 days getting

colleges and universities involved in the effort. People from across the country contributed a total of \$250,000 to support the African Union, and letter-writing campaigns doubled the number of congressional sponsors of the struggling Darfur Peace and Accountability Act.

After he was graduated from Swarthmore, Hanis and others expanded the Genocide Intervention Fund into GI-Net, which focuses on growing the political will to stop genocide by establishing the first permanent anti-genocide constituency. GI-Net’s mission is to educate the public about genocide, advocate for government policies that stop genocide, and raise funds to support efforts like the African Union peacekeeping mission.

Urging Clark students to participate in GI-Net, he noted: “The Center gives you an advantage over other schools in being able to speak about genocide and the situation in Darfur.”

“When he learned about the genocide in Darfur, Mark Hanis asked, ‘what can I do?’ The answer he formulated led to the creation of the Genocide Intervention Network, an organization that empowers citizens with the tools to prevent and stop genocide,” said Shelly Tenenbaum, director of Clark’s undergraduate concentration in Holocaust and Genocide Studies. “Mark’s vision and dedication makes him a hero in our contemporary world.”

Inspired by Hanis, undergraduates soon established a GI-Net chapter of Students Taking Action Now Darfur (STAND) and already have many plans for the 2006-07 academic year (see page 34).

□ *Judith Jaeger*

Christian Gerlach: “Extremely Violent Societies”

Mass violence and popular participation was the subject of a lecture by Christian Gerlach, assistant professor of history at the University of Pittsburgh, held in the Rose Library at Cohen-Lasry House on 1 March 2006. His lecture, “Extremely Violent Societies: An Alternative to the Concept of Genocide,” presented a fresh theoretical framework for understanding acts to destroy national, ethnic, racial, or religious groups. Gerlach argued that many existing theories of genocide are insufficient to explain the processes of mass violence. Rather than follow traditional concepts of genocide that emphasize the centralized policies of the state, Gerlach underscored the significance of broad popular participation.

Gerlach discussed genocide in the Ottoman Empire, Nazi Germany, and the Soviet Union, describing the multiple causes for each case as well as the range of actors in the implementation of genocide. In the Ottoman Empire, for example, the Ittihadist government deported and murdered Armenians, Assyrians, and other groups beginning in 1915 based on policies of ethnic exclusion and economic confiscation. Nazi Germany implemented its policy to annihilate the Jews of Europe, as well as the Roma (gypsies), and perpetrated the economic exploitation of non-Jewish populations of occupied nations. In the Soviet Union, the official focus of persecution was political opponents, but this also affected whole ethnic groups considered obstacles to the implementation of party policies. Gerlach outlined in each of these three cases that the genocidal policies of the state benefited ethnic or social groups at the local level and provided incentives for collaboration. His examples included the Kurds’ involvement in the Armenian Genocide and a whole host of non-German collaborators during the Holocaust.

For Gerlach, collaboration and its links to the state (acting as a primary perpetrator) merit closer examination. He discussed three key aspects: the complexities and evolution of the motivations for genocide; the significance of local conditions and popular participation in the implementation of mass killings in comparison to the acts of the state; and the linkages between popular participation and the policies and policy makers.

One additional and compelling case that Gerlach cited was Indonesia in 1965-66. Although classified by many scholars as a politically motivated genocide or politicide directed against Communist Party members in Indonesia, Gerlach noted the widespread acts of violence and mass murder against ethnic Chinese and other, more isolated ethnic groups. While the Indonesian army was the primary perpetrator of the politicide, local religious or ethnic groups allied with the army’s policies participated widely. International actors also had a hand in the course of events in Indonesia, such as the United States providing the Indonesian government with lists of names of several thousand Indonesian communists.

In sum, Gerlach emphasized the importance for scholars to consider the broad range of acts and actors in the development and implementation of genocide.

Gerlach is the author of many renowned books on the Holocaust, including *Kalkulierte Morde (Calculated Murders)*, which examines German economic and extermination policy in occupied Belorussia between 1941 and 1944. Gerlach also co-annotated the published edition of Himmler’s appointment book for the years 1941 and 1942.

□ *Jeffrey Koerber*



Christian Gerlach, assistant professor of history at the University of Pittsburgh, speaking at the Center’s Rose Library

Gerlach emphasized the importance for scholars to consider the broad range of acts and actors in the development and implementation of genocide.

Benjamin Lieberman: “Driven off the Map”



Strassler Center Executive Director Mary Jane Rein (left), Nancy Waters, Kaloosdian/Mugar Professor Simon Payaslian, Cyndee Freeman, Dr. Ed Morin '57, Ben Lieberman, Strassler Professor Thomas Kühne, and graduate student Rachel Iskov



Benjamin Lieberman, author of *Terrible Fate: Ethnic Cleansing in the Making of Modern Europe*

Ethnic cleansing and mass violence occurred in a variety of political contexts in 20th-century Europe, but universal to all situations was the involvement of ordinary people at all levels of repression.

Much of Europe was more ethnically diverse a century ago than today. The Ottoman city of Salonika, with its Turkish, Jewish, Greek, Bulgarian, and Armenian populations, is now the Greek city of Thessaloniki. Jewish Lvov, Polish Lwow, and German Lemberg became Ukrainian Lvov. East Prussian Danzig is now Polish Gdansk. Forced expulsions have taken place throughout history and around the globe. Lake Van in Asia Minor, the traditional center of Armenian heritage, now lacks a living Armenian population on its shores. What caused these transformations? What are the links between past occurrences of ethnic cleansing and current genocides? And why do some events remain a part of popular memory, while others are almost completely forgotten?

Benjamin Lieberman explored these themes in his lecture, “Driven off the Map: How Ethnic Cleansing Remade Modern Europe,” sponsored by the Asher family, at Tilton Hall on 23 March 2006. Lieberman is a history professor at Fitchburg State College and author of the recently published book *Terrible Fate: Ethnic Cleansing in the Making of Modern Europe*, a comparative study of violent transformations in European history. Lieberman focused on three waves of social violence in which ethnic cleansing played a pivotal role: the decline of the Ottoman and Russian empires, the rise and fall of ultra-nationalist Nazi Germany, and the resurgence of nationalism in former Communist multi-national states. Common to all of them is the complicity of ordinary citizens.

The removal of whole populations is not a modern phenomenon. Lieberman discussed precursors, such as the expulsion of Jews from Spain in 1492, scattering of Huguenots from France in 1685, or the

expulsion of French Acadians from Nova Scotia in 1755. These purges were initiated by Western European powers. Central and Eastern European rulers governed ethnically diverse territories without resorting to wholesale expulsions. By the end of the 19th century, Armenians in the Ottoman Empire and Jews in Russia were increasingly the target of mass violence.

Ethnic purges were based on racial, political, or social factors. In the aftermath of World War I, diplomats sought to ease ethnic conflict through negotiated “population exchanges,” such as between Greece and Turkey in 1923–24. During the years of the Social Revolution and Great Terror, Soviet authorities forcibly removed ethnic and national groups to remote areas based on the perceived need to accelerate collectivization of agriculture or to secure perimeter border territories. During the Nazi years, various Eastern European countries oppressed Jews, either in concert with German annihilationist policies or as a result of homegrown antisemitism.

Nazi racial policies targeted Slavs, although in Lieberman’s view, they were not the target of genocide. German policies toward Slavs were motivated by the desire for living space in a new German “east.” In the wake of liberation by the Red Army, the Soviet Union resettled ethnic groups in Eastern Europe to suit its security concerns.

Lieberman closed his discussion with a series of observations. Ethnic cleansing and mass violence occurred in a variety of political contexts in 20th-century Europe, but universal to all situations was the involvement of ordinary people at all levels of repression.

□ *Stefanie Fischer*

Simon Payaslian: “Power, Politics, and the Armenian Genocide”

The American response to humanitarian crisis is as complicated today as it was a century ago, as the Center’s Professor Simon Payaslian demonstrated. The Center proudly hosted a public lecture by Payaslian, first incumbent of the Robert Aram and Marianne Kaloosdian and Stephen and Marian Mugar Chair of Armenian Genocide Studies and Modern Armenian History, on 20 April 2006. Clark students and faculty and community members, along with renowned professor of Armenian history and great friend to the Center Richard Hovannisian and his wife, Dr. Vartiter Hovannisian, filled Tilton Hall for the lecture and to celebrate the publication of Payaslian’s new book *United States Policy toward the Armenian Question and the Armenian Genocide*. Payaslian’s highly anticipated lecture, “Power, Politics, and the Armenian Genocide,” came at a time when the Armenian Genocide was in the media due to a lawsuit seeking to include denial Web sites in the Massachusetts state curriculum guide.

In his new book, Payaslian places American responses to the Armenian Question and the Genocide within the broader context of U.S. foreign policy toward the Ottoman Empire from the 1890s to the 1920s, particularly during the Wilson administration. He detailed how the economics of American business interests, missionary initiatives, and the U.S. Navy greatly influenced American foreign policy, and shaped the government’s response to the Armenian Question and the Genocide.

The questions following the lecture reflected deep interest in Payaslian’s research and further revealed his expertise in and passion for his subject. One guest asked if the United States would ever recognize the Armenian Genocide. Payaslian hoped so, but noted that recognition of the Genocide

by the United States assumes recognition by Turkey, which is extremely unlikely. He added that members of the European Union today use the Armenian Genocide just as world powers in the late 19th and early 20th centuries used the Armenian Question—for their own interests and benefits. According to Payaslian, some European countries use Turkey’s refusal to recognize the Genocide to keep Turkey out of the European Union.

Another audience member questioned Payaslian on the role of religious institutions during the Armenian Genocide. Some Armenians had close ties with the missionaries and supported their work, because the missionaries provided some protection for the Armenians and a path toward immigration to the United States, while others resented the missionaries and their influence on their communities and the Armenian Orthodox Church. The role of the missionaries remains the subject of debate. While missionaries might have protested the deportation of the Armenians, Payaslian said, they generally sought good relations with the Ottoman government in order to protect their own property and establishments.

Payaslian’s lecture was well worth the anticipation, provoking much thought and discussion. He challenged conventionally held views on this subject and presented a sharp and hard-hitting assessment of U.S. policy toward the Armenian Genocide.

□ *JulieAnne Mercier-Foint*



Simon Payaslian, first incumbent of the Robert Aram and Marianne Kaloosdian and Stephen and Marian Mugar Chair of Armenian Genocide Studies and Modern Armenian History

“As Professor Payaslian’s research reveals, the disturbing lack of response by the U.S. government to international crises is nothing new. He shows us how vital it is to look beyond immediate interests to a long view of events.”

—Clark University graduate student



Bill Hausrath ’53 (left), Center Director Debórah Dwork, and Kaloosdian/Mugar Professor Simon Payaslian



Center Director Debórah Dwork speaking at the Stockholm Congress

The Center looks forward to developing new intellectually stimulating and mutually beneficial projects with the College of the Holy Cross and its Center for Religion, Ethics and Culture.



Participants in the Stockholm Congress, which was organized as part of *Culture Without Borders*: George Klein (left), Diana Pinto, Shmuel Eisenstadt, Amos Elon, Michael Brenner, Charles Lewinsky, Josef Gorny, Nelly Hansson, Omar Akbar, Göran Rosenberg

Linkages

Just as the Holocaust and genocide touch all corners of the globe, so must the Center's mission of teaching, research, and public service, if such atrocities are to be prevented in the future. The Center's faculty, and graduate and undergraduate students are not alone in their work. Rather, they strive each year to develop new partnerships and collaborations with individuals and institutions in the local community, throughout the country, and around the world. These mutually beneficial relationships enhance and deepen our knowledge of the Holocaust and genocide and bring us closer to our goals of analysis and prevention.

American Jewish Committee

The Center's relationship with the AJC has grown ever stronger since Center Director and Rose Professor Debórah Dwork joined its Anti-Semitism Task Force last year, at the request of Bob Goodkind, AJC President and a good friend of the Center. Over the past year, the Task Force has established a program of immediate response to address the problem of antisemitism, as well as a long-term plan to analyze and assess the nature of new manifestations of antisemitism. The AJC's goal of fighting antisemitism complements the Center's educational mission. Education, after all, is the best defense against antisemitism in its old and new guises.

Brandeis University—Near Eastern and Judaic Studies

Thanks to the suggestion of Professor Marc Brettler, NEJS department chair, Dwork and he developed a partnership agreement, ratified by their respective institutions, which enables NEJS students to take courses at the Center, and vice versa. This cooperative agreement—and Professor Ellen Kellman's generosity—allowed Claims Conference Fellow Jeffrey Koerber

to take Yiddish language and directed reading courses with Kellman. Kellman's courses strengthened a crucially important competency for Koerber, as his dissertation focuses on the experience of Jews in the Vilna District. The Center anticipates sharing faculty expertise with pleasure: NEJS students are most welcome!

College of the Holy Cross

Following last year's tremendously successful collaboration with the College of the Holy Cross on the exhibit "A Child Artist in Terezín: Witness to the Holocaust, Drawings by Helga Weissóva-Hosková, Terezín, 1941-1944," the Center explored additional opportunities for such joint activities. Strassler Professor Thomas Kühne took up this important task, meeting with William Shea, director of the college's Center for Religion, Ethics and Culture, as well as several faculty from the college to discuss ideas for future collaboration. The Center looks forward to developing new intellectually stimulating and mutually beneficial projects.

Culture without Borders: Stockholm Congress

Dwork served as academic advisor to an international congress on "The New European Cultural Landscape and the Jewish Experience," held in Stockholm in March 2006. The congress was organized as part of *Culture Without Borders*, a one-year project that unfolded between 15 August 2005 and 14 August 2006 and was sponsored by the Jewish Cultural Heritage Foundation; Culture 2000 Programme of the European Union; Jewish Museum, Berlin; Jewish Museum, Prague; Fondation du Judaïsme Français; Museum of the History of Polish Jews; and the Jewish Community of Stockholm. The congress brought together key thinkers from the academic, cultural, and political

spheres to explore the role of minorities and integration in fueling the creative process in arts and science and in shaping the future of Europe, using the Jewish narrative as a case study. In addition to her work as academic advisor, Dwork presented the opening remarks, chaired a panel on “Integration and Cultural Creativity: The Jewish Perspective,” and chaired the final panel discussion, closing the congress with a “Summary and Conclusions” presentation.

Danish Institute of International Studies

Searching to connect his Jewish roots in Worcester with his profound respect for his father-in-law’s experience as a partisan in World War II, Dr. Howard Kulin approached the Center to initiate an exciting new partnership. Kulin’s father-in-law fought with the partisans, was imprisoned by the Germans in a concentration camp, and was eventually released with other Scandinavian prisoners. A family archive documents the experience. Kulin approached the Department of Holocaust and Genocide Studies of the Danish Institute to identify an American partner for a collaborative program. Genocide scholar Erik Markusen, who divides his professional time between the Institute in Copenhagen, where he is a research fellow, and the Department of Sociology at Southwest Minnesota State University, immediately recommended Clark. This was a fortuitous suggestion for the Worcester-born Kulin who sought the preeminent American program.

Markusen traveled to Clark in October 2005 to lay the groundwork for a program of faculty and student exchanges. Doctoral students at the Center eagerly welcomed Markusen, well-known to them for his seminal work in the field of comparative genocide studies. He described his work in areas around the globe collecting evidence about genocidal activity. The value of such hands-on experience is tremendous for students who envision careers

implementing policies to address current genocides. Immediately invited to serve on the doctoral committee for a student in comparative genocide, Markusen graciously agreed with alacrity.



Genocide Scholar Erik Markusen with Center Director Debórah Dwork

The Center was pleased to welcome Cecilie Banke and Martin Mennecke from the Department of Holocaust Studies at the Danish Institute in April to further explore opportunities for collaboration further. Banke, a historian and sociologist, seeks to explain current phenomena through the study of history. Her current research interest is the impact of the Holocaust on European politics and culture. Mennecke, a lawyer, focuses his work at the Institute on peace keeping, intervention, and transitional justice. He is heavily involved with the Danish National Day of Remembrance educational outreach program. The Center and the Danish Institute have been working to develop a formal collaboration, and Banke and Mennecke’s discussions with faculty and graduate students moved this process forward. In addition to its wealth of scholarship in the field of Holocaust and genocide studies, the Danish Institute offers unique learning opportunities by virtue of its location. The Museum of Resistance in Copenhagen, the Dutch Center for Holocaust and Genocide Studies, and the Anne Frank House are among some of the key sites for Holocaust research located near the Institute. Banke, Mennecke, and the Center community left the discussions energized to pursue initiatives that will help broaden and deepen the field of Holocaust and genocide studies.

“I would hope that Europe can start to take in the Holocaust and face it, with all the darkness and all the skeletons.”

—Cecilie Banke, Danish Institute for International Studies

The Center and the Genocide Education Project share the crucial mission of preventing genocide by helping teachers, students, and educational organizations teach and learn about genocide.

The JFR and the Center continue to move forward together in their mission to provide outstanding Holocaust education to students and teachers of all levels, as well as to museum and memorial personnel.

Debórah Dwork (left), the JFR's Director of Education Jonathan Gruber, and Maria Kershenbaum, a Holocaust rescuer

The Center community takes great pride in how students in the undergraduate Holocaust and Genocide Studies Program transform their education into action.

Genocide Education Project

With his commitment to the Center's public service mission, Kaloosdian/Mugar Professor Simon Payalsian is pleased to serve on the advisory board of the Genocide Education Project. This San Francisco-based nonprofit organization helps educators teach about human rights and genocide, with a special focus on the Armenian Genocide. The Genocide Education Project develops and distributes instructional materials, provides access to teaching resources, and organizes educational workshops. The Center and the Genocide Education Project share the crucial mission of preventing genocide by helping teachers, students, and educational organizations teach and learn about genocide. Payalsian's work with this organization also dovetails perfectly with his ongoing outreach to Armenian communities in Worcester and throughout the country.



Genocide Intervention Network

Mark Hanis, cofounder of the Genocide Intervention Network (GI-Net), spoke at Clark in March (see page 12) about how he and his fellow students at Swarthmore College mobilized a national movement to call attention to the ongoing genocide in Darfur. His passion was contagious and inspired Clark undergraduates to establish a GI-Net chapter of Students Taking Action Now Darfur (STAND). The Center community takes great pride in how students in the undergraduate Holocaust and Genocide Studies Program transform their education into action.

Jewish Foundation for the Righteous

The JFR and the Center continue to move forward together in their mission to provide outstanding Holocaust education to students and teachers of all levels, as well as to museum and memorial personnel. Dwork's nearly 10-year association with the JFR grew stronger with the passing of another year. She is in her third year on the JFR's Board of Trustees and her second as chair of the Board's Education Committee and Strategic Planning Committee. She was honored to be appointed vice chair of the Foundation in January 2006. Supporting the JFR's educational programs, Dwork continues to teach in the JFR Summer Institute for Teachers, first held at Clark and now held at Columbia University, and she also taught in the JFR's advanced winter seminar for "graduates" of the summer institute. Strassler Professor Thomas Kühne has taught in the JFR's advanced winter seminar in the past.

Jewish Partisan Education Foundation

On 7 October 2005, the Center, in conjunction with the Jewish Partisan Education Foundation (JPEF), was pleased to host a one-day teacher workshop about Jewish armed resistance activities against the Germans. Mitch Braff of JPEF led the workshop, which was held in the Center's Rose Library. Twenty-six teachers and staff from area high schools and Center graduate students Rachel Iskov and Jeff Koerber participated in the workshop, which explored the experience of some of the approximately 30,000 Jews who escaped from ghettos and camps to join hundreds of thousands of non-Jewish partisans, or to form their own fighting groups. Located in Poland, the Soviet Union, Lithuania, Greece, France, and other regions, these groups blew up thousands of armored convoys and undermined the German war machine. In addition to armed resistance, countless actions contributed to survival, such as smuggling food into ghettos and contacting resistance groups on the outside. Jews also practiced their faith, taught children to read, or gave theater perform-

ances or concerts. This spiritual resistance helped Jews maintain their dignity and self-respect.

The teachers also learned about individual partisans, such as Frank Blaichman, who was 16 years old at the time of the German invasion and escaped a ghetto to join other Jews hiding in a nearby forest. There, he encouraged the formation of a defense unit. He obtained firearms by dressing as a Soviet paratrooper and threatening a well-armed local farmer. Gertie Boyarski escaped the ghetto in Derechin, Poland, with her family just before a Nazi roundup. She later joined a partisan group of Russians, Poles, and Jews. Abba Kovner, the well-known Israeli poet, had been a member of the HaShomer HaTzair youth movement in Vilna before the German occupation. Emerging as a leader of underground activities, he advocated armed resistance against the Nazis. Kovner supervised the escape of the fighters to the forests, where he commanded the Jewish Unit composed of Ghetto fighters. Workshop participants examined these individuals to identify factors that aided survival.

Keene State College

Kühne began laying the foundation for partnership between the Center and Keene State College when he organized a workshop on “Male Bonding and Mass Murder: The Germans and the Holocaust,” held on 10 February 2006 at Keene State’s Cohen Center for Holocaust and Genocide Studies. Following this successful collaboration, the Center was pleased to host a delegation from the Cohen Center in April. The group of faculty, administrators, and donor Jan Cohen came to Clark to learn how the Strassler Center developed its graduate and undergraduate programs. Keene State wishes to develop its minor in Holocaust studies into a major, and the Strassler Center is honored to be considered a model for Keene’s programs. Dwork described the genesis and evolution of the Strassler Center, discussed the practicalities of fundraising and academic planning, and



Mitch Braff from the Jewish Partisan Education Foundation leading a workshop for teachers in the Worcester Public Schools

described how Clark offered institutional support from the start. She talked about her own training in modern European history and why college-level teaching of Holocaust history must be normalized. The visit concluded with promising discussions about the growth of Keene’s Cohen Center, and the possibility for future collaboration between the two institutions.

kNOw GENOCIDE: United Against Denial

The Center is proud to join kNOw GENOCIDE in the fight against genocide denial. This new multi-ethnic coalition was launched on 21 April 2006 following a commemoration ceremony marking the 91st anniversary of the Armenian Genocide. The kNOw GENOCIDE coalition counters ongoing denial of known cases of genocide, such as the Darfur, Cambodian, Rwandan, and Armenian genocides, as well as the Holocaust. kNOw GENOCIDE is particularly concerned by a recent law suit against the Massachusetts Department of Education for excluding Web sites that deny the Armenian Genocide from its State Curriculum Guide. kNOw GENOCIDE maintains that refusal to teach genocide denial is not unconstitutional censorship, but rather a commitment to upholding the basic educational mission of teaching reliable and factually accurate materials. In addition to the Center, the coalition includes the Armenian Assembly of America, Armenian National Assemblies of Massachusetts, Cambodian Mutual Assistance Association, Genocide Intervention Network, Irish Immigration Center,

“I plan on incorporating the themes discussed in today’s workshop on Jewish partisans into my history courses.”

—Teacher at Worcester’s South High School

The Center is proud to join kNOw GENOCIDE in the fight against genocide denial.

Keene State seeks to develop its minor in Holocaust studies into a major, and the Strassler Center is honored to be a model for Keene’s programs.

Jewish Community Relations Council, Massachusetts Council of Churches, Rwanda Outlook, and the University of Minnesota Center for Holocaust and Genocide Studies. The Center community stands strong with these fine organizations against the crimes of genocide and genocide denial.

Museum of Jewish Heritage— A Living Memorial to the Holocaust

The Center continues to maintain firm ties with the MJH. In addition to serving on the MJH's Academic Review Committee, Dwork delivered a lecture to teachers participating in the MJH symposium "Life in the Shadows: Hidden Children and the Holocaust" in November 2005. As always, Dwork enjoyed sharing her knowledge with the teachers and, according to education program manager Nili Schiffman, her lecture served as a perfect introduction to the historical context of the symposium and to the exhibition of the same title. Dwork also taught in the museum's gallery educator program, which gave her the opportunity to educate the people who interact with the visitor public most directly.

New York Public Library

Dwork and her co-author Robert Jan van Pelt, Distinguished University Professor at the University of Waterloo and great friend of the Center, shared the privilege of contributing their expertise to Ann Kirchner's "Letters to Sala" exhibit, which was on view at the New York Public Library from 7 March to 17 June 2006. This compelling exhibition of a unique cache of Holocaust-era letters and photographs received by Kirchner's mother, Sala Garncarz, illuminates Sala's life from the time she entered a labor camp in 1940 until her liberation in 1945. Dwork served as adviser to Ann Kirchner and Curator Jill Vexler. An illustrated companion book, *Letters to Sala: A Young Woman's Life in Nazi Labor Camps*, features the story of Sala's internment and liberation and an essay on Sala's world by

Dwork and her co-author Robert Jan van Pelt, Distinguished University Professor at the University of Waterloo and great friend of the Center, shared the privilege of contributing their expertise to Ann Kirchner's "Letters to Sala" exhibit.

Dwork and van Pelt. The free exhibition was on view at the New York Public Library's Humanities and Social Sciences Library. More information about the exhibit is at www.nypl.org/press/2006/salaarchive.cfm.

Worcester Public Schools

The Center welcomed teachers from the Worcester Public Schools to Cohen-Lasry House on 17 March 2006 for a workshop that examined families in Belgium forced to live under German occupation, and the differences between Nazi concentration camps and the death camps. Christian de Marcken, who found himself and his family caught in Belgium in 1939, told the teachers about life for him, his parents and four siblings under the extreme cruelty of the Nazi regime. De Marcken, now an American citizen, described the struggles his family went through to stay alive under the Germans' watchful eyes. His father fought with the partisans, which made it much more dangerous for the family. In the second half of the workshop, Ph.D. candidate Jeff Koerber explained the locations of and differences between concentration camps and death camps. The questions and discussion were thoughtful and clearly showed that Koerber's presentation stimulated the teachers' interest.

The positive feedback from the participants in this and the JPEF workshop illustrate not only the success of the Center's educational outreach initiatives, but the effectiveness of workshops in general in educating teachers about the Holocaust and genocide and their prevention.

□ *Judith Jaeger*

Center Volunteer Keeps Yiddish Alive

On Wednesday afternoons at the Center this year, it wasn't unusual to hear the melody of "Take Me Out to the Ball Game" ring through Cohen-Lasry House, the verses belted out in Yiddish as part of Sam Gordon's weekly Yiddish class. Gordon, who has volunteered his time teaching Yiddish at the Center for the last few years, loves to use music in his classes.

"We like to have fun and do things that are easy for students to learn and remember," said Gordon, who became involved with keeping the Yiddish language alive at Congregation Beth Israel in Worcester. The congregation's Beth Israel Senior Outreach Network, Gordon explained, decided to build relationships with schools and community organizations by teaching Yiddish. Classes took place at the Eisenberg, Tatnuck on the Park, and Bet Shalom assisted-living communities, the Jewish Community Center, and Beth Israel senior housing. Many of these and other classes continue today. A few years ago, Gordon approached Dr. Tatyana Macaulay, the Strassler Center's program manager, about starting a class at Clark. It was a kind of homecoming for Gordon, who attended the University for two years in the 1930s.

"I always said that we should do something here because Yiddish is the language of the Holocaust," Gordon said. The greatest number of victims of the Holocaust were Jews from Eastern and Central Europe, whose language and common culture were Yiddish. "When this terrible tragedy struck them, Yiddish became even more important because it was their way of communicating with each other." Hearing Yiddish at the Center reminds students of the culture the Nazis sought to destroy.

Gordon, like many of his generation, learned Yiddish from his mother, who

spoke it at home, and from other families who also spoke the language. Now, he and his fellow volunteer teachers from Beth Israel are part of the movement to revive the Yiddish language.

"It's an uphill battle to keep this going. But I always say, Yiddish is still alive in Worcester."

It's certainly still alive at the Strassler Center, where the weekly class was cosponsored this year by Clark Hillel and attended by Clark undergraduate and graduate students, and Worcester community members. One participant came to Clark from Brookline, Mass., for class each week. Gordon shared with them the many Yiddish teaching materials he has collected over the years. He has so much now, he said, that "it causes marital problems at our house." Gordon's wife, Carolyn, chuckled in agreement.

Gordon typically teaches two to three classes a week, including a class at the New Jewish Academy, an elementary and middle school in Worcester.

"The most exciting and exhilarating time I've had is teaching Yiddish to these young people," Gordon said. He plans to continue working with children and with his students at the Center. "It's a two-way street. The people who've come to my class at Clark have learned something from me, and I've learned something from them."

□ *Judith Jaeger*

"It's a two-way street. The people who've come to my class at Clark have learned something from me, and I've learned something from them."

—Sam Gordon,
the Center's volunteer
Yiddish teacher

Sam Gordon (front row, third from left) and his wife Carolyn (front row, second from left) with members of his Yiddish class at the Center. Pictured with the class is Saul Seder '21 (front row, seated), who passed away in the spring.



A Valued Member of the Center Community: Amanda Graizel

“Amanda’s gifts are the enormous energy and cheerfulness with which she accomplished everything on her plate.”

—Dr. Tatyana Macaulay,
Program Manager
at the Center

Lending a hand to facilitate the Center’s busy schedule of events this year, Amanda Graizel ’06 served as an intern for the Center, with support from Hillel International and an anonymous donor to Clark Hillel.

A sociology major with a concentration in Holocaust and genocide studies, Graizel proved a valuable and enthusiastic member of the Center community. During the fall semester, she ran the Yiddish Tisch, a weekly Yiddish class taught by volunteer Sam Gordon (see page 21), and promoted the Center’s many events to her fellow students.

Graizel’s role as an activist and student leader shines bright. In the spring, her work with the Center and Hillel focused on the genocide in Darfur. She helped organize a lecture given by graduate student JulieAnne Mercier-Foint and Abu Assal, a refugee from Darfur, which coincided with a talk by Mark Hanis of the Genocide Intervention Network (see page 12). Graizel was also involved with Clark’s new Students Taking Action Now Darfur (STAND) chapter, participating in lobbying workshops and activities, such as the 30 April 2006 rally in Washington, D.C. She helped organize fundraisers and a vigil to call attention to the situation in Darfur.



Shira Moskovitz ’09 (left),
Ashley Borell ’06, Mark
Hanis, Amanda Graizel ’06,
and Joanna Brinton ’06

A Holocaust history course sparked Graizel’s passion for Holocaust and genocide studies and related fields. She participated in Clark’s Prague/Terezín Program, in which undergraduates travel to these cities to learn first-hand about the Holocaust, and was just two courses shy of a concentration in Judaic studies as well.

“It all connects,” she said. “I can take information and insights I’ve learned in a class about the Holocaust and connect it to classes on race or deviant behavior.”

At the Center, Graizel enjoyed the camaraderie of the graduate students, who recommended books to her and spent time discussing topics of common interest.

“I love everyone at the Center, and I’m sad to be leaving,” said Graizel a few weeks before her graduation from Clark. “Dr. Macaulay is awesome, and Dr. Dwork is an amazing teacher—and like your mom when you’re not at home.”

The Center community has equal appreciation for the time and energy Graizel put into her work on behalf of the Center’s students, faculty, and staff.

“Amanda’s gifts are the enormous energy and cheerfulness with which she accomplished everything on her plate,” says Program Manager Dr. Tatyana Macaulay, who described Graizel as “the Guardian Angel/hostess” for the Yiddish Tisch.

Graizel plans to pursue work in the field of Holocaust and genocide studies, either in advocacy or education. She is interested in lobbying for legislation related to genocide prevention and intervention or working with schools on Holocaust and genocide education.

□ *Judith Jaeger*

Faculty Notes

The Center's intellectual reach is extended by the teaching, research, and public service activities pursued by faculty throughout the year.

"How are you doing?" someone asked **Debórah Dwork**, founding director of the Center and Rose Professor of Holocaust History. "Never better!" she replied. She meant it. Delighted by the Center's fruitful engagement with its three-part mandate of research, teaching, and public service, she was pleased, too, that she had terrific opportunities to deploy her energies in these endeavors. Committed to using her scholarly knowledge in the public realm, Dwork was happy to have been asked to join the board of the Jewish Cultural Heritage Foundation, and to serve as the Academic Adviser for a major project supported by the JCHF. "The New European Cultural Landscape and the Jewish Experience," the jewel achievement of a year-long initiative, *Culture Without Borders*, was sponsored by the Culture 2000 Programme of the European Union; Jewish Museum, Berlin; Zidovske Muzeum v Praze; Fondation du Judaisme Français; Museum of the History of Polish Jews, and the Jewish Community of Stockholm in addition to the JCHF. "All credit for mounting this multi-national, multi-disciplinary congress goes to Lizzie Scheja, former cultural attaché at the Israeli Embassy in Stockholm; now an independent cultural affairs wizard. My job was simply to advise." Dwork took to the lectern for several presentations and panel discussions (see page 16). As she said, "Stockholm is a gorgeous city. But in March? Only such a significant enterprise could have pulled together such a dazzling array of thinkers in March!" Dwork was equally pleased to serve as an advisor to Ann Kirchner and curator Jill Vexler on their "Letters to Sala" exhibition which

opened at the New York Public Library just before Dwork flew to Stockholm. Dwork and her coauthor Robert Jan van Pelt (who holds a Distinguished University Professorship at Waterloo in Canada) wrote an essay, "Sala's World, 1939-1945: Sosnowiec, Schmelt's Camps, and the Holocaust" to follow Ann Kirchner's biographical piece on her mother, Sala, in a companion volume to the exhibition. If anyone wishes to know how a concentration camp inmate received (and sent) letters, Dwork and van Pelt's essay will explain. As in past years, Dwork served on the American Jewish Committee's Anti-Semitism Task Force; she chaired two board committees for the Jewish Foundation for the Righteous and was honored to be appointed Vice-Chair of the Foundation; and served on the academic boards of the International Research Institute on Jewish Women at Brandeis University and of Facing History and Ourselves.

Undergraduate teaching and graduate student mentoring remain a constant source of cheer for Dwork. She thoroughly enjoyed revamping her two-semester sequenced course on the history of the Holocaust into a one-term, entry-level, gateway course. "I could not have taught this course earlier in my career. It is only now, having researched and pondered the history of the Holocaust for nearly two decades, that I am in a position to teach a 15-week course that presents three narrative lines at once: the big picture, details to support that broad conception, and meaningful bridges to the world in which we live today," she explained at the first session. Evidently, it was worth the incubation: the students' evaluations showed that they appreciated it, too. Dwork served as advisor for first-year undergraduate students, a history honors' student, and a first-year graduate student, and as disser-



Debórah Dwork (center) is pictured here with Choate student Marla Spivack (left) and Adrien Uretsky '02, New England director of The Curriculum Initiative, at Dwork's presentation at Choate-Rosemary hall



Debórah Dwork (center) with Dale Daniels (left), executive director, and Jane Denny, director of education, at the Center for Holocaust Studies, Brookdale Community College, where Dwork spoke to an audience of more than 2,000.

tation director for seven doctoral candidates. She took great pleasure in the intellectual growth of the honors' student and doctoral candidates as reflected in their written work. "Scholars never work out their thoughts precisely until they set themselves the discipline of the printed page. I loved seeing their thoughts emerge through cogent narratives grounded in cutting-edge research. That's the goal: for them to take this field in new directions."

An internationally recognized historian of the Holocaust, Dwork spent quite a bit of time abroad this year. She was the sole American participant in *The New European Cultural Landscape and the Jewish Experience* congress and, as the Academic Advisor, she found herself in meetings from Paris to Tel Aviv. On the subject of her own research, she was happy to have the opportunity to present two talks with her co-author van Pelt at Concordia University in Montreal. And she was delighted that the publication in May of the Czech translation of their co-authored book, *Auschwitz*, sparked interviews in every major newspaper, magazine, and journal—as well as TV and radio talks. Dwork and van Pelt had revised their manuscript for the Czech translation, and had added a new chapter, which W.W. Norton, their American publishers, will include in the next edition. Dwork doubts that the publication of a long-needed new edition of the *Encyclopedia Judaica* will prompt that kind of popular response but, a faithful user of this central resource, Dwork was glad to have written the entry on "Auschwitz" with van Pelt for the venerable publication.



Thomas Kühne

This year, as always, Dwork reached out beyond her classroom at Clark to teach students elsewhere, and to teach school teachers and Holocaust museum and memorial personnel. She was thrilled when Adrien Uretsky '02, a former undergraduate student now doing terrific work with The Curriculum Initiative, invited her to speak at a two-day program she was organ-

izing with Choate-Rosemary Hall. Happy to have the opportunity to accede to a past student's request, Dwork accepted readily. It was a daunting task: a lecture to a few hundred students covering "The Long History of Antisemitism" one day, and a talk on "Choices and Decisions During the Holocaust" to over 1,000 the next. As it transpired, this served as experience for a talk on "Rescue: One Person Can Make a Difference" to some 2,400 middle and high school students, teachers, and community members hosted by the Center for Holocaust Studies at Brookdale Community College. As in previous years, Dwork participated in education programs held by the Museum of Jewish Heritage for New York City school teachers as well as for their gallery educators, and she served as a mainstay speaker in the national education program run by the Jewish Foundation for the Righteous.

For Dwork, public service also means serving as an expert for the press, to provide an educated voice in the public debate on Holocaust- and genocide-related issues. This year, Dwork was pleased to work with journalists on a range of issues from the prison sentence meted out to denier David Irving by the Austrian courts to the lawsuit brought in Massachusetts in an effort to force the Department of Education to include Web sites that deny the Armenian Genocide in its State Curriculum Guide.

Thomas Kühne, the Strassler Family Chair in the Study of Holocaust History, continued to enrich the intellectual life of the Center and the University during his second year at Clark. Kühne takes great pleasure in his role as teacher and mentor for the Center's undergraduate and graduate students. He mentors graduate students Robin Krause, JulieAnne Mercier-Foint, and Stefanie Fischer. Ever generous with his time, Kühne served as advisor to Jody Manning '07, who was the first U.S. intern at the Auschwitz-Birkenau Memorial and State Museum in Poland, during summer

2005 (see page 34), and Nick Reynolds '06 on his honors thesis on the expulsion of Germans from the Sudetenland in 1945. Kühne also led a directed reading with Reynolds, Fischer and Daniel Roberts '07—all this while also teaching and pursuing his own research.

Recognizing that a leading Ph.D. program relies upon the resources of a first-rate library, Kühne gladly supervises the Rose Library. To this end, he collaborates with Diana Bartley—who has been filling the Rose Library's shelves with books urgently needed by faculty and students—on the Center's "wish list" of research materials. A gracious ambassador for the Center, Kühne also participates unstintingly in its scholarly planning work, from serving on the Steering Committee to the Graduate Admissions Committee. Indeed, he contributes to the University beyond his work at the Center. He is on the Steering Committee for the new Difficult Dialogues program, administered through Clark's Higgins School of Humanities, and the Modern History Colloquium is his initiative.

An internationally respected historian of Nazi Germany and the Holocaust, Kühne is a sought-after speaker. He participated in the panel discussion "Self-Discipline and Survival: Servicemen's Diaries and Subjectivity in China and Japan, 1937-45" at the 120th-annual meeting of the American Historical Association, held 5-8 January 2006. Kühne organized a workshop on "Male Bonding and Mass Murder: The Germans and the Holocaust" at Keene State College's Cohen Center for Holocaust and Genocide Studies on 10 February 2006. He also gave invited lectures on "Comradeship: Hitler's Soldiers and the Morals of Mass Murder" at the College of the Holy Cross in Worcester, Mass., on 2 March 2006, and "Togetherness and Mass Murder: The Germans and the Holocaust" at the Minda de Gunzburg Center for European Studies at Harvard University on 3 April 2006. Always mindful of ways to

contribute to the Clark community, Kühne presented the paper "Male Bonding and Mass Murder: German Soldiers and the Holocaust" at the University's conference "Rethinking Women and Gender: Women's and Gender Studies at Clark University" on 16-17 September 2005.

Kühne takes seriously the Center's public service mission, seeking opportunities to work with other organizations to help shape the field of Holocaust and genocide studies. The only scholar from the United States and a specialist on the German military's involvement in the Holocaust, he served on the committee to evaluate the influential Military History Institute at Potsdam, Germany. He explored opportunities for collaboration with the College of the Holy Cross in Worcester (see page 16), and his workshop at Keene State College in Keene, N.H., is likely to be the first of many collaborations with that institution as well (see page 19). The local community tuned in for Kühne's discussion of "Does the Nazi ideal dominate body aesthetics?" as part of the "Worcester: Academically Speaking" series on WTAG AM radio.

Kühne published a seminal book this year, *Kameradschaft: Die Soldaten des nationalsozialistischen Krieges und das 20. Jahrhundert (Comradeship: The Soldier of the Nazi War and the 20th Century)* to critical acclaim in Germany. The Center community eagerly awaits the publication of his next book, *Belonging and Genocide: A German Story*, which is under contract with Yale University Press. It will explore the connection between community building, national belonging, and the Holocaust. Delving into earlier periods of German history, Kühne has submitted a book chapter, "From Electoral Campaigning to the Politics of Togetherness: Localism and Democracy in Imperial Germany," to a volume on *Localism in Imperial Germany*, edited by David Blackbourn and James Retallack. Kühne reviewed numerous books for a variety of journals and electronic media, including one by Isabell



Simon Payaslian

Hull on the beginning of the Germany tradition of genocidal warfare until 1918, Jürgen Matthäus et al. on the ideological indoctrination of Holocaust perpetrators, and two books on Jewish life in post-Holocaust Germany by Jay H. Geller and by Y. Michal Bodeman.

Simon Payaslian, Kaloosdian/Mugar Chair of Armenian Genocide Studies and Modern Armenian History, took center stage this year with the publication of his book *United States Policy Toward the Armenian Genocide*, which offers a new perspective and challenges conventional views of U.S. policy since World War I. He examines how U.S. missionary, economic, and geopolitical interests blunted the Wilson administration's opposition to genocide. Wilson's government, Payaslian argues, was not seriously interested in the Armenian cause and merely utilized the Armenian Question to pursue its domestic and international political and economic objectives. The Center, Clark and local communities celebrated this achievement with Payaslian at a lecture and book launch on 20 April 2006 (see page 15). This event also commemorated the successful completion of the Challenge to fund the Kaloosdian/Mugar Chair. Payaslian offered a most fitting thank-you to the generous alumni and friends who contributed to the challenge with his fascinating lecture "Power, Politics, and the Armenian Genocide," demonstrating to those gathered that evening the important scholarship the chair supports.

Payaslian spent the fall 2005 semester on sabbatical, pursuing research for his new book project on Armenian history, which included a research foray in Erevan, Armenia. Payaslian returned for a busy spring 2006 semester, teaching courses on "European Roots," "The British Empire," and "Western Powers and the Armenian Genocide." This last is a new course developed by Payaslian that surveys obstacles to international responses to genocides within a comparative perspective, and

examines the diplomacy of Western powers toward the Ottoman Empire and the internationalization of the Armenian Question, followed by the events leading to the Armenian Genocide. In addition to his teaching responsibilities, Payaslian served as an adviser to six first-year students and five history majors this year, and also serves on a dissertation committee. The Center is fortunate to have Payaslian maintain a watchful eye on its Web site and serve on the Graduate Admissions and Steering committees. An active member of the University community, Payaslian also serves as the faculty advisor for the Truman Scholarship and the Armenian Students Association. He most certainly impressed prospective undergraduate students as the host of the Holocaust and Genocide Studies Program during Clark's admitted students open house in April 2006. Clark alumni were equally impressed with Payaslian's lecture at an alumni event at the Museum of Tolerance in Los Angeles in February 2006.

With his outstanding reputation as a scholar of the Armenian Genocide, Payaslian continues to represent the Center at organizations and institutions throughout the country. He presented the paper, "The Legacy of the Armenian Genocide," at the sixth-biennial conference of the *International Association of Genocide Scholars*, held in Boca Raton, Fla., from 4-7 June 2005. On 15 October 2005, he presented a paper, titled "The Church Bearing Witness to the Armenian Genocide, 1915-1923," at the University of Southern California, under the auspices of His Holiness Aram I Catholicos of the Great House of Cilicia. Payaslian delivered a lecture on "The Armenian Genocide and Reconciliation: Causes, Consequences, and Lessons," at West Chester University in Pennsylvania on 9 November 2005 and a lecture on "U.S. Policy and the Armenian Genocide" at the University of Texas, Austin on 7 April 2006, where he also conducted a day-long seminar on the Armenian Genocide on

8 April 2006. Payaslian presented another Armenian Genocide workshop at Yale University on 27 April 2006.

Payaslian is a true friend of the Armenian community, both locally and across the country. He delivered a public lecture on “An Assessment of the Historiography on U.S. Policy toward the Armenian Question” at the National Association for Armenian Studies and Research in Belmont, Mass., on 9 March 2006, gave a public lecture about U.S. policy toward the Armenian Question and signed copies of his new book at the Armenian Community Center in Ridgefield, N.J., on 12 March 2006, and served as the keynote speaker at the 24th commemoration event for the Armenian Genocide in Whitinsville, Mass., on 23 April 2006.

A passionate advocate for education about the Armenian Genocide, Payaslian is dedicated to keeping the Armenian Genocide and Armenian history and culture in the public eye. Payaslian appeared in local media outlets such as the *Worcester Telegram & Gazette* and on WICN radio in Worcester, and on WCCA TV Channel 13 in Worcester. He was also interviewed by *Horizon*, an Armenian weekly newspaper in Montreal, and by *Voice of Armenia*, an Armenian/Russian newspaper based in Erevan, Armenia, for forthcoming articles. Payaslian also serves on the Advisory Board of the Genocide Education Project (see page 18).

As director of the undergraduate Holocaust and Genocide Studies Concentration and a member of the Center’s Steering Committee, **Shelly Tenenbaum** plays an integral role in the Center’s community and programs. An associate professor of sociology, Tenenbaum exemplifies the interdisciplinary strengths of the Center’s undergraduate and graduate teaching and research. She not only teaches and advises students in sociology and Holocaust and Genocide Studies, but also contributes to the Jewish Studies Concentration, the Race and

Ethnic Relations Concentration, and the Women’s Studies Program.

This year, Tenenbaum taught the courses “Introduction to Sociology,” “Race and American Society,” “Genocide,” and “Women and Jewish Culture,” as well as an internship seminar. She supervised three undergraduate students and one graduate student in directed studies this year. If that weren’t proof enough of her dedication to undergraduate teaching and research, Tenenbaum served as a trusted adviser to 10 first-year students and 12 sociology majors, and also sponsored a panel of seven students for Academic Spree Day, Clark’s annual showcase of undergraduate scholarship and creative endeavors. She helped to initiate the Clark chapter of Students Taking Action Now Darfur (STAND) and serves as its faculty adviser (see page 18).

Even with a plate overflowing with administrative and teaching responsibilities, as well as her own research activities, Tenenbaum finds time to share her knowledge with the wider academic community. She presented, with Lynn Davidman, “It’s in My Genes: Biological Discourse and Essentialist Views of Identity Among Contemporary American Jews” at the Association for Jewish Studies in December 2005 and was a panelist for the discussion “The Place of Holocaust in Contemporary Sociological Narrative” at the Eastern Sociological Society in February 2006.

In addition, Tenenbaum was invited to update two encyclopedia articles that are to be reprinted in *Jewish Women: A Comprehensive Encyclopedia*. Her article “Who Rules America?” coauthored with Clark sociology professor Robert Ross, is forthcoming in the journal *Teaching Sociology*. Ever generous to her profession, Tenenbaum also serves as an Editorial Board member for the journal *AJS Perspectives*, and is a referee for the *Journal for the Social Scientific Study of Religion* and *Polity Press*. □ *Judith Jaeger*



Shelly Tenenbaum

Graduate student news

Graduate students are the pulse of the Strassler Family Center for Holocaust and Genocide Studies. Ten young scholars endowed the Center community with passion and intellect during the past year. With their scholarship and energy, they are already beginning to make their mark in the fields of Holocaust and genocide studies.



Center graduate students:
(back row, from left)
Lotta Stone, Jeff Koerber;
(middle row, from left)
Naama Haviv, Robin Barry,
Tiberiu Galis; (front row,
from left) JulieAnne
Mercier-Foint,
Ilana Offenberger

Three words describe the final program year for Sarah Cushman and Rachel Iskov: writing, writing, writing. Both anticipate the pride of accomplishment that will come with completing their doctoral theses.

In addition to writing her dissertation, which she expects to finish this fall, Spielberg Fellow **Sarah Cushman** had two papers accepted for conferences in September 2005. She traveled to Israel for a conference on *Women and the Holocaust: Gender Issues and the Holocaust*, sponsored by Beit Berl College, Beit Terezin, and the Ghetto Fighters Museum. Her paper, “Sexuality and Sexual Violence in Auschwitz-Birkenau,” was well-received. While there, she met with scholars Beate Meyer, a warm friend of the Center; Anita Tarsi, a coordinator of the conference from Beit Terezin; and Batya Brutin of Beit Berl College. From Israel, Cushman traveled to Aberdeen, Scotland to the Feminist and Women’s Studies Conference (UK and Ireland) *Gender and Violence*. She presented a paper on “Annihilatory Violence: Women’s Responses to the Dehumanizing Environment of Auschwitz.”

Cushman’s cutting-edge work was rewarded with a prestigious postdoctoral fellowship. She received the Charles H. Revson Foundation Fellowship for Archival Research to support six months of research at the United States Holocaust Memorial Museum

(USHMM), where she will research the history of nurses at Auschwitz, and the Auschwitz postwar trials. Her plan: to add these chapters to her dissertation, *The Women of Birkenau*, as she transforms her thesis into her first book.

After a year of research at archives in New York, Warsaw, Lodz, and Washington, D.C., Claims Conference Fellow **Rachel Iskov** returned to Worcester in summer 2005 to write her dissertation. Closer reading of her extensive collection of documents prompted Iskov to focus on the Lodz ghetto, and shaped her dissertation into the current *Jewish Family Life in the Lodz Ghetto*. This ambitious project covers the beginning of the war, family life and the public sphere, hunger and disease, family life and the private sphere, the deportations, family life after the deportations, and the liquidation of the ghetto. Like Cushman, she spent the past year in the thick of writing.

Iskov gave several guest lectures in spring 2006. In March, she spoke at the Valley View School, a special-education private school for boys, in North Brookfield, Mass. She discussed Nazi propaganda and the Holocaust, as part of their Sunday lecture program. Later in the month, Iskov lectured on “Jewish Life in Occupied Europe” in Professor Debórah Dwork’s gateway course, “The Holocaust: Agency in Action.” She also presented a paper on “Notions of Family in the Lodz Ghetto,” at the *Beyond Numbers, Beyond Names: The Experience of Holocaust Victims* conference, organized by Youngstown State University, in Youngstown, Ohio.

Iskov returned to the lectern at the end of April, delivering two talks about family life in the Lodz ghetto for Yom ha-Shoah, Holocaust Remembrance Day. On 24 April,

she spoke at Temple Sinai, a reform synagogue in Worcester, which hosted this year's commemorative event for the Jewish communities of Central Massachusetts. The next day, Iskov spoke at the University of Massachusetts Medical School, as part of the Inclusion Program organized by the Diversity and Equal Opportunity Office. She was pleased to share her work with these diverse audiences, and was gratified by the positive responses she received.

Iskov moved back to Toronto in May 2006. She plans to interview local Lodz ghetto survivors and finish writing her dissertation over the summer months. She is aided in her research by her personal library, recently augmented thanks to a Gildin Yiddish Book Scholarship from the National Yiddish Book Center.

Robin Krause, Ilana Offenberger, and Lotta Stone traveled the world during their G-4 year, conducting dissertation research.

MKS Fellow **Robin Krause** dove into her dissertation research, beginning her investigations with a research trip to Washington, D.C., to view the Stenographische Berichte of the Reichstag, housed at the Library of Congress. She pored over documents from: The National Archive of Namibia, regarding soldiers and newsprint; and the Archive of ELCRN, regarding missionaries. Krause also conducted research at the Bundesarchiv Militaerarchiv in Freiburg, Germany, and at the Rheinisch Missionar Archiv in Wuppertal, Germany. She is currently continuing her study of missionaries by combing the Rheinisch Missionary archive.

As a result of her efforts, Krause was able to reach an important milestone this year. Her goal was to begin writing her dissertation, *The German Legacy of Opposition to Genocide*, in June 2006—and she did.

In addition to pursuing an ambitious research agenda, Krause published a review of *The Hand of Compassion for Fides et Historia*, and an essay, “The Herero/

Nama Genocide” in *Great Events of the 20th Century, 1900-1940*, by Salem Press.

Claims Conference Fellow **Ilana Offenberger's** research for her dissertation, *The Nazification of Vienna and the Response of the Viennese Jews*, took her to the Survivors of the Shoah Visual History Foundation in Los Angeles and to the Archives of the Republic in Vienna, Austria.

Presented with a list of some 1,200 Viennese survivors who documented their stories with the Shoah Foundation, Offenberger was committed to viewing as many testimonies as possible. She considered testimonies of Jews who fled from Nazi-occupied Vienna between 1938 and 1941, and those who remained trapped in Vienna and were eventually deported to various concentration camps in the east. Due to the technologically advanced system of the Shoah Foundation, Offenberger viewed more than 75 testimonies in a short period of time and gained a wealth of knowledge about her subject.

In Vienna, Offenberger continued to research files from the former *NS-Vermögensverkehrsstelle* (NS-Assets Transfer Agency) held in the Archives of the Austrian Republic. These files—financial records of wealthy Viennese Jews—provide insights into the plight of the Jews after the *Anschluss*. A central question of her dissertation is whether wealth enabled escape from German-occupied Vienna.

While in Vienna, Offenberger investigated the financial files of some 30 families of Holocaust survivors. Some of the families escaped together from Vienna; others remained trapped there and were deported; still others split up and managed to reunite after the war.

In April 2006, Offenberger began a nine-month fellowship at the USHMM in Washington D.C., in the Center for Advanced Holocaust Studies, where she is now con-

tinuing her research on this series of families. She is thrilled to have special access to a new collection of documents from the Jewish Community of Vienna and the Central Archives for the History of the Jewish People in Jerusalem. This new set of primary documents, which will not be available to the public until next year, is the most extensive collection of material pertaining to Jewish life in Vienna during the war. Offenberger expects this to be the most useful collection to date.

For Claims Conference Fellow **Lotta Stone**, this has been a year of adventure, as she explored archives and libraries in South Africa, conducting research for her dissertation *Asylum: German Jewish Refugees in South Africa, 1933-1945*. Her work centered in Jewish archives in Cape Town and Johannesburg.

In Cape Town, Stone worked closely with South African Jewish historian and professor Milton Shain at the Kaplan Center for Jewish Studies, University of Cape Town. She was privileged to receive the Kaplan Center Research Fellowship to support her endeavors at the Kaplan Library and Archives. In addition, the Cape Town Holocaust Museum extended a special opportunity to Stone to examine and catalogue primary documents donated by refugee survivors.

In Johannesburg, Stone conducted research at the Rochlin Archives of the South African Jewish Board of Deputies. She interviewed former refugees and served as a docent at the Board of Deputies and Goethe Institute exhibit “Seeking Refuge: German Jewish Immigration to Johannesburg in the 1930s.” Stone was pleased to earn her first international publication with her article “The Youngest Refugees” in *Jewish Affairs*, the periodical of the South African Jewish Board of Deputies.

Upon returning to the United States Stone served as a consultant to the Jewish Foundation for the Righteous (JFR) educational

project *Voices and Views*, preparing Holocaust education material for the secondary school curriculum. Developed by Dwork, *Voices and Views* remains the cornerstone of the JFR’s educational programs.

In their third year of studies, Tiberiu Galis and Naama Haviv completed their comprehensive field exams, conducted preliminary research for their dissertation prospectuses, and successfully defended their dissertation proposals.

Sidney and Rosalie Rose Fellow **Tiberiu Galis**, who also was honored to receive an Open Society Institute Soros Foundation Global Supplementary Grant, continued his research on issues related to transitional justice and democratization. He presented the preliminary results of his research at the March 2006 *International Studies Association Annual Conference* in San Diego. Continuing a productive partnership with Naama Haviv, he researched international responses to contemporary cases of genocide, with special focus on Sudan. In addition, he worked with Clark psychology graduate student Caitlin Mahoney to research issues related to the applicability of dialogical self theory to the conceptualization of sudden contact. Their work paid off handsomely, with an article accepted for publication in *Culture and Psychology*, a leading journal of social psychology.

Galis was surprised—and thrilled—to find that he relished co-teaching the “Cultural and Social Psychology of Genocide” graduate level course with Clark psychology professor Jaan Valsiner during the fall 2005 semester. He discovered the pleasure of teaching and working with colleagues to develop new theories to explain the unfolding of genocidal events, as experienced by individuals, from a political-science and psychological perspective.

With the successful defense of his dissertation proposal, *Transitional Justice and Transition to a New Regime: Making Sense*

of *Uncertain Times*, Galis embarked upon an ambitious research program that will take him into his fourth year of the doctoral program. Galis maintains his intellectual and professional ties with Europe during his doctoral research. Currently, he is engaged in archival research in Romania and Hungary, and plans to investigate further transitional justice policies in Serbia and Germany.

Tapper Fellow **Naama Haviv**, who was also supported by a Stern Family Foundation Doctoral Research Fellowship, finished a busy third year at the Center. In addition to teaming up with Galis on research into international responses to current genocides, Haviv continued to refine the topic of her doctoral thesis. Under the supervision of Proventus Distinguished Visiting Scholar Barbara Harff, she successfully presented her prospectus, *Preconditions of 'Ethnic Cleansing' through 'Population Transfer': The Case of Israel/Palestine*. She also passed her comprehensive exams in May.

In the spring semester, Haviv enjoyed the opportunity to co-teach the undergraduate course "Sociology of Genocide" with Professor Shelly Tenenbaum, director of Clark's undergraduate Holocaust and Genocide Studies Concentration. Also behind the lectern, she was pleased to accept the invitation to serve as the keynote speaker for Hillel MIT's Genocide Awareness Month.

Haviv was honored to be selected as an intern to Dr. Helen Fein, executive director of the Institute for the Study of Genocide (ISG). As part of the internship, she traveled to Galway, Ireland to represent the ISG newsletter at the conference *The Milosevic Trial: The Verdict*.

Strengthening Clark's connection with the Genocide Intervention Network (GI-Net) while working to educate others about genocide, Haviv was asked to assist students in GI-Net's Students Taking Action Now Darfur chapters with their efforts to

develop a set of curricula designed to sensitively teach elementary, middle, and high school students about how the current situation in Darfur fits into the broader, historical context of genocide and what kind of response this should prompt from the world. Coupled with the development of this curriculum will be an initiative to introduce legislation which would mandate genocide education legislation in 49 states (following the mandate that the Illinois state legislature voted on in 2005). Haviv is proud to share her knowledge with these dedicated students.

In their second year of study at the Center, Jeffrey Koerber and JulieAnne Mercier-Font continued to hone their skills as researchers and teachers.

Claims Conference Fellow **Jeffrey Koerber** spent the summer between his first and second years of study by conducting preliminary research in Belarus and beginning Yiddish language studies at the Uriel Weinreich Program of the YIVO Institute in New York City. Koerber's second year of graduate course work augmented his first year studies and prepared him for research on his dissertation. In the fall semester, he enjoyed courses taught by Proventus Distinguished Visiting Professor Barbara Harff and the Center's professors Debórah Dwork, Marion Pritchard, and Thomas Kühne.

He ventured further afield in the spring semester, both intellectually and geographically, with a course on the history of the Soviet Union at the College of the Holy Cross in Worcester with Princeton University-trained historian Cynthia Hooper, and a directed reading course on Eastern European Jewish historical writings with Samuel Kassow at Trinity College in Hartford, Conn. Koerber also studied the development of organized crime and state corruption with Clark sociology professor Eric Gordy.



Tiberui Galis (left), Clark sociology professor Eric Gordy, and Naama Haviv at Galis's successful prospectus defense

Koerber continued his studies of Yiddish with language and directed-reading courses with Ellen Kellman at Brandeis and passed the Yiddish reading competency examination during the spring semester. Koerber served as teaching assistant for Kühne's course "Central Europe in the Long Nineteenth Century" and Dwork's "The Holocaust: Agency and Action." During the summer, he begins study of the Russian language at Indiana University and will once again travel to Belarus for dissertation research.

Koerber's developing dissertation topic focuses on the experience of Jews in the Vilna District—now part of western Belarus but formerly the eastern edge of the inter-war Polish Republic and the heart of the "Pale of Settlement"—from the mid-1930s through the end of the Holocaust. He seeks to examine the Jewish communities of the *shtetlach* of this largely rural locale as they faced interethnic conflict from the neighboring Belorussians, Poles, and Lithuanians and repression and genocide from external hegemonic powers. Within a little more than a decade, Jews of this area experienced economic crisis under Polish rule, repression during Soviet occupation and annexation, the Holocaust in the immediate wake of the German invasion of the Soviet Union, struggles for survival during the German occupation, and renewed suppression after liberation by the Red Army. Koerber is pleased to be working with Dwork, his academic advisor, on this project.

In her second year at the Center, Fromson Fellow and Stern Family Foundation Doctoral Research Fellow **JulieAnne D. Mercier-Foint** expanded her intellectual horizon with courses on "Gender, Politics, and Development in Africa" with Clark government professor Beverly Grier, "The Western Powers and the Armenian Genocide" with Payaslian, "Holocaust Perpetrators" and "Racial Thought/Body Politics" with Kühne, "Cultural and Social Psychology of Genocides" with Valsiner,

and "Genocide Since 1945" with Harff.

In March, Mercier-Foint participated in the symposium *What Can You Do To Stop Genocide?* Cosponsored by Clark Hillel and the Strassler Center, the symposium addressed the genocide in Darfur, and explored ways in which Clark students could help stop the genocide. Mercier-Foint presented a paper, "The Rape of Women and Girls in Darfur: Gender-Selective Warfare."

In the spring 2006 semester, Mercier-Foint had the pleasure of working with Helen Fein, executive director for the Institute for the Study of Genocide. She researched and wrote two articles: "Challenge on How the Armenian Genocide is Taught in Massachusetts Public Schools," published in the Institute's spring 2006 newsletter, and "Living with the 'After-Life' of Genocidal Rape in Rwanda," which will be published in the Institute's fall 2006 newsletter.

In addition, Mercier-Foint finalized her oral comprehensive examination committee this past semester. The committee consists of professors Thomas Kühne, Eric Markusen, and Robert Melson. Kühne is her advisor for her individual field, which concerns gender, rape, war, and genocide. Markusen is her advisor for the genocide studies field, which deals with an overview/theory of genocide, international law and post-genocide transition, genocide prevention, and case studies. Melson is Mercier-Foint's advisor for her history field, which concerns the history of four cases: Armenia (Ottoman Empire), Rwanda (Great Lakes Region), Bosnia-Herzegovina (former Yugoslavia/the Balkans), and the Holocaust (central and east Europe). Mercier-Foint also prepared her reading lists for each field of her oral examinations.

This summer, Mercier-Foint plans to take the proficiency exam in German, begin reading for her comprehensive exams, and devote herself to dissertation research.

Ralph and Shirley Rose Fellow **Stefanie Fischer** completed a successful first year of graduate studies at the Center.

Laying the foundation for her research endeavors, Fischer took courses with Dwork, Harff, Kühne, Payaslian and Valsiner. She focused her studies on comparative genocide, Jewish life in Germany, and gender studies. During the winter break, Fischer dove into research for her dissertation on Jews in Middle Franconia. She studied materials at the National Archives in Nuremberg, Germany, the YIVO Archives, and the Archive of the Leo Baeck Institute in New York City.

Fischer also began contributing to the broader academic community, presenting a paper on the American response to the St. Louis at a conference on genocide studies at Assumption College in Worcester, Mass. After a summer of Yiddish language study and additional archival research, Fischer looks forward to her second year at the Center.

New Graduate Students

This fall, the Center is pleased to welcome two new students to the doctoral program, Adara Goldberg and Stefan Cristian Ionescu.

Adara Goldberg completed her Honours Bachelor of Social Work at the York University in Ontario, Canada. With a diverse history of volunteering in various Holocaust-related institutions in and around Toronto and in Europe, she brings to the Center a liberal-humanist postmodern perspective which she hopes to apply in her graduate research. Goldberg is passionate about Holocaust education and plans to pursue a career in that field after completing her studies at the Center. She seeks to investigate the female experience of the Holocaust through an examination of the exploitation of women as both sexual beings and Jews.

Stefan Cristian Ionescu comes to the

Center from Romania, where he is a research assistant at the Elie Wiesel National Institute for the Study of the Holocaust. He earned a bachelor's degree in law from the University of Bucharest, Romania, and a master's degree in history, Hebrew and Jewish studies at Central European University of Budapest, Hungary. At the Elie Wiesel National Institute, Ionescu's research covers Jewish history, Holocaust and genocide studies, cultural studies with a focus on history and memoir, and survivors' autobiographical narratives. Most recently, he participated in several international conferences and authored a series of articles on Jewish history and Holocaust studies. These include: "The Exemplary Camp as a Propaganda Model for the Totalitarian State: Soviet Solovki and Nazi Theresienstadt" in *Pontes. Revue des Etudes Sud Est Europeennes*; "The Preservation of Memory During the Holocaust and the Emergence of Survivors' Voices in its Aftermath: 1941-1947" also in *Pontes*; and "Memory and Trauma: The Iassy Pogrom Reflected in Survivors' Memoirs," forthcoming in *The June 28-30, 1941 Iassy Pogrom: The Prologue of the Holocaust in Romania*.

□ *Judith Jaeger*



Stefanie Fischer (left) with Dr. Tatyana Macaulay

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Center in the Mail 2006–2007

"I am deeply impressed by the Center's activities, its growth and development under your energetic direction."

Frank Bajohr, Research Centre for Contemporary History, Hamburg, Germany, to Center Director Debórah Dwork

"Just a quick note—fan mail really—about the introduction of Mulisch's De Zaak 40/61 in its American manifestation. I thought the preface was excellent and should add that my Dutch copy hangs by its threads..."

G. Jan Colijn, Dean of General Studies, The Richard Stockton College of New Jersey, to Dwork regarding the publication of the English translation of Harry Mulisch's *Criminal Case 40/61*, for which she wrote the foreword

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Undergraduate Student News

“The personal, emotional, and academic knowledge that I gained and experienced in that small town of Oswiecim has been the most profound of my study.”

—Jody Manning '07, the first U.S. intern at the Auschwitz-Birkenau State Museum in Oswiecim



Jodi Manning '07

After a talk by Mark Hanis, a cofounder of the Genocide Intervention Network (GI-Net), Sarah Milardo '08 and Georgiana Mora '08 decided to take action against the genocide in Darfur, Sudan, by starting a Clark chapter of GI-Net's Students Taking Action Now Darfur (STAND).

Clark's undergraduate concentration in Holocaust and Genocide Studies (HGS) combines innovative courses across many disciplines with extraordinary internship and study-abroad opportunities. HGS students are encouraged to take their learning into their own hands, to begin using their skills and knowledge to contribute to our understanding of the Holocaust and genocide, and to begin making a difference in the world through research and public service. The following HGS students made their mark this year.

Jody Manning '07 spent summer 2005 working as the first U.S. intern at the Auschwitz-Birkenau Memorial and State Museum in Poland. Manning was back at the museum this summer, with the support of the Gordon Charitable Foundation. He aims to conduct a multi-generational study of the townspeople of Auschwitz, assessing the effects of postwar memory on their lives. He was at the museum during a visit by Oprah Winfrey and Elie Wiesel in spring 2006 and helped coordinate a visit by Pope Benedict XVI.

After attending college, Manning became a successful businessman and restaurateur. During a trip to Europe, he visited the sites of six former Nazi concentration camps. The visit prompted him to approach several museums seeking a position. He was advised to return to school. Inquiries at the U.S. Holocaust Memorial and Museum led him to Clark's Center for Holocaust and Genocide Studies.

In 2004, Manning enrolled as a European history major. He participated in Clark's Prague-Terezín program in 2005, and remained in Poland: he was accepted for a prestigious and challenging summer internship at the Auschwitz-Birkenau State Museum in Oswiecim. His many tasks

included proofreading the permanent exhibition and texts at the museum and assisting with a variety of post-graduate conferences, lectures, and seminars. During the internship Manning conducted archival research and wrote two papers, "Nazi Racial Hygiene and the Auschwitz Waffen-SS Hygiene Institute" and "The History and Structure of the Auschwitz-Birkenau State Museum in Oswiecim."

After a talk by Mark Hanis, a cofounder of the Genocide Intervention Network (GI-Net), **Sarah Milardo '08** and **Georgiana Mora '08** decided to take action against the genocide in Darfur, by starting a Clark chapter of GI-Net's Students Taking Action Now Darfur (STAND). They enlisted the help of Amanda Graizel '06 and, even with a late start in the year, the strong group they rallied accomplished much before the end of the academic year.

Among their activities this spring, Clark's STAND chapter threw a letter writing party, writing to President George Bush and to congressmen urging them to take stronger action in Darfur; held a day of fasting and fundraising on 7 April 2006, in remembrance of the victims of the genocide in Rwanda and in solidarity with the victims in Darfur. Also in April, students in STAND and Clark Hillel drove to Washington, D.C. to participate in the 30 April rally on the National Mall and lobbying workshops.

More activism is planned for the coming academic year, including: A Darfur awareness week, a fundraising concert, candle-light vigil, photo exhibition, and an educational night with Clark's chapter of Amnesty International featuring lost boys from Sudan sharing their experiences.

□ *Judith Jaeger*

To Change the World, To Make a Difference *Life After the Center*

Graduates of the Center's doctoral programs in Holocaust history and comparative genocide take seriously their responsibility to contribute to their fields of study and to educate others about the Holocaust and genocide. They undertake this work joyfully, knowing that their contribution may help to prevent future atrocities. The Center is proud to report on the activities of its alumni this year.

The past year brimmed with teaching and research for **Beth Cohen Ph.D. '03**. She taught the course "Religious Responses to the Holocaust" at North California State University, Northridge during the fall 2005 semester, and was a lecturer at Chapman University in Orange, Calif., during the spring 2006 semester, teaching "Gender and the Holocaust" and "Modern European Women's History." In spring 2006, Cohen served as historical consultant to the Jewish Foundation for the Righteous in New York.

Cohen delivered several guest lectures this year. She participated in a roundtable discussion about displaced persons at the *Association of Jewish Studies Annual Conference* in December 2005. And she presented the paper, "Youth in the Aftermath of the Holocaust," at the *Beyond Camps and Forced Labour: Current International Research of Survivors of Nazi Persecution Conference* in London in January 2006. March found her at the Western Jewish Studies Association, where she presented a paper on "Current Research on Holocaust Survivors in America, 1946-1954." In addition, Cohen presented "German Jewry on the Eve of the Holocaust" for the Kristallnacht Commemoration, in conjunction with the opening of the "Lawyers without Rights" exhibition at the Museum of Tolerance on 9 November 2006. This event was cosponsored with the Beverly Hills Bar Association.

In addition to her work as a contributing writer to *Encyclopedia Judaica*, Cohen published "Helping Hands? The Resettlement of Holocaust Survivors in America, 1946-1954" in a volume titled *Beyond Camps and Forced Labour: Current International Research Survivors of Nazi Persecution*. The Center community is especially proud of the forthcoming publication of Cohen's book *Case Closed: Holocaust Survivors in America, 1946-1954*, which she developed from her doctoral dissertation.

Christine van der Zanden Ph.D. '03 is a postdoctoral fellow at Corvinus University of Budapest's Interdisciplinary School of International Relations. Her fellowship is sponsored by the Hungarian Ministry of Education. In Budapest, van der Zanden has continued writing and research for the United States Holocaust Memorial Museum (USHMM), where she had worked on the forthcoming *Encyclopedia of Camps, Ghettos, and Detention Centers in Nazi-Dominated Europe*. Since her fellowship in Budapest began in October 2005, she has added more than 50 entries about subcamps administered by Buchenwald. During her fellowship in Budapest, van der Zanden also assisted with editing the English-language script of the first permanent national exhibition in Hungary on the Holocaust, which was launched at the Budapest Holocaust Memorial Center in spring 2006.

In addition to these writing projects, Van der Zanden's review of *Harnessing the Holocaust*, by Joan Wolf, was published in *Holocaust and Genocide Studies*, vol. 19/2. A review of several works on Ravensbrück, Auschwitz, and other camps is forthcoming on H-German.

Honored to receive a Fulbright fellowship to follow the Hungarian Ministry of Education Award, Christine van der Zanden Ph.D. '03 (former Sidney and Rosalie Rose Fellow) is engaged in expanding the scope of her dissertation as she transforms it into her first book.

The past year brimmed with teaching and research for Beth Cohen Ph.D. '03.

Ever expanding the scope of her work as a Holocaust scholar, van der Zanden completed a museum studies certificate at George Washington University in May 2006. Honored to receive a Fulbright Fellowship to follow the Hungarian Ministry of Education Award, she has also continued work on her dissertation topic—*The Plateau of Hospitality*, about the lives of Jews who found protection during the war in or near the French town of Le Chambon-sur-Lignon—broadening it to include an examination of community and individual rescue efforts under collaboration in Hungary. Van der Zanden was thrilled to learn that she also received a competitive grant from the Gábor Várszegi Endowment/J. and O. Winter Fund, administered through the City University of New York Graduate School and University Center to support this research.

Beth Lilach (ABD) takes seriously her responsibility to teach others about the Holocaust and has been actively involved teaching students at all levels since leaving the Center. Over the past year, she has also provided professional development and training to teachers in Boca Raton, Fla. She will continue this work in the fall, teaching a workshop on the history of the Holocaust to teachers in Florida's St. Lucie School District.

Lilach also carries out the Center's public service mission, lecturing the general public, teachers, and scholars on a wide range of topics. Among her speaking engagements this year, Lilach was pleased to be invited to present a paper on "Idiots, Imbeciles, and the Loathsome Diseased: The Hidden History of 'Hard Core' Displaced Person" at the 2006 Imperial War Museum conference on *Beyond Camps and Forced Labour: Current International Research on Survivors of Nazi Persecution*. She is thrilled to have been invited to teach at the Weinbaum Yeshiva High School in Boca Raton, Fla. for the 2006-07 academic year. She will teach courses in Modern European history, world history, and U.S. history. □

Beth Lilach (ABD) takes seriously her responsibility to teach others about the Holocaust.

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Center in the Mail 2006–2007

"Thank you very much for coming to Austin and giving the very successful lecture and the seminar! Your charisma and interest in the subject excited our youth very much. The next day at the church many parents approached us and thanked us for organizing this event, they told us that this was one of the few Armenian events where their kids were grateful and happy for the participation. Because of Dr. Payaslian they learned a very important part of the Armenian history..."

Khachik Papayan of the Armenian Cultural Association, University of Texas-Austin, to Simon Payaslian regarding Payaslian's lecture and seminar at the University of Texas, Austin

"Your workshop opened up new ideas and possibilities and has been warmly received."

Tom White, Executive Director, Cohen Center for Holocaust Studies, Keene State College, to Thomas Kühne regarding a workshop Kühne taught there

"Thank you for the exceptional keynote address you presented at our Annual Colloquium. It seemed as if every one of the over 2,000 middle and high school students present was fully engaged in your presentation. They hung on every word of your story. [Marion Pritchard's] spirit and message was there. You truly paid tribute to her, serving as her 'memory.'"

Dale Daniels, executive director of the Center for Holocaust Studies at Brookdale Community College, regarding Dwork's presentation (see page 24)

"Excellent workshop! The presentation was fascinating, the readings were relevant to today as well as to 60-plus years ago, and I was happy to be here."

Keen State College workshop participant, to Thomas Kühne

"Your lecture to teachers at our conference, 'Life in the Shadows: Hidden Children and the Holocaust,' guided listeners through in a way that makes our learning engaging and inevitable. I also appreciated that you discussed some of the harder, painful aspects that many would avoid."

Elizabeth Edelstein, director of education, Museum of Jewish Heritage—A Living Memorial to the Holocaust, to Dwork

Growth and Development

Debórah Dwork has built a world-renowned program in the decade since she came to Clark as the Rose Professor of Holocaust History. Her success owes much to the financial support of friends and donors who believed in the vision she laid out so passionately. Her original academic blueprint for Holocaust Studies has been realized and yet, as director of a now flourishing Center, Dwork continues to expand what can be accomplished by students, faculty, and friends who share a commitment to understanding mass murder. Tragically, news from trouble spots around the globe reinforce this need.

As we move forward, we look to you to help actualize plans for new areas of scholarly innovation. Indeed, the generosity of friends and supporters can be truly transformative, as we have been fortunate enough to witness repeatedly throughout the past 10 years.

The investment of new financial resources will help grow our Center and ensure its future as the preeminent leader in the still maturing field of Holocaust and Genocide Studies. We aim to reach a full complement of 20 graduate students mentored by a roster of five core faculty members. The growth of the program and its impact on academia and the world beyond will be enhanced immeasurably with the addition of an endowed professorship in Comparative Genocide, and an endowed professorship in Jewish Life and Culture in Eastern and Central Europe. These faculty will expand the field exponentially, now and in the future.

We extend thanks to all who contributed gifts in the past year, and invite everyone to participate in the next decade of growth.

□ *Mary Jane Rein, Executive Director*

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 Emily D. Ginsburg '95
 Neil Gisherman
 Albert Glassman
 Catherine A. and Barry J. Glick
 Elaine R. Goldman
 Miriam Goldman
 Carolyn and Samuel '37 Gordon
 Nancy J. Graver '72
 Idelle and Harvey Greenberg
 Marilyn and Howard Greenberg
 Sherman Greenberg
 Vivian Grozen *
 Marcia and Gilbert Hammer
 Carol Harootian
 S. and Ralph V. Hovanessian
 Jane F. Huffman
 Betty and Alfred R. Jaffe
 Diana J. Johnson
 Lorraine and Robert B. Kahan
 Susan and Robert H. Kalish
 Ruth Kaprelian
 Miriam and Stanley Karlin
 Lisa and Robert E. Katz
 Marcia and Edward S. Kersch
 Jeanne Kissane
 Carl S. Klorman '71
 Miriam and Herbert Korman
 Sylvia Kornblatt
 David Korros
 Rhona and Elliott Lehem
 Nancy and Sidney Lejfer
 Arthur Leon
 Herman Lesser
 Joyce Eisenberg '72 and Mark L. '72
 Levenson
 Murray J. Lewis
 Bernard Loev
 Esther London
 Harriet and Stephen Lowe
 Sylvia Lubowitz
 Ada and Stuart Mandell
 Karen Mann and Lee Perrin
 Roberta and Ronald Margolis
 Gail and Paul '66 Martin
 Mildred Mayer
 Melvin Merken
 Lillian K. Meyers
 Alan Miller
 Barbara Paley and Arthur J. Miller
 Alisa '61 and Avrom Mintz
 Katharine G. More
 Kathleen K. and Peter Naylor
 Francine and Steven Neiberg
 Laurence Orbach
 Helene Z. '74 and John J. Ostrow
 Susan and James Patrick
 Lois M. Price '71

David J. Prosnitz '70
 Mark Raphael '74
 Susan D. Ralston
 Arthur K. Robbins
 Judith Duker and Kenneth F. Rosenberg
 Martha and Melvin M. '53 Rosenblatt
 Ian Rosenbluth '01
 Alfred H. Roswig
 Mona and Sidney Roth
 Rita Roth
 Ruth R. and Allen Rubin
 Jane Rudnick
 Marcia Sadick '51
 Marc Schloss
 Regina J. Schultz
 Joshua L. Segal
 Adele and Murray Seletsky
 Aaron Shapiro
 Suzanne J. Shapiro
 Jerome Sheitelman
 Judith R. and Allan N. Shriber
 Robert A. Sigel
 Deborah and Jonathan Sloane
 Selden Smith
 Bernard Solomon
 Faith E. and Kurt H. '53 Stern
 Shirley and Bertrand Stolzer
 Deborah L. '91 and Paul Studer
 Maryann and Robert C. Sudmyer
 Susan A. Summit
 Steven Tankanow
 Lilly Tempelman
 Gerald Teran '47
 Elissa and Aaron Tessler
 Hattie Ulan and Mark R. Milner
 Lynne B. and Stephen M. Walach
 Phyllis G. and Arthur L. Waldman
 Ludovica Weisberger
 Harold Weissman
 Edith Wertheimer
 Carol Witkin
 Julius Wolk
 Glenda Wolpert
 Carolyn L. Woods
 Audrey and Herbert Wyman
 Judith Yoffie
 Kathy G. Zaltas
 George Zeller '70

* denotes deceased

The first 10 years of the Rose family legacy

This year marks a milestone for Clark and the Strassler Center: the 10th anniversary of the establishment of the Rose Chair, filled with passion and intelligence by founding Director Debórah Dwork. Brothers Sidney and Ralph Rose and their wives Rosalie and Shirley endowed the Rose Professorship in Holocaust History and Modern Jewish History in memory of their family who perished in Poland during the Holocaust.

The Roses' visionary gift was shaped by critically important questions. Who will be tomorrow's Holocaust scholars, teachers, professors, librarians, curators, and museum directors? Who will give meaning to the memorials and monuments? How will we interpret new revelations about the Holocaust? How will we inform public policy discussions on genocide-related issues? And, when the last living witnesses are gone, who will build the historical foundation of proof against those who would trivialize the Holocaust or claim it never happened?

The Roses recognized the need to foster Holocaust scholarship, and their decision to establish a chair for Holocaust history was a landmark in higher education. The Rose Professorship was the first of its kind and has served a crucial role in institutionalizing the field of Holocaust history in academia. Assuring Holocaust history a permanent place in the Clark curriculum happily provided a model for other institutions to follow.

The Roses also saw the need to train future scholars and to house the books upon which scholars ground their research. The Sidney and Rosalie Rose Doctoral Fellowship and the Rose Library soon followed.

The Rose family remains deeply engaged, wonderful supporters of the Center, which has grown and flourished as a direct result of their gifts. This year, the Center community was delighted to welcome the next generation of Roses to this important endeavor. The children of Ralph and Shirley—Diane Cartagenova, Linda Robbins, David Rose, Billy Rose, and Lisa Schreckinger—have chosen to maintain the family interest by providing a fellowship in memory of their parents. Stefanie Fischer, the first Ralph and Shirley Rose Fellow, joins Tiberiu Galis, the second Sidney and Rosalie Rose Fellow.

The Center is fortunate to have friends such as the Rose family, who recognize that the commitment to doctoral study ensures that Holocaust history remains a dynamic discipline, energized by new research. ■ *Mary Jane Rein*