



STRASSLER
CENTER FOR
HOLOCAUST
& GENOCIDE
STUDIES
AT CLARK UNIVERSITY

2012 - 2013
YEAR END REPORT



“Whoever fails to increase knowledge,
decreases knowledge.”

—THE WISDOM OF THE SAGES

Dear Friends:

“Acquire your inheritance if you want to possess it,” the great German poet Wolfgang Goethe admonished. In other words, just because we inherit the past does not mean we own it, that it has become part of us, that it is ours. The Armenian Genocide, the Holocaust, the Genocide against the Tutsi in Rwanda were cataclysms of such profound importance that we think they are part of us. But in these cases, too, our legacy must be acquired if we are to possess it, if we are to make it ours. Knowledge about all of these genocides, as well as others, must be learned. And when memory fails, when survivors are no more, scholarship and education step in to maintain existing bridges and create new ones to continued and fresh engagement with the past. “Those who lived during the war,” the writer Adriaan van Dis remarked in his speech at a national Commemoration Day ceremony for all Dutch citizens who died during the Occupation, “have the right not only to a listening ear, they also have the right to thorough research. . . . We need research that replaces fable and that neutralizes attempts to annex the past. . . . That is the task of our generation – precisely because we were not there.”

We at the Strassler Center embrace that mission. Growing the field of Holocaust and Genocide Studies in new directions, our 24 current doctoral students have embarked upon a rich range of projects. Their subjects span the economics of genocide, the transcontinental reach of the Holocaust, the dynamics of multi-ethnic violence, refugee studies, the psychology of genocide, and the geography of genocide. They focus on countries in Europe, Africa, and the Middle East. And they examine the experiences of victims, perpetrators, witnesses, collaborators, and survivors before, during, and after genocide.

Research sits at the core of the education the Strassler Center offers, and it provides the cornerstone for education about the Holocaust and other genocides in schools across the country and around the world. “Education is for improving the lives of others and for leaving your community and world better than you found it,” the children’s rights activist Marian Wright Edelman urged. We at the Strassler Center agree wholeheartedly. But how to do it? Bringing scholars, teachers, memorial site educators, and students from four continents to the Center for a symposium on *Policy and Practice: Pedagogy*



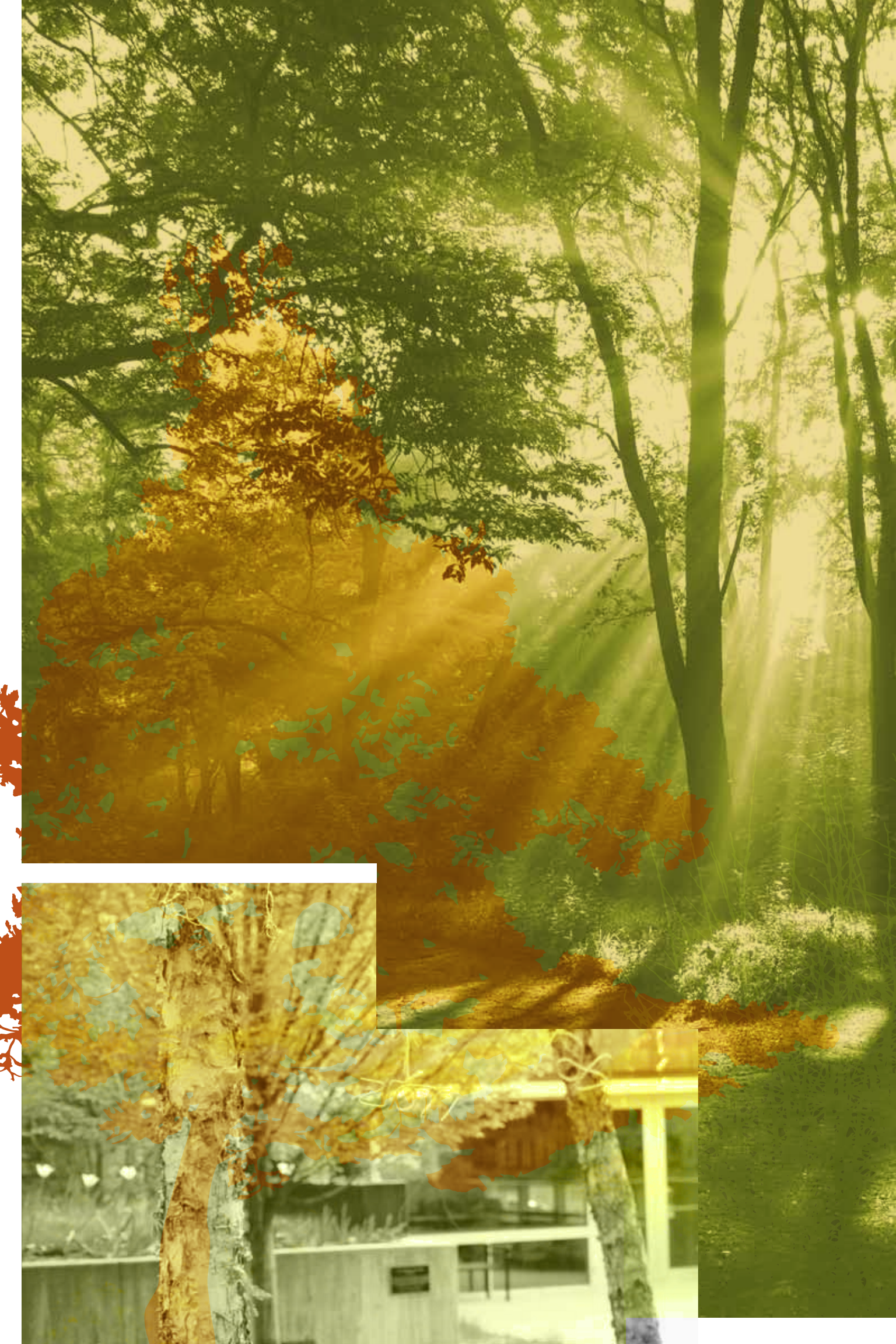
about the Holocaust and Genocide, we trained our collective lens on key questions. How do history, politics, and culture influence whether and how societies teach about genocide? What is the purpose of such education? Is the aim to convey history or to instill values? And what are the best practices? If these are academic questions, they are also hot button issues that draw on local passions and generate obdurate positions.

Listening to the engaged discussion, hearing our visitors as well as our many former students now working in the field who returned for the symposium bring their perspectives to bear, I was struck anew by how special the Strassler Center is, and how grateful I am to all who support it with the gift of their time, their expertise, and their wealth. The Strassler Center is a site of cutting-edge research and education, and it is a forum for multi-disciplinary, international, landmark events that open fresh ground and point a way forward.

None of this will continue without your financial support. Please give as generously as you can.

Deborah Dwork

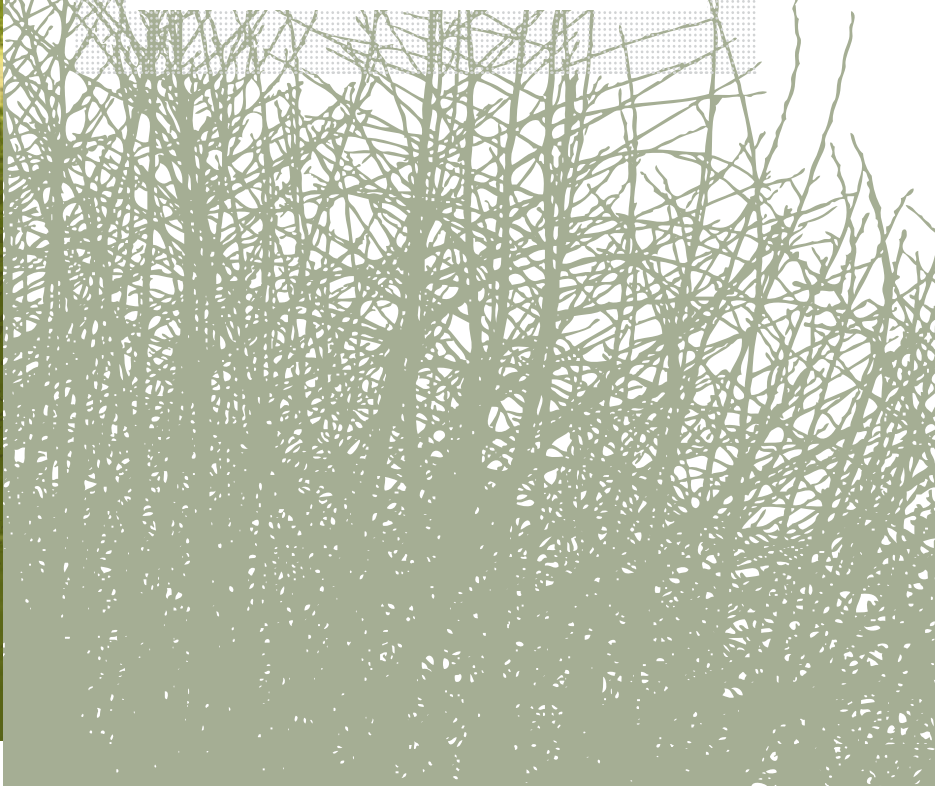
Debórah Dwork
Rose Professor of Holocaust History
Director, Strassler Center for Holocaust
and Genocide Studies





EVENTS & LINKAGES

Cohen-Lasry House opened in 1999 as the Center's home. Planted beside the magnificent Rose Library addition, in a corner cleverly designed by architect Julian Bonder, a graceful Japanese maple has flourished. As the program has grown and thrived, so too has the tree. Its roots are in the earth of the library, its trunk reaches past the Center's seminar room, and its branches and leaves extend toward the graduate student offices. In years to come, student research will drop down as books to our library where they will educate future generations.



TANER AKÇAM, *The Young Turks' Crime Against Humanity: The Armenian Genocide and Ethnic Cleansing in the Ottoman Empire*

13 SEPTEMBER 2012

Taner Akçam's 2012 book, *The Young Turks' Crime Against Humanity: The Armenian Genocide and Ethnic Cleansing in the Ottoman Empire*, offered the occasion for a lively discussion of its findings with eminent genocide scholars. Drawing extensively on documents from Ottoman archives, Akçam establishes that the Committee on Union and Progress (CUP) pursued a policy of "turkification" to cleanse the nation of Armenians and other Christians. Following a generous introduction by Center Director Debórah Dwork, Eric Weitz and Dirk Moses examined how the book advances scholarship about the Armenian Genocide while challenging existing narratives.

Eric Weitz (Dean of Humanities and the Arts, City University of New York) described *The Young Turks' Crime Against Humanity* as the most comprehensive account to date of the CUP's decision making process. According to Weitz, Akçam deepens our understanding of the demographic engineering the Young Turks employed to organize the near destruction of Anatolian Armenians. In Weitz's view, it is "Taner's most sophisticated analysis and his magnum opus." Laying bare how CUP leaders carried out the genocide, Akçam's newly published documents demonstrate that continued "denial is sheer ideology and politics."

Akçam situates the genocide in the larger process of the collapse of the Ottoman Empire and the emergence of nation-states in the Balkans and Southern Europe. Striving to understand the Young Turks' motivations, Weitz reasoned, "does not mean we are in the camp of denial." Akçam shows that there was a plan as far back as 1913 for addressing Ottoman territorial and population losses. Anxieties about further defeats during World War I intensified policies that culminated in genocide. Weitz highlighted two other contributions the book addresses: seizure of Armenian assets and adoption of Armenian children. Conversions, Akçam proves, occurred on a far greater scale than previously understood.

Professor Dirk Moses (European University Institute, Florence) credited Akçam for following the documentary trail. The book reproduces many Ottoman cables rather than summarizing their contents and "thus empowered, the reader can check whether she thinks he has plausibly rendered its meaning." "A signal achievement of the book," according to Moses "is its transcendence of rival

nationalist narratives that characterize the debate about the Armenian genocide." Akçam bridges competing narratives: one depicts the Armenian population as disloyal and collectively guilty; the other likens the Armenian case to the Holocaust, seeing all Armenian victims as innocent civilians with no quarrel with the state.

Moses, like Weitz, endorses the search for the causes of genocide and mass violence. Akçam's break-through is in showing that the Young Turk government deported Greeks and Armenians for security reasons — as pro-Turkish historians allege—but that the security rationale was ultimately genocidal. The lesson he draws is that heinous, wicked leaders are not necessary for genocide; "normal" leaders of any nation can engage in mass violence against civilians to ensure security. Moses concluded with questions. "If the Young Turk security imperatives seem clear enough, could they have been compatible with the Armenian ones? What were the Armenian security imperatives? Could they have been reconciled with the Ottoman Empire? If not, are we talking about a terrible tragedy of rival nationalisms in which the partition of one side or destruction of the other was inevitable?"

Akçam jumped into the fray with a plea for further scholarship. Recognizing the temptation to depict Armenian civilians as passive victims in order to echo the Holocaust case, Akçam called for more research on resistance. He also addressed the cables which document the social engineering project the Young Turks pursued and the issue of conversion. The cables record constant requests for demographic data needed to enforce strict population limits of 5-10% non-Turkish citizens. They document a "policy of governability" that tolerated conversion so long as the "enemy" population was sufficiently reduced.

Brief concluding remarks touched on contemporary political issues and Turkey's desire to champion human rights in the Middle East. As long as Turkey continues to deny historic crimes against Christian populations, Akçam argued, "its calls for freedom, justice, and humanitarian values will ring false."

Ümit Kurt



LEIGH PAYNE, "UNSETTLING ACCOUNTS: THE POLITICS AND PERFORMANCE OF CONFESSIONS BY PERPETRATORS OF STATE VIOLENCE"

11 OCTOBER 2012

Dr. Mikaela Luttrell-Rowland, a scholar of Latin America and the Center's Academic Program Liaison Officer, warmly introduced Leigh Payne to the Clark community. Payne, director of Latin American Studies and professor of Sociology at Oxford University, has investigated public confessions to mass atrocities. Focusing on Argentina and South Africa, Payne identified shared elements of confessions in post-conflict settings. An interdisciplinary group joined the Center as co-sponsors, including Latin American and Latino Studies, the Dean of the College, International Studies Stream, the Departments of Political Science, Sociology, and International Development and Social Change. "The Strassler Center," Luttrell-Rowland explained, "seeks to practise truly comparative work. Such an aspiration depends on collaboration across disciplines - and Leigh Payne does comparative scholarship at its best."

Payne, the author of several books on transitional justice in Latin America, discussed ongoing research that she considered in her book *Unsettling Accounts: Neither Truth nor Reconciliation in Confessions of State Violence* (2008). Studying mass atrocity through the lens of confessions, she examines how perpetrators publicly attest to past political violence. These confessions frequently "unsettle" by distorting the truth, but the accompanying societal processes ultimately strengthen democracy by generating discussion. Showing video clips, Payne drew attention to the performative aspects of confession: how perpetrators dress and present themselves, the political timing, confessional stage, and audience.

Perpetrators justify their criminal acts, describe them in euphemistic terms, or lie outright. In 1996, former Argentine naval officer Adolfo Scilingo acknowledged on *60 Minutes* that he pushed political enemies from airplanes during the "Dirty War." Although Scilingo's confessional script produced truths about these "death flights," his victims felt that he adduced excuses rather than expressing genuine remorse. Payne explained that perpetrators often justify their crimes in order to live with themselves. In Scilingo's case, scepticism was merited as he retracted his confession when a Madrid court sentenced him to 600 years for the torture and murder of Spaniards.

The reconciliation model is turned around in the televised confession of former Apartheid-era policeman Paul van Vuuren. Seeking to restore his reputation, van Vuuren apologized to 13-year old Tsidiso Mutase whose parents he murdered. Mutase extracts a promise from van Vuuren that he will look after him in response to his question, "Who will care for me when my granny dies?" The boy rejects van Vuuren's offer, responding, "Since you ask me to understand how difficult it is for you to come here and speak to me, you will also understand that I cannot forgive you." Angry that Mutase made him appear foolish in front of the camera, van Vuuren went on a rampage after the taping, killing the animals at his father's game farm. The clip shows that the boy controlled the situation, undermining van Vuuren's staged confession of remorse. In Payne's view, the rejection of the apology represents democracy in action.

Payne explained that amnesty commissions grant the last word to perpetrators. Confessions, on the other hand, permit audience engagement and lead to contentious coexistence, which is good for democracy. In some post-conflict societies, issues that could cause friction are suppressed for the sake of order and stability. Such gag rules block democratic progress. Talk, Payne contended, can become a valuable political resource. Instead of keeping contentious accounts off the agenda, people should argue about them, as in the case of the apartheid era killings committed by Brian Mitchell. Sentenced to life in prison for a firebombing that killed eleven and released by the Truth and Reconciliation Commission to the victimized community before television cameras. But after the televised event, challenged to do more, Mitchell worked with the son of one of his victims to build a community center for the township.

First-year graduate student Jason Tingler commented, "I know that suppressing knowledge of mass atrocities cannot be healthy for democracy. But how Leigh Payne illustrated her point through the analysis of performed confessions was truly impressive, and offered a model of intellectual rigor."

Michael Nolte



Professor Leigh Payne, Oxford University.



PANEL DISCUSSION: "SEXUAL VIOLENCE DURING THE HOLOCAUST"

15 OCTOBER 2012

Strassler Professor Thomas Kühne pioneered a gendered approach to mass violence in his research about the Holocaust and Nazi Germany. His seminar, "Gender, War, and Genocide in 20th Century Germany," for which he organized the panel *Sexual Violence during the Holocaust*, draws upon his path-breaking scholarship. Kühne introduced the topic and panelists to an audience of students and faculty. The Nuremberg laws infamously prohibited sexual contact between Aryan Germans and Jews. Yet, Jewish victims testify to having been raped and some survivors, most powerfully Israeli author Yehiel De-Nur (also known as Ka-Tzetnik), have brought the rape of Jewish women into public discourse. Using historical documents, testimony, memoirs, and literature, the panelists disentangled fact and myth.

Recent research has deployed feminist theories to distinguish different manifestations of sexual violence against Jews. Gendered approaches to the Holocaust, including Nazi concern with sexual matters, were once unthinkable but have gained traction during the past two decades. Extensive reporting about mass rapes in the wars in Bosnia and Rwanda legitimized the examination of sexual violence and war. Turning to Jewish victims during the Nazi era, the panelists explained how we have misconstrued where and how sexual violence occurred. The chaotic theater of the eastern front permitted sexual crimes while the more controlled occupation of western

territories made such acts less likely. Popular stories imagining the camps as settings for rape and sexual slavery are historically false.

Still today, many Germans believe that the threat of harsh punishment curtailed sexual contact between German soldiers and Jewish victims. And shame and other considerations silenced female survivors on the subject of forced sexual acts. Regina Mühlhäuser, researcher at the Hamburg Institute for Social Research, offered ample evidence of sexual transgressions on the eastern front. These crimes included forced disrobement, a range of bodily violations, rape, and even voyeurism among male witnesses to the execution of naked women. Eyewitness accounts in the immediate aftermath of the total war in the east challenge the idea of a "clean" Wehrmacht. Annihilation of their victims allowed German soldiers to commit sexual crimes with impunity. Indeed, the violent nature of these encounters may have rendered them permissible in the Nazi mentality while consensual relations clearly violated "race defilement" laws. In the camps, racism, antisemitism, dehumanization of victims, and fear of punishment restrained sexual violence.

Pascale Bos, professor at the University of Texas, Austin, turned to analysis of literary texts to debunk the myth of sexual exploitation of Jewish women in the camps. Focusing on texts written between 1943 and 1953 and popular in the United States and Palestine (later Israel), she explained how these works influenced efforts to understand the unthinkable violence of the war. Bos identified the genesis of the trope of forced Jewish prostitution in a brief *New York Times* article published in January 1943, "93 Choose Suicide Before Nazi Shame." The article reported that 93 girls from an orthodox school in Warsaw chose to die at their own hands rather than submit to sexual acts. Based on a letter to the paper, the story was intended to create sympathy for European Jewry at a time when little was understood about their fate and circumstances. The story quickly inspired a Hebrew poem by Hillel Bavli that emphasized the girls' purity and religious devotion, values privileged over young female lives. The popular poem became part of Jewish liturgy about the Holocaust. Unfortunately, it also inspired texts suggesting that women who survived the Holocaust were "tainted" and possibly complicit in their survival. Whether victims of sexual violence or not, survivors experienced deep shame because of such writings.

Dagmar Herzog, Daniel Rose Professor at the City University, New York, closed the panel with thoughts about the importance of discussing the Holocaust from a female perspective. She reminded the audience of how issues of gender and sexuality came into the academic discourse. And she moderated a lively discussion about the intellectually exciting papers presented.

Mary Jane Rein

Professor Pascale Bos (University of Texas, Austin), Dr. Regina Mühlhäuser (Hamburg Institute for Social Research), Professor Dagmar Herzog (City University, New York), and Strassler Professor Thomas Kühne.



DAVID FELDMAN, "EQUALITY, RACE, AND THE JEWISH PROBLEM"

6 NOVEMBER 2012

Students and faculty at the Strassler Center welcomed David Feldman, professor of History and director of the Pears Institute for the Study of Anti-Semitism at Birbeck College, University of London. Feldman's research centers on the history of minorities and their place in British society from 1600 to the present. He has worked on three groups with overlapping histories and issues: Jews, immigrants, and internal migrants, with a focus on antisemitism and the relationship of antisemitism to other racisms and exclusions.

Feldman discussed the activities of the Pears Institute, founded three years ago, whose mission is to study antisemitism as well as religious intolerance and xenophobia. The overarching goal is to integrate the discussion of antisemitism within the broader context of racism. Feldman stressed that the Pears Institute is an academic organization, politically independent, and academically inclusive. It welcomes Muslim and Zionist and non-Zionist Jewish perspectives. The main objectives are education, research, and public engagement. A resource for policy advice and dialogue, Pears' programming deals with the present in historical ways and brings together scholars with radically different viewpoints. Researchers at the Pears Institute conduct international projects, such as the "International Consortium for Research on Antisemitism and Racism" and "Muslims and Jews: Citizenship, Identity and Prejudice in Europe, U.S. and Israel."

Feldman then turned to his own research that contextualizes antisemitism, using as an example his work on the race scientist Francis Galton, who coined the term eugenics. Galton's ideas about the biological foundations of human society included negative views about Jews, findings which ultimately became part of Nazi race policy. Yet, as Feldman explained, the Jewish intellectual Joseph Jacobs was a key partner in Galton's work documenting the racial distinctiveness of Jews. Galton postulated a connection between Jews' inborn qualities and their social behavior, one that predisposed Jews "for a parasitical existence upon other nations." Jacobs also operated with the concepts and methodology provided by late Victorian race science but came to quite different conclusions. He was animated by the belief that Jews are both religiously and racially distinctive and he attempted to measure the distribution of Jewish ability relative to other races. He found that Jews showed particular ability in finance and medicine, fields often associated with Jews, but also in acting,

chess, music, poetry, and metaphysics. The collaboration between Galton and Jacobs, despite wide differences in the application of their conclusions, offers an intersection that historians and researchers of antisemitism should consider.

Feldman took issue with the usual accounts of antisemitism that stress the continuity of the phenomenon going back to the early Christian Church. While its long duration is undisputed, the notion that antisemitism is intrinsic to



Professor David Feldman (Director, Pears Institute) and Leffell Professor Olga Litvak.

Jewish existence is flawed because it suggests that Jews themselves are responsible for it and that such intense hatred is somehow unique to the Jewish people. Feldman rejects the idea that antisemitism is an irrational hatred rooted in the failure of reason; he called for scholars to use the tools of history to understand its manifestation as a historical phenomenon that can be analyzed effectively at different moments in time. Such historical grounding dissociates antisemitism from a teleology that ends with the Holocaust. Feldman is not interested in moralizing about irrational hatred; he locates behaviors and utterances typically isolated as antisemitic in a broader discussion on difference. In both his scholarship and his work with the Pears Institute, Feldman seeks to understand a discontinuous history of difference rather than a continuous history of antisemitism.

Mike Poliec

RENÉE POZNANSKI, "FROM HISTORIOGRAPHY TO TV: THE REPRESENTATION OF THE RESISTANCE IN CONTEMPORARY FRANCE"

29 NOVEMBER 2012

Renée Poznanski, Yaakov and Poria Avnon Professor at Ben-Gurion University and founder of its Politics and Government Department, is an expert on Jews in World War II France. Her extensive scholarship includes research on the daily lives of Jews during the Vichy regime and under occupation, relations between Jews and gentiles, reactions of Jews toward antisemitism in France, and the impact of memory on the historiography of the war years. During a lunchtime presentation to the Strassler Center community, Poznanski offered a critical review of recent history about the resistance as represented in popular French culture and public discourse. Examining how French collective memory has come to promote wartime France as united in opposition to the Holocaust, Poznanski posed several provocative questions: Why wasn't rescue of Jews a priority for the French resistance movement? What was the nature of Jewish resistance including the role of Jews in rescue? How is collective memory of the resistance influenced by the shift from eyewitness to historical accounts?

Reviewing several docudramas that aired on state-sponsored French television, Poznanski analyzed how the resistance movement is remembered and its meaning for French national identity. They depict, in her words, "a uniformly heroic, linear, and unambiguous Résistance whose story is identified with that of the entire French people during the German occupation. More troubling still is the fact that many French historians took part in or were consultants for these films." A simplified and harmonious picture emerges which suggests that the majority of French society refused to collaborate. Ambiguity, tensions, rivalry, and antisemitism fade in a glorified representation of resistance conveyed by politicians and historians. Yet, the historical record is clear and well known: resistance was not universal and the resistance movement was hardly committed to Jewish rescue.

Poznanski identified a pivotal moment in the public memory of wartime France. At a 1995 ceremony memorializing the July 1942 roundup of Jews in Paris, President Jacques Chirac acknowledged that "the criminal insanity of the occupier was supported by the French people, by the French state...France, the home of the Enlightenment and of the Rights of Man, a land of refuge and asylum, France that day, did what can never be repaired." Yet, Chirac went on to claim that "The French people, those 'Righteous among the Nations,' who, when the storm was darkest, risked their lives to save, as Serge Klarsfeld has written, three-quarters of the Jewish community living in France, thereby giving life to the best in France, to the hu-

man values, to the values of liberty, justice, and tolerance that are foundations of the French identity." Chirac's remarks captured a remarkable shift toward a view that has come to dominate French historical memory.

The rescue of Jews has become a popular topic as the Holocaust has increasingly come to be seen as a turning point in Western moral thinking. In the French context, historical revisionism minimizes collaboration and emphasizes how many Jews survived in French territory. And France is not alone in manipulating history, as I have observed in my own research on Iran and the Holocaust. Iranian state television recently serialized a docudrama about the Iranian ambassador to France, Abdol Hossein Sardari, who saved Iranian Jews in Vichy France by arguing they were not racially Jewish. In the wake of Iranian President Ahmadinejad's Holocaust denialism, the heroic portrayal of Sardari's rescue activities underscores the claim that Iran distinguishes between Jews and the state of Israel and blurs underlying antisemitism.

The picture of wartime France advanced in these recent films represents a sanitized view of French history. They elide the fact that millions of French people never resisted, they went along with the occupation, and accepted the persecution of Jews. In her careful analysis, Poznanski points to a larger issue: the abandonment of historical accuracy – by the historian consultants as well as the filmmakers – in a series of films as remarkable for their popularity as for what they reveal about the nature of memory and politics.

Kathrin Haurand



Rose Professor Debórah Dwork and Professor Renée Poznanski (Ben-Gurion University).

ALON CONFINO, "WHY DID THE NAZIS BURN THE HEBREW BIBLE? NAZI GERMANY, REPRESENTATIONS OF THE PAST, AND THE HOLOCAUST"

28 JANUARY 2013

Professor Thomas Kühne's seminar on memory provided the occasion for a penetrating discussion by University of Virginia Professor Alon Confino. Author of *A World without Jews: Nazi Germany, Representations of the Past, and the Holocaust*, forthcoming from Yale University Press, Confino introduced a new framework for understanding the Third Reich. He began with a searing description and important question: why did the Nazis burn the Hebrew Bible? Most historians explain it as an escalation of anti-Jewish violence. Confino argues that historians analyzing the Third Reich and the Holocaust have neglected a vital aspect in understanding Nazi policies and behavior: the element of historical time. Evoking the burning Torah scrolls and synagogues of the November Pogrom (Kristallnacht), he posits that these acts were not designed only to accomplish the removal of Jews, but the total elimination of Judaism.

Confino proposes that the November Pogrom represents the destruction of a cornerstone of European civilization: the Jewish roots of the Christian Bible. This freighted symbolism demands interpretation; yet, the events of the pogrom, while widely described in archival sources, are not adequately interpreted. One way to understand the pogrom and Nazism is to consider how they conform to patterns in history when revolutionary ideologies seek to break with the past. In order to construct their ideal society, the Nazis had to destroy a vital part of the European-Christian civilization they inherited. According to Confino, "representations of the past, of origins to be exact, underlie the Nazis' perception of time, building of empire, and the extermination of the Jews." In their project to create a new Germany, the Nazis wished to construct a past severed from the Hebrew Bible.

Jews symbolized time in the Nazi imagination. They controlled the past, present, and even the future, in so far as they were perceived as connected to the negative forces of modernity. The Nazis wanted to overcome Jewish influence over humanity in order to allow the full expression of German supremacy. The destruction of Torah scrolls during the November Pogrom symbolized the process of purifying Germany's historic identity and morality from the Jewish origins of European-Christian civilization. Not wishing to destroy Christianity, the Nazis hoped to detach it from its connection to Judaism. Any aspect of the new German society related to Jewish origins or influence would have a contaminating influence on the wider project envisioned by the Third Reich and could not be tolerated.



Professor Alon Confino (University of Virginia).

Confino interprets the November Pogrom, and the Nazi ideology it expressed, as intimately tied to emotions. "The persecutions and extermination of the Jews was fueled by emotions, and all interpretations that avoid, deny, or ignore this are bound to end up in a cul-de-sac as to a fundamental human element embedded in the event." In his infamous January 1939 speech before the Reichstag, one of his first major speeches about Jews to the German public prior to the war, Hitler conveyed a range of emotional sensibilities including resentment, sarcastic vengeance, and utter disdain for Jews. These emotions may not have been shared by all Germans but they understood them. Indeed, his listeners applauded resoundingly. While the annihilation of European Jewry had not yet been established, these emotions shaped the course of Nazi decisions and actions. Hitler's vision of a society free of Jewish influence ultimately led to the ravines of Babi Yar, the unloading area at Treblinka, and the many murderous acts of the Final Solution.

Jason Tingler

DICLE AKAR, "1937-38 DERSIM ORAL HISTORY PROJECT"

14 FEBRUARY 2013

While Turkey continues to deny the Armenian Genocide of 1915, Ankara recently apologized for crimes committed by Turkish forces against ethnic minorities in the Dersim region during 1937 and 1938. The apology represents welcome progress in Turkey's journey to face its difficult past. It also brings to wider attention a little-known episode of targeted violence against a civilian population. Dicle Akar, director of the 1937-38 Dersim Oral History Project, presented the project goals, accomplishments, and challenges to the Strassler Center community. With Turkey still minimizing major aspects of its anti-minority and anti-Christian process of Turkification during the first half of the twentieth century, Akar's efforts to document the experiences of the Dersim victims are significant.

Fifteen years after establishing the modern Turkish Republic, its founding president, Mustafa Kemal Atatürk, ordered a military campaign against the tribes of Dersim. Located in eastern central Anatolia, Dersim was an isolated and independent region with a highly diverse tribal population. The inhabitants, whose primary language was Kirmanci, were seen by the government as disloyal to the newly founded Republic. An operation to bring the region under tighter central control began in May 1937 and continued until winter. Another wave of attacks followed a year later, which included airstrikes and poison gas. An estimated fifty thousand people died and an unknown number of children were forcibly removed from their families to become acculturated as Turks through adoption. Akar and Strassler Center Professor Taner Akçam founded the Dersim Project to ensure the memory of these violent events and to collect primary materials for future research.

The Dersim Project aims to develop written documentation and to gather oral testimony through interviews with survivors, their heirs and, if possible, with women who were kidnapped and assimilated into Turkish Muslim families. To that end, Akar organized training workshops with the help of the European Dersim Federation and held sessions in Berlin, Rüsselsheim, and Dersim. The project succeeded in raising awareness and encouraging victims to give testimony about their experiences. Akar highlighted the case of a Kurdish man, a survivor of the massacres, who heard about the project and was able to provide testimony shortly before his death.

Time is one of the main obstacles to securing the involvement of potential witnesses and victims who are advanced in age. Other challenges include organizational difficulties, cultural gaps, a complex legal fight among



Dicle Akar (Director, 1937-38 Dersim Oral History Project) and Rose Professor Debórah Dwork.

Dersim community groups, and resistance posed by traditional tribal and family structures. These impediments have stalled the Dersim project from moving forward with collecting interviews and documentation. Second-year doctoral student Kathrin Haurand asked how the Turkish government relates to the project. Akar replied that, to her surprise, the government knew about the work and had not opposed it.

During the lively question period, Strassler Center Director Debórah Dwork expressed enthusiasm for the initiative. As a member of the academic advisory committee, she understands that the external conditions constraining the project are very real. "I found Dicle Akar's talk riveting" she enthused. "Her presentation laid bare the development of an important grassroots effort to capture an elusive history, the amazing successes the group has achieved, and the fractures that ultimately stopped the project." Despite enormous obstacles, including an unresolved legal case, Dicle Akar remains determined to document these events. The results achieved, thus far, demonstrate the value of continuing to collect evidence of this sustained episode of state-sponsored violence in Dersim.

Wolf-Gero Westhoff

DANIEL BLATMAN, "THE DEATH MARCHES: THE FINAL PHASE OF NAZI GENOCIDE"

14 MARCH 2013

The evacuation of Nazi concentration camps has been the subject of much research by Hebrew University professor Daniel Blatman of the Avraham Harman Institute of Contemporary Jewry. Following the publication of his well received 2011 book, *The Death Marches: The Final Phase of Nazi Genocide*, he has continued to probe the deadly experiences of prisoners forced to evacuate the camps. Blatman admits, "I was left with methodological questions that continued to arouse my interest. That led me to begin an additional study on the phenomenon that I coined "genocidal deportation." Speaking to a public audience assembled in partnership with the Worcester Jewish Community Center, Blatman discussed some of the insights drawn from his ongoing research into this difficult topic.

Blatman enjoyed a year-long visit to the Minda de Gunzburg Center for European Studies at Harvard University during which he deepened his study of deportations, death marches, and enslavement. His proximity to Clark also allowed for meaningful interaction with the Strassler Center. He serves as a member of the doctoral committee for third-year student Michael Nolte who is writing his dissertation, *Zones of Death*, on the last phase of the Nazi annihilation campaign. Nolte thus welcomed the opportunity to warmly introduce Blatman.

In his earlier research, Blatman focused on the Holocaust in Poland and especially Jewish political organizations and their response to persecution and genocide. In *For our Freedom and Yours: The Jewish Labor Bund in Poland 1939-1945* (2003) and *Reportage from the Ghetto: The Jewish Underground Press in Warsaw Ghetto* (2005), he reflected on the political complexities in which the Jewish communities of Europe found themselves during the Holocaust. In turning to the last phase of the Holocaust in his latest book, Blatman has widened his lens in order to consider commonalities with other twentieth century genocides.

Drawing on the testimonies of ex-prisoners, taken immediately after the war, Blatman identifies a clear distinction between the phases of atrocity. As liberation drew near, the Germans directed enormous efforts to the evacuation of the camps and to concealing evidence of the genocide, a period characterized by extreme violence. According to Blatman, "A reader of the survivors' testimonies gets the impression that the last months of the war imprinted themselves as worse than any earlier time. Many of the prisoners, particularly the Jews and the Poles, reported



Professor Daniel Blatman (Hebrew University).

that, despite the extended periods of imprisonment, starvation, and deprivation in the ghettos and camps, where they saw their families and communities being deported and murdered before their eyes, the death marches were the most hellish experience of all."

Careful analysis of the activities associated with the last phase of the Nazi annihilation plan sheds light on other "genocidal deportations" of the twentieth century. The Herero genocide carried out by the German Imperial Army in Southwest Africa (1904-1906) and the Armenian Genocide (1915-1916) are important comparative cases, although genocidal processes differ according to political, economic, ideological, and social circumstances. A close reading reveals three factors that characterize "genocidal deportation": ideology, implementation apparatus, and time and space.

Following his lecture, the audience was eager to drill down on the thesis behind Blatman's comparative research. The lecture and discussion illustrated the value of drawing upon the vast evidence available from the Holocaust as a source for gaining deeper understanding of other genocidal cases. This approach underlies comparative genocide studies and Blatman's presentation of his research was a valuable learning opportunity for all.

Dotan Greenwald



SCOTT STRAUS, "MAKING AND UNMAKING NATIONS: RETHINKING THE ORIGINS OF GENOCIDE AND MASS VIOLENCE IN CONTEMPORARY AFRICA"

20 MARCH 2013

Scott Straus, a professor of Political Science and International Studies at the University of Wisconsin – Madison, is concerned with armed conflict and its relation to genocide and mass atrocity. His *Especially for Students Lecture* on the role of genocide and mass violence in creating and destroying nation states fascinated a packed audience in the Rose Library. Drawing upon several contemporary African conflicts, he illustrated how the conditions that have led to genocide in the past won't necessarily lead to genocide in future conflicts. A key thinker on the preconditions of, as well as policy and practice regarding, contemporary armed conflict, his books include *The Order of Genocide: Race, Power, and War in Rwanda* (2008); *Remaking Rwanda: State Building and Human Rights after Mass Violence* (2011); and with Robert Lyons *Intimate Enemy: Images and Voices of the Rwandan Genocide* (2006). His extensive ethnographic research on Rwandan genocide perpetrators have made him an expert on the 1994 Genocide against the Tutsi perpetrated in Rwanda. He also studies Rwanda's post-genocide development and the political strategies employed to handle that country's violent and genocidal past.

Straus began his talk with an intriguing question: with so many contemporary intra- and inter-state armed conflicts in Africa, why have there not been more Rwandas? Analyzing a number of conflict-plagued African states including Mali, Côte d'Ivoire, Chad, Niger, the Central African Republic, and Senegal, he described them as "negative cases" because the violence in those countries did not descend into genocides. By contrast, armed conflict in Rwanda and Sudan culminated in genocide or selected group violence. He posited that conflict theories typically over-predict the risks of genocide and mass violence; "positive cases" such as Rwanda and Sudan are, actually, relatively rare.

Straus described genocide as a process that takes time to develop. "What pushes [societal] elites to escalate the use of violence, eventually choosing genocide, rather than to deescalate it?" he asked. The manipulation of threat perception, the founding narrative of the nation state, the organizational capacity of the state, and the escalation of radicalization within the state are four primary factors that

may lead to genocidal violence. Armed conflict is the primary catalyst allowing these factors to develop further. Yet, he argued, even when a conflict exhibits these four factors, genocide rarely results.

Straus offered insights into several African conflicts. In his view, the tensions in Mali and the former problems in Côte d'Ivoire are "low-intensity conflicts." Mali and Côte d'Ivoire both demonstrated strong restraint in preventing the escalation of violence. According to Professor Shelly Tenenbaum who organized the lecture, "an emphasis on ideology is the strength of Straus's research. Unlike most genocide scholars who focus on structural conditions that lead to genocide, Straus emphasizes the role of founding narratives for driving de-escalation and restraint." In Côte d'Ivoire and Mali, founding narratives that embrace multi-ethnicity, tolerance, and unity are counterweights to nationalism. For Straus, "ideology matters" and prior frames shape how elites define perceived threat. Unlike Mali and Côte d'Ivoire, the Rwandan government fomented ethnic tensions and exercised powerful territorial domination over the entire country allowing genocidal violence to spread quickly. Through his study of Rwandan génocidaires, Straus has identified key drivers of the 1994 genocide: fear linked to the armed conflict and the assassination of their president, in-group pressure to participate in the killings, and the "racial" categorization of Hutu and Tutsi as separate and distinct.



Professor Scott Straus (University of Wisconsin, Madison).

Straus concluded with a discussion of the practical applications of his research. He hopes to influence policy in response to humanitarian crises. And he seeks to widen scholarship on contemporary threats of genocide and targeted mass violence, looking particularly at the role of conflict and ideology as causal structures of genocide. These are critically important goals and ones likely to inspire students to take on challenging issues. The animated question and answer period reflected deep interest in the range of conflicts and violence gripping the African continent.

Shannon Scully

"POLICY AND PRACTICE: PEDAGOGY ABOUT THE HOLOCAUST AND GENOCIDE"

11 -13 APRIL 2013

The international symposium *Policy and Practice: Pedagogy about the Holocaust and Genocide* gathered a diverse group of scholars and practitioners to discuss education about genocide. Paraphrasing the sociologist Leo Kuper, NYU Professor Joyce Apsel reminded participants that, "the word is new; the crime is ancient." And efforts to teach about the crime have been unfolding, at least in the U.S., since the 1970s when victim groups began to gain their voices and to insist on education. Since that time, Holocaust teaching has become institutionalized and Holocaust education and memorial centers have proliferated. *Policy and Practice* provided the opportunity to engage in critical reflection about these developments and to compare educational initiatives about the Holocaust and genocide around the globe.

Several important conclusions emerged. A key finding was recognition of a significant gap between scholarly research and secondary school teaching. Educators and teachers need grounding in scholarship, but they also need to understand whether their approach to teaching this difficult material is effective in the long term. As Noreen Brand, founding Director of Education at the Illinois Holocaust Museum and Education Center, commented, "Practitioners are driving blind." Clearly, what constitutes effective teaching has garnered insufficient scholarly attention. An agenda to promote pedagogy grounded in solid, empirical research is required and the Strassler Center is poised to drive such an agenda forward.

Policy and Practice began with a public panel discussion, "History, Politics, and Education: Teaching about Holocaust and Genocide." Sabancı University professor Ayşe Gül Altınay described how, despite the veil of official silence, awareness about the fate of the Armenian population is growing in Turkey. Not only is the Armenian cultural imprint still significant but there is an emerging sense of identity among the grandchildren of Turkified Armenians that has made denial and the suppression of education more noticeable. The Cambodian case was the subject of remarks by Khamboly Dy, author of the first textbook about that genocide, and director of the School of Genocide, Conflicts, and Human Rights Studies of the newly established Sleuk Rith Institute, the permanent Documentation Center of Cambodia. He described how education is part of the post-conflict process of reconciliation in a country still recovering from violence. Margot Stern Strom concluded the panel with reflections on the accomplishments of Facing History and Ourselves, which she established as a Brookline, MA social studies teacher over thirty years ago and where she continues to serve as Executive Director. The Facing History curriculum has been embraced by teachers across the United States and

is an increasingly global brand of genocide education.

A series of panel presentations open to invited participants followed over two days. That "education is never neutral" was a recurring idea. Choices are always made about what to include and exclude. Depending on the context, those choices may be shaped by finances, access to training, educational mandates, politics, human rights concerns, democratic values, and local history. They may also be shaped by prejudice and racism.



Bridge over the Nyabarongo River, Rwanda. Opening image of the exhibition *Never/Again* by Shannon Scully, mounted in connection with *Policy and Practice*.

Strassler Center Professors Taner Akçam and Thomas Kühne responded to the many issues raised throughout the symposium in a closing panel. They challenged the participants and the global education community to engage in critical self-reflection that might yield a new model for genocide education. Recognizing that it is simpler to teach about atrocities committed by other states, the symposium concluded with a call to consider how each nation teaches about its own crimes. The South African case proved particularly instructive. Tracey Petersen, Education Director of the Cape Town Holocaust Centre, described how education about the Holocaust has given South African educators the opportunity to teach about Apartheid. Symposium participants agreed that the goal of education is not to prevent genocide – an often repeated but unrealistic ambition – but to engage future generations with history and the truth about history, a lofty aim worth pursuing.

Center students, faculty, guest scholars, and practitioners were grateful for the opportunity to discuss these matters thanks to generous funding provided by the Shillman Foundation, the Cutler Charitable Foundation, and friends.

Mary Jane Rein

PANEL DISCUSSION: "THE USE AND MISUSE OF HISTORY IN TURKEY: THE HOLOCAUST AND THE ARMENIAN GENOCIDE"

25 APRIL 2013

To commemorate the April anniversary of the Armenian Genocide, Kaloosdian Mugar Professor Taner Akçam convened a panel examining Turkish claims about saving Jews from Nazi-occupied Europe. Books and documentary films, many backed by the Turkish government, celebrate stories of rescue. Three scholars discussed Turkish treatment of Jews and Christian minorities at home and abroad: Professors Ayhan Aktar (Bilgi University), Corry Guttstadt (University of Hamburg) and Seyla Benhabib (Yale University). They considered whether the campaign to present Turkey as a safe haven for Jews is connected to denial of the Armenian Genocide.

Ayhan Aktar, concentrating on domestic policy, began with the 1923 Lausanne Treaty guaranteeing non-Muslim rights in Turkey. Despite the promises of Lausanne, the 1924 Turkish constitution asserted that "the people of Turkey, regardless of religion and race, are Turks with regard to citizenship." Defining citizens in ethnic terms, the new Republic introduced Turkification policies that legalized discrimination against minority groups, including Armenians, Greeks, and Jews.

Aktar described examples of anti-Jewish sentiment. Most notable was a coordinated 1934 pogrom against Jews and their property in cities throughout northwest Turkey. As World War II unfolded, Jewish men were drafted into construction battalions, while their Muslim counterparts trained for the army. The war years also witnessed discriminatory taxation that assessed minorities at rates 5-10 times higher than the general population. Late payments resulting in deportation to labor camps allowed the government to expropriate properties. After the war, wishing to align with the west, Turkey recognized Israel and reformed these policies. But many of Turkey's economically distressed Jews chose to immigrate to the new Jewish state.

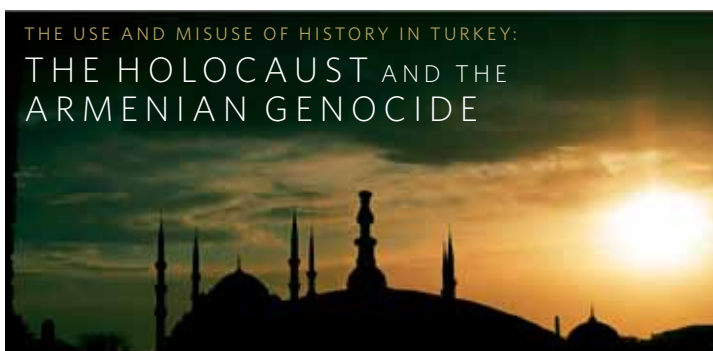
Corry Guttstadt discussed Turkish policy towards its Jewish citizens residing in Europe during the Holocaust. Although Turkey has recently "discovered" the Holocaust as a significant topic, propaganda supersedes historical knowledge. Thus, the nationalist historian İlber Ortaylı represents Turkey on the Aladdin Project, a UNESCO supported endeavour to introduce the Holocaust to Muslim countries. Turkey has begun to incorporate Holocaust education into school curricula and is a candidate for membership in the International Holocaust Remembrance Alliance. But acceptance will require examining the past.

While Turkey welcomed German Jewish scientists to its new universities beginning in 1933, the total admitted was quite small. The Foreign Ministry not only opposed Jewish immigration to Turkey but also limited passage to Palestine. The tragic fate of the vessel *Struma*, bound for Palestine with 765 Romanian Jewish passengers, is notorious. Denied refuge by Turkey and torpedoed by the Soviets, all but one of the passengers perished. Nor did the 25,000 Turkish Jews living in Europe (a third of Turkey's Jewish population) receive the protection their government might have afforded them until early 1944. Even though the Nazis allowed repatriation, many Turkish Jews were stripped of citizenship and deported to death camps as a result. Notwithstanding the historical record, Turkey exploits minor cases of rescue, often as a ploy to distract attention from efforts to address the Armenian Genocide.

The triangulation of Jewish, Turkish, and Armenian memories was central to the remarks of Seyla Benhabib. A Sephardi Jew from "multicultural" Istanbul, whose family history in Ottoman lands goes back to 1492, she had been unfamiliar with the facts concerning Turkey's anti-Jewish war-time policies. Growing up amid the secular ideals of Kemalism in the late 1950s and 1960s, she embraced her dual Turkish-Jewish identity. Yet, in retrospect, she expressed sadness over the opportunism behind the once strong Turkish-Israeli alliance which sacrificed recognition of the Armenian Genocide for geo-political and economic benefits.

As a political philosopher, Benhabib appreciates the nuances of international law as it has emerged since 1948. While international accountability has allowed victims of state atrocities to lay claim to their memories and demand "that their suffering and narratives be recognized," politics and ambiguity problematize the definition of genocide. Crediting Taner Akçam's scholarship, Benhabib acknowledged that the Armenian case is different from the Holocaust. She advocated untangling the Armenian genocide from the demise of the Ottoman Empire and founding of the Republic. "Let historical truth emerge and let peoples themselves in this region slowly and painfully find their own forms of reconciliation and forgiveness," she fervently concluded.

Sabri Atman and Mary Jane Rein



LINKAGES

An abundance of new academic and intuitional linkages materialized this year, expanding the Center's local, national, and international reach. Forging new connections, our mandate grows stronger: to educate the public, and to build academic ties that enrich the work of faculty, staff, and students.

Locally, the Strassler Center collaborated with Clark education professor Sarah Michaels to present *Poetry inside Out* to Woodland Academy, a neighboring public school. The project, an initiative of the Berkeley, CA-based Center for the Art of Translation, builds literacy and critical thinking skills through studying poetry and translation. Cambodian poet Tararith Kho visited and addressed a sixth-grade class. Exiled from his native Cambodia and adopted by the Scholars at Risk network, Kho was at Clark for the symposium *Policy and Practice* (see page 13). Kho spoke candidly about the risk of writing poems deemed critical of the Khmer Rouge. His presentation gave students the opportunity to meet an author they were reading and provided a context for the societal struggles his poems depict. The collaboration with the education department initiated discussion about genocide in an age-appropriate way, laying the ground for future work with local schools.

Building on regional scholarly networks, the Center hosted a graduate seminar series on "Jewish Responses to the Holocaust," funded by the American Academy for Jewish Special Research Initiatives Projects. Professor Avinoam Patt (University of Hartford) organized a lecture series for the Center's doctoral students. Patt and Professors Samuel Kassow (Trinity College) and Steven Katz (Boston University) led the seminar during three separate visits. Renowned as experts on East European Jewish life and culture, the professors discussed concepts of resistance, paying particular attention to the role of religious observance. Kassow conducted an engaging session on different forms of Jewish and gentile resistance in the ghettos of Eastern Europe. Patt presented a careful analysis of Jewish responses to the November Pogrom (Kristallnacht), and Katz led a riveting discussion on Jewish theology in the aftermath of the Holocaust. The presentations worked in conversation with each other, and proved fascinating for the students, especially as Religious Studies are not offered at Clark. Patt reflected, "The seminar was an excellent opportunity to bring scholars working on diverse aspects of Jewish responses to the Holocaust together with graduate students at the Strassler Center. Hopefully, these sessions will inspire continued collaboration." We share his hope!

Policy and Practice drew participants from South Africa, Cambodia, Turkey, Israel, Canada, France, Switzerland, and across the United States. Among them was Dr. Cecilie Stokholm Banke, senior researcher at the Danish Institute for International Studies, a long-time partner thanks to the Louis and Ann Kulin Endowment which fosters academic exchange with Denmark. And new

linkages were forged with academic institutions, museums, and educational centers. Relations with other longstanding partners like Yad Vashem and Facing History and Ourselves were refreshed while new collaborations with the Cape Town Holocaust Center and Mauthausen Memorial germinated.

Events this year proved a reminder about the reach of the Center's work—and how that reach can create linkages with institutions in the local Worcester and New England communities as well as with programs in far off countries on many continents.

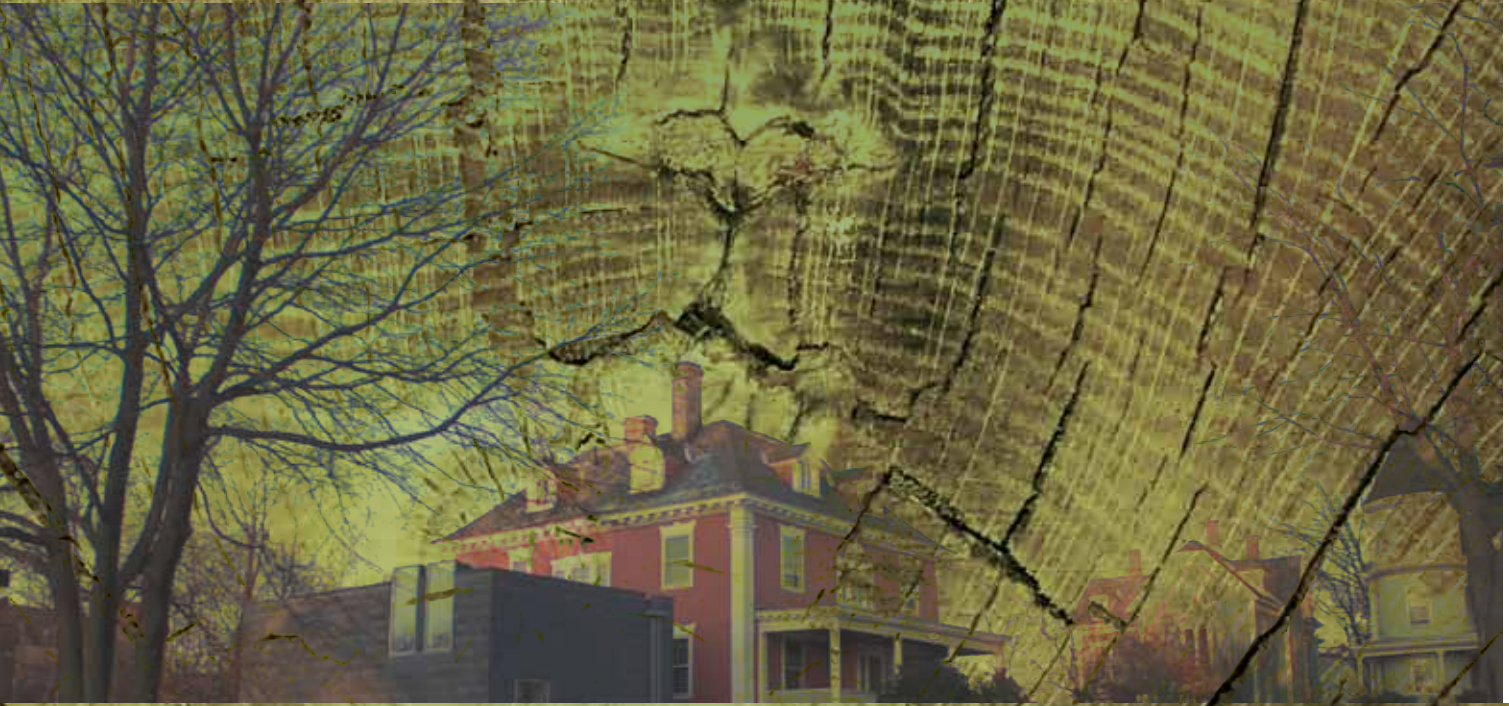
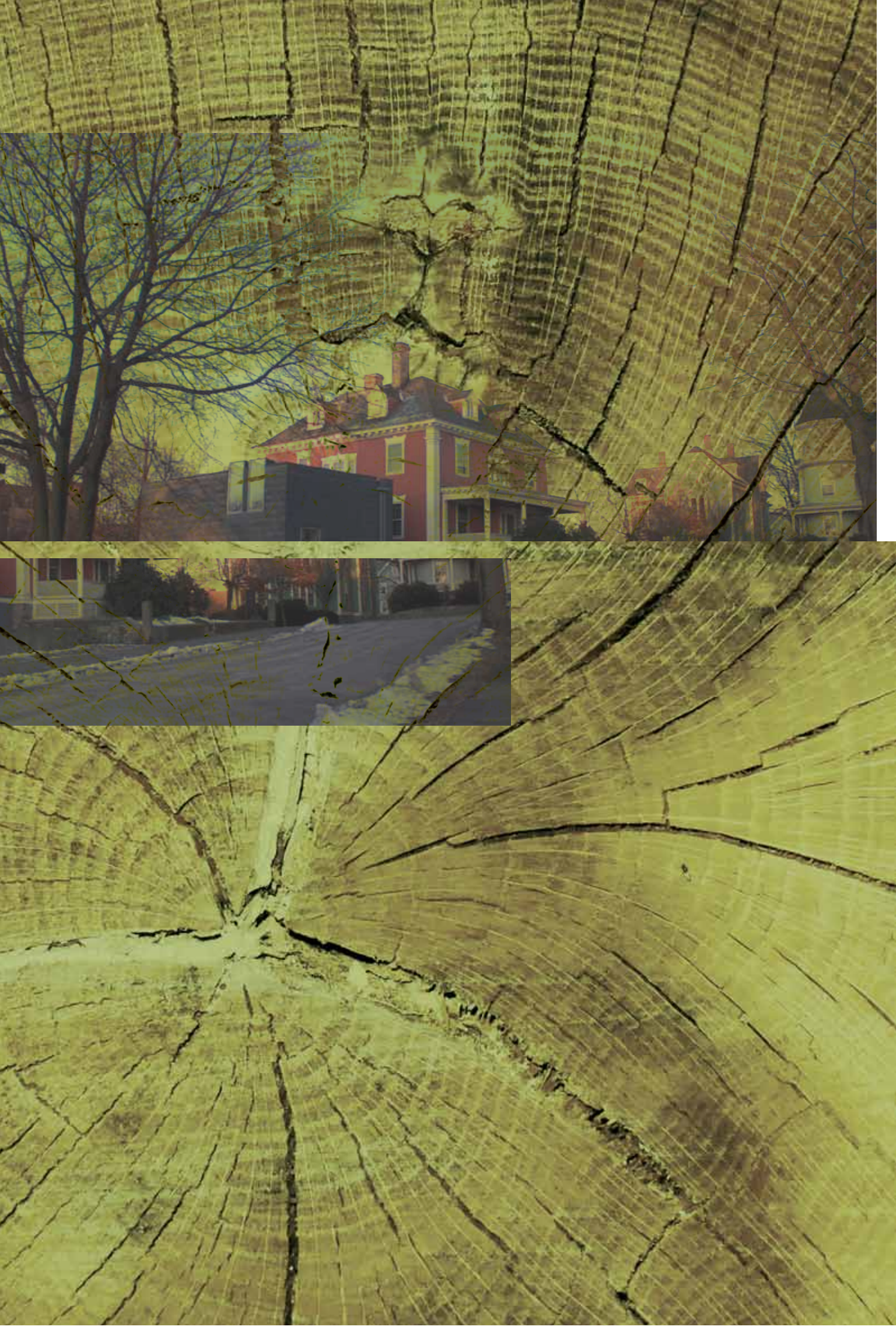
Mikaela Luttrell-Rowland

Anti-Defamation League
Armenian National Institute
Auschwitz Institute for Peace and Reconciliation
Centre for Holocaust Studies, Jagielloian University
Conference on Material Claims Against Germany
Danish Institute for International Studies
Facing History and Ourselves
The Friends of Hrant Dink Foundation
Genocide Intervention Network
German Historical Institute, Washington, D.C.
Hadassah Brandeis Institute
Haigazian University, Beirut
Institute for the History of German Jews, Hamburg
International Association of Genocide Scholars
International Holocaust and Remembrance Alliance (formerly ITF)
International Network of Genocide Scholars
The Jewish Foundation for the Righteous
Jewish World Watch
Leibniz University, Hannover
Leo Baeck Institute
Minda de Gunzburg Center for European Studies, Harvard University
The Museum of Jewish Heritage – A Living Memorial to the Holocaust
National Association for Armenian Studies and Research
Per Ahlmark Foundation, Stockholm
Rodgers Center for Holocaust Education, Chapman University
Radio La Benevolencija
Research Center for Contemporary History, University of Hamburg
Salzburg Global Seminar
Shoah Foundation Institute
United States Holocaust Memorial and Museum
Worcester JCC
Yad Vashem
YIVO Institute for Jewish Research
Zentrum für Holocaust-Studien, Munich



FACULTY NOTES

Center faculty create the core intellectual community our students enjoy. Looking to the future, we aim to grow our scholarly reach with the addition of faculty working in synergistic areas as our doctoral program branches into new areas of inquiry.



DEBÓRAH DWORK

“The Strassler Center inaugurated its Ph.D. program in September 1998 with an entering class of three. Now, fifteen years later, we have 24 students at varying levels of the doctoral program,” Rose Professor and Center Director Debórah Dwork marveled. “In 1998, our scholarly expertise shaped a program in Holocaust history. Now, with a rich spectrum of professors engaged in training Center students, we also host cutting edge tracks in genocide studies, and the psychology of genocide. And we are poised to inaugurate Geography and Genocide Studies.”

Dwork is especially delighted by the positions Center students hold, some of whom are writing their dissertations even as they are fully employed. “When the USHMM opened twenty years ago, I imagined the future of such museums when history rather than memory would serve as our bridge to the past. I envisioned trained Holocaust historians, just as art museum curators have doctoral degrees in art history. The Holocaust is no less important than art. And our standards for this genre of public education institution must be as high as for any other.”

Strassler Center students have stepped up to that responsibility. The jobs they hold shape the field and reflect the maturation of the Center’s doctoral program. Betsy Anthony and Christine Schmidt serve as the International Tracing Service Scholars at the USHMM and the Weiner Library (London), respectively. As directors of education, Sarah Cushman (Holocaust Memorial of Nassau County until June 2013 and now at the Strassler Center), Adara Goldberg (Vancouver Holocaust Education Center), Beth Lilach (Holocaust Memorial of Nassau County), and Dottie Stone (Holocaust Documentation and Education Center in Hollywood, Florida) have a direct impact on the education of hundreds of teachers and thousands upon thousands of schoolchildren. Tiberiu Galis, executive director of the Auschwitz Institute for Peace and Reconciliation, targets other learners: mid-level diplomats. And Naama Haviv, assistant director of Jewish World Watch, generates grassroots action against genocide.

Strassler Center students have found positions in academia, too. Ilana Offenberger at the University of Massachusetts; Beth Cohen at California State University; Raz Segal at Haifa University; and Jeff Koerber and Stefan Ionescu at Chapman University. And they hold

prestigious fellowships: in 2012-2013, Alexis Herr a Saul Kagan Claims Conference Fellowship; Raz Segal a Harry Frank Guggenheim Fellowship; Joanna Sliwa a Fulbright Fellowship. Kimberly Allar got a research grant from DAAD and she was selected for a USHMM Fellowship, as was Mike Geheran, who also held a German Historical Institute Fellowship. Natalya Lazar was awarded a Saul Kagan Claims Conference Fellowship for Advanced Shoah Studies; Sara Brown a Boren Fellowship for International Study; and Khatchig Mouradian and Ümit Kurt were chosen to receive grants from the National Association for Armenian Studies and Research.

Dwork ascribes the Strassler students’ success to the robust network of scholars who teach them, both at Clark and beyond the University’s gates. She herself mentors thirteen as well as a visiting student from Hamburg, and she serves on the dissertation committees of two others. But, she points out, all gain greatly from other professors’ perspectives and expertise. She uses the experiences of three of her advisees who were finishing their dissertations this year to illustrate her point. “Professors Marla Stone (Occidental College) and Harold Marcuse (University of California, Santa Barbara) encouraged Alexis Herr to situate her study in a larger context. Raz Segal argued with Yehuda Bauer (Hebrew University, emeritus) – and chatted with Antony Polonsky (Brandeis University) – right through his defense, both pressing him on his conclusions. And, seeing his dissertation through the eyes of his committee members, Maria Bacur (Indiana University) and Radu Ioanid (USHMM), Stefan Ionescu jumped back into the archives and wrote another chapter. Before they even had the opportunity to ask! In each case, the student’s argument was sharpened by the engagement of outstanding scholars.”

Dwork credits her Clark colleagues with establishing the culture of scholarly engagement that spurs excellence, as the Center’s events reflect. A panel discussion of Professor Taner Akçam’s critically acclaimed book, *The Young Turks’ Crime against Humanity* inaugurated the lecture series this year. Professor Dirk Moses (European University Institute, Florence, Italy), and Professor Eric Weitz, (Dean, CUNY) challenged Akçam, who joined the spirited discussion energetically. Similarly, Professor Thomas Kühne’s cutting-edge gendered analyses shaped the panel he organized on *Sexual Violence during the Holocaust*. The animated discussion between

the presenters, Professors Pascale Bos (University of Texas); Dagmar Herzog (who holds the Daniel Rose Chair at CUNY), and Regina Mühlhäuser (Hamburg Institute for Social Research), triggered trenchant questions from an electrified audience. “The students’ synapses jumped! Such presentations set the bar for superior scholarship,” Dwork observes. Indeed, she thanks Professor Johanna Vollhardt for inspiring her, too. “I was glad to be invited to a symposium at Uppsala University, comprised mainly of psychologists. Yet, I was stumped. ‘What could I, a historian, offer that would prove useful?’ I wondered aloud to Johanna, who was also invited. She flung wide an intellectual door. It was an Ali Baba ‘Open sesame!’ moment.” Both Dwork’s and Vollhardt’s presentations will be published as chapters in *Engaging Violence: Trauma, Memory, and Representation* edited by Ivana Maček and based on the symposium.

Reflecting upon her activities this year, Dwork notes the role of the ever-growing international profile of the Center. “In the past, my scholarship prompted invitations to speak and sit on boards; now my role as director elicits equal interest. The Strassler Center remains a unique initiative and our success draws recognition from many quarters of the globe.” Appointed (2011) to serve as a member of the U.S. delegation to the International Holocaust Remembrance Alliance (IHRA, formerly the ITF), Dwork was invited this year to join the Funding Committee as well as the Steering Committee for a multi-year education research project. And she continues to relish her participation in the joint Salzburg Global Seminar and USHMM project on Holocaust and genocide education.

Still, Dwork’s scholarship looms large. She drew upon both her research and her experience as director to present the opening paper and chair the first session at an international *Symposium on Holocaust and Genocide* hosted by the Israel Academy of Sciences and Humanities, the Hebrew University, and the Van Leer Institute. Moving from the heat of Jerusalem to the cool of Oslo, she delivered the keynote address at a conference on *Raoul Wallenberg and Attempts to Rescue Europe’s Jews*, held in honor of that hero’s 100th birthday. As in past years, Dwork deployed her scholarship in the public domain. Invitations to present her research to wide-spectrum audiences took her to Newport News, Virginia and the Florida Holocaust Museum in Tampa; the Institute for Christian and Jewish Studies (Baltimore),



Rose Professor and Strassler Center Director Debórah Dwork.

Chapman University, Roger Williams University, and the Worcester home crowd. She was honored by Pedagogics Director Yariv Lapid’s invitation to join survivor Yitzhak Livnat as a keynote speaker at the *Dialogforum* that followed the official opening of the new permanent exhibitions at the Mauthausen Memorial. “Yariv’s team of guides to the Mauthausen memorial camp shone bright in that gloomy site. I was struck by their wish to learn from Yitzhak (and his openness to them), and their fresh approach to teaching the many visitors who come through each year.”

Closer to home, Dwork worked ever more closely with the Museum of Jewish Heritage in New York. “I feel like I was in and out of the MJH every month this year,” Dwork exclaimed. The record shows that she very nearly was. She served on the advisory committee for two exhibitions, “Against the Odds: American Jews and the Refugees of Europe, 1933-1941,” which opened in May, and an as yet untitled exhibit on the Jewish history of Oświęcim (Auschwitz) that will open this fall. And, as always, she taught various groups of teachers and gallery educators on a range of subjects: “Rescue and Recovery of Jewish Children in Holland;” “The Final Solution;” “Jewish Life in Terezín.”

Teaching takes many forms and occurs on a range of sites, and Dwork lends her energy to all of them. For those who have not had the opportunity to take a class with her or catch a lecture, there is always the Internet. Artemis Joukowsky’s film, “Two Who Dared,” about his grandparents Martha and Waitstill Sharp, was released this year, and Dwork’s commentary is woven through the narrative. Joukowsky and Facing History and Ourselves created a 35-minute classroom version, available for viewing through the Internet. As Dwork points out, that too has changed since 1998! Mary Jane Rein

TANER AKÇAM

Probing research, significant scholarship, and active engagement in debates about the past have vaulted Taner Akçam into the top rank of public intellectuals. Case in point: Cornell University historian Holly Case profiled him in the April issue of *The Nation* in an extensive piece investigating the political context for challenges to Turkish recognition of the Armenian Genocide, “Two Rights and a Wrong: On Taner Akçam.” In so doing, she elaborated upon his most persuasive ideas about why the Armenian case should be considered genocide. Renowned for his commitment to understanding such issues, Akçam received the Raphael Lemkin Award from Loyola Law School in Los Angeles where he delivered the keynote address at a March symposium, *Perspectives on Genocide: Istanbul Trials of the Armenian Genocide Brought to Justice*. While in Los Angeles, he also engaged in a fundraising campaign organized by the Istanbul Armenian Association. Ever determined to expand the number of students working in the field, Akçam was pleased to secure a five-year fellowship – called the Thomas McBane Scholarship – to be held in fall 2013 by a student researching the Armenian Genocide.

Akçam’s global reputation as a scholar willing to tackle taboo historical topics attracts talented prospective students eager to study all aspects of genocide by the late Ottoman Empire. His 2012 book *The Young Turks’ Crime against Humanity: The Armenian Genocide and Ethnic Cleansing in the Ottoman Empire* was widely and favorably reviewed. And speaking invitations followed, bringing him to lecture venues throughout North America, Australia, and Switzerland. A panel discussion examining his findings was hosted by the Strassler Center and introduced the book to an engaged audience of students and local community members (see page 4). The journal *Foreign Affairs* named it the best book on the Middle East for 2012. In fall, another book, co-authored with Akçam’s doctoral student Ümit Kurt, appeared in Turkish. To be published in English as *Spirit of the Laws*, it explores Turkish regulations regarding confiscated Armenian properties from 1915 until 2001. Kurt and Akçam examine, among other things, a memo circulated from Istanbul’s central deed office (in 1983 and again in 2001), warning provincial officials

against providing information about property seized from Armenian victims, yet another element of the Turkish government’s well-coordinated campaign of denial.

Akçam participated in a spirited debate in the Turkish press that received wide public attention. Sarkis Torossian, an Armenian soldier who served in the Ottoman army, published his memoirs in the United States in English in the 1940s. Recently translated into Turkish, its publication was the subject of intense discussion. Questions about the memoirs’ authenticity heated up the Turkish popular press. Akçam visited Torossian’s granddaughter in Philadelphia and she furnished new documents that fueled further debate. His opinion pieces in the liberal papers *Taraf* and *T24* lent credence to those who championed the validity of Torossian’s account of his experiences serving in key campaigns during World War I, including Gallipoli.

Continuing to break new ground in establishing truths about the Armenian Genocide, Akçam is studying a set of original documents culled from the official Ottoman archives. He devoted the summer to reviewing these materials for a book that will bring fresh evidence to light about Armenian soldiers in the Ottoman army. Their military service should have afforded protection to their families and them, but in practice these Armenian soldiers were targeted for persecution and deported. The Ottoman archives hold numerous petitions to the government from soldiers inquiring about the fate of family members and from families desperate for news of their soldier sons. A selection of the petitions will be included in a book due out in English in fall.

Akçam’s scholarship on the Armenian Genocide is deeply appreciated by the Armenian community and by supporters of the professorship he holds. The Knights and Daughters of Vartan named him their 2012 “Man of the Year.” And friends of the Robert and Marianne Kaloosdian and Stephen and Marion Mugar Chair have organized a group dedicating to funding his research, activities, and fellowships for doctoral students. His activities in academic year 2012-2013 prove worthy of their devotion.

Mary Jane Rein



Kaloosdian Mugar Professor Taner Akçam.

THOMAS KÜHNE

Strassler Professor Thomas Kühne enjoyed a year of success for his own work and the work of his advisees. A dedicated and passionate scholar, his commitment to research inspires his students and colleagues alike. As director of graduate studies at the Strassler Center, he advises all first-year doctoral students — five this year. He also serves as dissertation advisor to five Ph.D. students. In May, his advisee Cristina Andriani defended her dissertation, *Swords or Plowshares? Holocaust Collective Memories and the Palestinian-Israeli Conflict*—the first joint Ph.D. offered in the psychology of genocide stream. Andriani notes that Kühne is “my toughest critic and the strongest supporter of my development as a scholar.” I appreciate her enthusiasm. Professor Kühne served as second reader for my senior honors thesis on the representation of Holocaust perpetrators. He helped me to expand my critical thinking and pushed me in directions I would have otherwise neglected. I received highest honors, thanks in large part to his influence.

Kühne’s advisees are inspired by his research, which is both rigorous and cutting edge in its use of theory and interdisciplinary perspectives. These approaches underlie his most recent book, *Belonging and Genocide: Hitler’s Community, 1918-1945* issued in a paperback edition in August 2013 and in Italian translation. His comprehensive article reviewing recent scholarship about the impact of global colonialism on Nazi rule over Europe and the Holocaust promises to be a significant contribution to the field of Comparative Genocide Studies. “Colonialism and the

Holocaust: Continuities, Comparisons, and Causations” will be published in the *Journal of Genocide Research* in fall 2013. Kühne is also an energetic reviewer of books about Nazi Germany and the Holocaust, writing more than a dozen reviews over the past academic year. He is now revising and expanding an English version of his book *Comradeship: Hitler’s Soldier’s and the 20th Century*, first published in German in 2006 and to be published by Cambridge University Press. Another long-term research project, “Beauty and Social Identity in Modern Global History,” initiated during his 2010 sabbatical year as a John Simon Guggenheim Fellow, will yield a book.

Kühne is an active participant in conferences and lectures at venues around the globe. He delivered the keynote lecture, “Beauty in a Globalized World: Body Aesthetics and Social Identity in the Long 20th Century,” at the international conference *Beauty: Commons vs. Contests* at the University of Antwerp in October 2012. And in January 2013, he traveled to Tel Aviv University to present “Nation Building through Genocide: The Nazi Volksgemeinschaft as Social Reality” at the Minerva Institute for German History. These lectures offer opportunities to forge connections with scholars who share and challenge Kühne’s academic interests. Kühne was especially glad to accept the invitation of fifth-year doctoral student Michael Geheran to chair the panel he organized for the German Studies Association Annual Meeting, “From Frontgemeinschaft to Volksgemeinschaft: Marginalized War Veterans in Post-World War I Germany.” The participating doctoral students presented papers that surely benefited from Kühne’s nuanced scholarship on the experiences of German soldiers.

Kühne maintains academic ties with a number of German institutions including the Gottfried-Wilhelm-Leibniz University in Hannover, Germany. During the 2012 summer term, he taught two courses as a visiting professor of history. Recipient of the Leibniz Summer Fellowship Award, Kühne conducted research at the Center for Contemporary History, Postdam/Berlin during summer 2013. His research into popular German media, magazines, and contemporary culture will contribute to his book project on the social history of body aesthetics. Kühne’s students and colleagues eagerly await the results of this and other research projects. *Shelby Margolin '13*

Strassler Professor Thomas Kühne.



OLGA LITVAK

A prominent scholar of Russian-Jewish history, Michael and Lisa Leffell Professor Olga Litvak is a key member of the Strassler Center community. More broadly, her research on Jewish life and culture in Eastern Europe provides a vibrant window into the world destroyed by the Nazis and their allies. Strassler Center doctoral students view her scholarship and coursework as fundamental to their education about the Holocaust. And Litvak knows them well, not only as engaged members of her classes and seminars, but also because she helped bring them to Clark. Litvak is a vital participant on the doctoral admissions committee. And in that capacity, she contributes to the challenging task of identifying which applicants are promising future scholars. It is a responsibility she takes seriously and her service on this committee is both valued and appreciated.

Litvak's recent book – her second – is a landmark study of a subject long considered analyzed and understood. But Litvak's *Haskalah: The Romantic Movement in Judaism* (2012) challenges conventional wisdom. Rather than seeing the Haskalah as the Jewish embrace of 18th century ideals of the European Enlightenment, she argues that the movement is better aligned with the 19th century Romantics. Moreover, she situates the emergence of these ideas among the Jewish intellectuals of Eastern Europe rather than with Western European Jewish thinkers. According to University of Chicago professor Paul Mendes-Flohr, “Olga Litvak marshals stunning erudition in a nigh-magical fashion as she revises the reigning conception of the Haskalah as a Jewish version of the European Enlightenment.”

Several new projects are in the works. Litvak plans to investigate Zionism's first stirrings in tsarist Russia in the period before Theodor Herzl. She hopes to answer questions that emerged in researching the Haskalah as well as in her teaching. “Having worked extensively with the Strassler Center graduate students, I have gained a profound appreciation of students' interest in the development of nationalism. In a sense, their interests have become my own and I long to explore this topic further through primary sources.” Zionism began as a Russian movement, yet Litvak's will be the first book-length treatment of the subject. She will consider the emergence of Jewish nationalist thought in the context of the empire's policy on Jews. First-year doctoral student Dotan Greenvald attended her fall talk at Harvard, “Law and the Inner Man: M. L. Lilienblum's Romantic Revolution,” which announced her work on the subject and he serves as her summer research assistant. “I am honored to work on a topic that few have considered. And as expected from a scholar with her high standards, Litvak's new research is bound to seriously challenge what we think today about early Zionist thought.”

Yet another undertaking is a biography of the Yiddish writer Sholem-aleichem. Litvak published two articles this year that explore controversial aspects of Sholem-aleichem's legacy; his persistent fascination with crime and confession, and the question of his readership. Amazingly, a major biography is yet to be written about this central figure in Russian-Jewish literary life. And Litvak will write it.

In the classroom, Litvak is a dynamic presence whether teaching about the Russian Revolution, the history of nationalism, or Jewish literature and culture. Her knowledge of the sources – in Hebrew, Yiddish, Lithuanian, and Russian – is encyclopedic. And her courses reflect her commitment to teaching directly from primary materials, as well as to the premise that Jewish history transcends many of the traditional divides between literature, history, religion and other fields in the humanities. In the realm of public education, she is deeply engaged with the Russian-Jewish community. She worked extensively with the Wexner Foundation Heritage Program which has, for the first time, recruited a New York contingent of Russian participants. Like her students at Clark, the Wexner students are lucky to learn from her vast store of knowledge.

Mary Jane Rein



Michael and Lisa Leffell Professor Olga Litvak.

KEN MACLEAN

Glowing descriptions pour in from undergraduate and graduate students about Professor Ken MacLean, the richness of his classes, and the quality of his teaching. Recognized across the University for his scholarly excellence and dedication to multi-dimensional learning, MacLean brings tremendous strengths to the intellectual life and pedagogical commitments of the Strassler Center. An anthropologist with a focus on politics and conflict in South East Asia, MacLean adds depth and interdisciplinary reach to the Center's comparative genocide track and to his department, International Development, Community, and Environment (IDCE).

Dedication to presenting a range of voices — the public, government officials, and international criminal court officials — characterizes MacLean's scholarship. His book, *The Government of Mistrust: Illegibility and Bureaucratic Power in Socialist Vietnam* is due out in fall. Drawing on government documents, MacLean describes how bureaucracy became an end in and of itself in Vietnam. It is a fascinating study of how government functions and malfunctions. And he is poised to write another book, *Human Rights Documentation, Archival Formation and Fact Production: Mapping Before and After Conflict-Induced Displacement in Burma*, about knowledge production and the framing of human rights violations. Recently published articles include "Enacting Anti-Corruption: The Reconfiguration of Audit Regimes in Contemporary Vietnam" in *Positions: East Asia Cultures Critique* (2012) and "Lawfare and Impunity in Burma since the Ban on Forced Labor" in *Asian Studies Review* (2012). "Biography-Not' General Trần Đô: His Dissident Writings, Elite Politics, and His Death in Retrospect," is forthcoming in *The Journal of Vietnamese Studies* and "Counter-Accounting with Invisible Data: Reckoning Vicarious Liability in Myanmar's Energy Sector," will appear in a proposed special issue on the "Afterlives of Development" in *Political and Legal Anthropology Review*.

MacLean is committed to mentoring students, including IDCE graduate student Siobhan Kelley '12, MA '13. He directed her MA thesis on dominant narratives in advocacy campaigns in the Democratic Republic of Congo. According to Kelley, "Professor MacLean has been an invaluable mentor, and I can honestly say that I would not have got as much from my degree without his support. My first class, the seminar "Visualizing Human Rights," opened my eyes to the frames employed by advocacy organizations to construct human rights issues as important problems. He taught me to be a thoughtful and critical activist." First-year doctoral student Shannon Scully works with MacLean on her doctoral thesis about resistance during the genocide in Rwanda. She enthuses, "he has had a meaningful impact on my first year at Clark. His intellect, support, and mentoring are outstanding. And his willing-



Executive Director Mary Jane Rein, International Development Professor Ken MacLean, and Academic Program Liaison Officer Mikaela Luttrell-Rowland.

ness to advise me about Africa, an area outside his primary focus, is especially generous."

MacLean has a talent for linking activism and scholarship, sparking critical questions about how that relationship should work. He redesigned his course, "Seeing Like a Humanitarian Agency", to place student inquiry at the center of the syllabus. He takes pride in innovative teaching, and designs practical assignments such as creating original advocacy campaigns using digital media. Having done fieldwork and human rights organizing throughout southeast Asia, MacLean knows his subject intimately and can speak from direct experience. His aim: to have students produce work that links theory to the real world with the hope that, one day, they may actualize these projects outside the classroom.

As moderator for the closing panel "Looking Forward" at the International Conference *Policy and Practice* (see page 13), MacLean reflected on the value to him of his participation in the Center's intellectual life. And conversely, MacLean is a vibrant, welcome, and greatly admired participant in Center life.

Mikaela Luttrell-Rowland

DYAN MAZURANA

The Strassler Center welcomed internationally renowned scholar Dyan Mazurana as the Cathy Cohen Lasry Visiting Professor of Comparative Genocide Studies during the spring semester. An associate research professor at the Fletcher School of Law and Diplomacy and research director at the Feinstein International Center at Tufts University, Mazurana works with numerous governments, UN agencies, and human rights and child protection organizations to assist youth and women affected by armed conflict. Her research and teaching about the human rights of women and children, war-affected civilian populations, armed opposition groups, armed conflict, and peacekeeping are important contributions to the Center's discourse about genocide and mass violence.

Committed to research and activities on the ground, Mazurana spends a significant amount of time working directly with war affected victims. Her geographic focus is Africa, especially Sierra Leone, Mozambique, and Uganda, but she has also worked in Afghanistan, the Balkans, and Nepal. Mazurana's scholarship addresses international interventions and humanitarian aid, particularly victim recovery following mass crimes. Known for her innovative methodology and attention to gender, Mazurana's most recent book, *Research Methods in Conflict Settings: A View from Below* (2013), co-edited with Karen Jacobsen and Lacey Gale, takes up these very issues, often missed in international interventions and research methodology in conflict and post-conflict settings. On this same topic, she co-authored an article, "How Sex- and Age-Disaggregated Data and Gender and Generational Analyses Can Improve Humanitarian Response," forthcoming in the journal *Disasters*.

An effective and widely sought after consultant for the United Nations and various state actors, Mazurana is known internationally for offering tools to overcome gender-blind frameworks in research about conflict and war zones. She was an invited co-author for a recent study commissioned by the UN Secretary-General: "The Dust Has Not Yet Settled: Victims' Views on the Right to Remedy and Reparation" (A Report from the Greater North of

Uganda). She also serves as Research Director for the Secure Livelihoods Research Consortium for Uganda, part of a larger seven country comparative study looking at how populations recover after conflict or survive in the midst of conflict.

In addition to her consultancy work and field experience, Mazurana is a prolific writer, researcher, and scholar, and has published over 70 scholarly and policy books and essays (translated into numerous languages) on gender, armed conflict, and the struggle for accountability and remedy. Her recent books include *After the Taliban: Life and Security in Rural Afghanistan* (2008) with Neamatollah Nojumi and Elizabeth Stites; *Gender, Conflict, and*

Peacekeeping (2005) with Angela Raven-Roberts and Jane Parpart; and *Where Are the Girls? Girls in Fighting Forces in Northern Uganda, Sierra Leone, and Mozambique* (2004) with Susan McKay.

Having received her Ph.D. from Clark in Women's Studies, Mazurana offered much inspiration in her keynote address for the conference *Building Bridges: Peace, Gender Equality and Women's Rights in Sudan and South Sudan* at Clark this winter. She advocated for feminist and gender perspectives nationally and internationally, demonstrating that gender analysis can strengthen research. Professor Denise Bebbington, director of Women and Gender Studies, commented on how much Mazurana brings to Clark and the Strassler

Center through her combined "research, teaching, and firm practitioner focus." Bebbington stated, "So often students ask, 'Why bother to get a degree in Women's and Gender Studies?' Mazurana pointed to the wide array of institutional contexts in which WGS counts." Indeed, in Mazurana's course "Mass Atrocities," many students observed how effectively she incorporated legal theory, practical understandings of mass murder, and gender analysis.

Thrilled by the opportunity to teach a high level seminar to well-trained students who are focused on issues of shared concern, Mazurana looks forward to returning as Cathy Cohen Lasry Visiting Professor and teaching at the Strassler Center again in fall. And the Center community looks forward to her continued presence with all of the energy and expertise she offers.

Mikaela Luttrell-Rowland



Cathy Cohen Lasry Visiting Professor Dyan Mazurana.

SHELLY TENENBAUM

Shelly Tenenbaum is an invaluable member of the Strassler Center community. As chair of the Department of Sociology and coordinator of undergraduate activities for Holocaust and Genocide Studies (HGS), she forms a bridge between Clark University's undergraduate community and the Center. Her warmth, compassion, and intellect attract both undergraduate and graduate students to her work. These qualities make her an ideal professor and mentor, responsibilities she takes seriously in the classroom and as an adviser to HGS concentrators and members of STAND (the anti-genocide student group). In these capacities, Tenenbaum serves as a facilitator and connector, always pushing education to transcend conventional boundaries.

Tenenbaum ensures that the HGS concentration provides an interdisciplinary experience for students. This year, she revamped the concentration by delineating three tracks: the Holocaust; Forced Deportation, Mass Murder, and Genocide in the Eastern Mediterranean; and Human Rights, Mass Murder, and Genocide. Seamlessly integrating classes from different disciplines, including history, political science, geography, international development, and psychology, the concentration broadens and deepens the study of genocide and mass atrocities. Tenenbaum will continue to teach one of the two foundational classes, "Genocide." Emma Mitchell '16 credits this course with "opening the door to my interest in studying the Holocaust and other genocides." Mitchell further notes that Tenenbaum is "clearly passionate about the subject, both in her lectures and in individual conversations." Her devotion to the subject underlies her success as HGS coordinator and informs the fundamental changes she has designed for the concentration.

Tenenbaum is dedicated to connecting students with opportunities beyond the classroom. She awards the HGS stipends that fund undergraduate summer internships and study across the country and around the globe. With the help of Anna Voremberg '13, Tenenbaum developed a comprehensive list of national and international human rights related internships. I was honored to receive a 2012 stipend for my dream internship at Facing History and Ourselves in the California office. Tenenbaum was instrumental in securing this opportunity and supported me throughout the experience. Recipient of another undergraduate internship stipend, Voremberg marveled at the advice she received last summer: "Professor Tenenbaum is the role model most young women spend years searching for." While some undergraduates may feel daunted engaging with Clark's graduate student community, Tenenbaum ensures that concentrators feel welcome at the Strassler Center. Mary Jane Rein, executive director of the Center, notes, "It is a pleasure to work with Shelly on advancing opportunities for undergraduate students at the Strassler Center. She goes to great lengths to connect the two communities."

Fostering an interdisciplinary approach to education is also characteristic of Tenenbaum's work beyond Clark University. As chair of the Pedagogy Working Group within the Association for Jewish Studies (AJS), Tenenbaum strives to develop new models to teach "Introduction to Jewish Studies". She recruited colleagues to compose a grant proposal for a summer institute dedicated to this goal. The group aims to produce interdisciplinary course syllabi that foster teaching from multiple perspectives, rather than a multidisciplinary approach where students select from a menu of courses that are offered in various departments. Tenenbaum knows the strength of this approach first-hand after co-teaching "Telling Lives: Race, Genre, and Autobiography" with English professor Betsy Huang. Her involvement with the Pedagogy Working Group yielded an invitation to participate on the AJS Strategic Planning Committee. Tenenbaum also began a three-year term as coordinator of the AJS Division of Social Science and Contemporary Jewry. These accomplishments are a testament to Tenenbaum's dedication and passion to pushing the bounds of education. As an HGS concentrator, I can attest to how a deeply engaged professor can make a difference in the learning experience of undergraduate students.

Shelby Margolin '13



Sociology Professor and Coordinator of Undergraduate HGS Activities Shelly Tenenbaum and Shelby Margolin '13.

JOHANNA RAY VOLLHARDT

Recipient of the 2012-2013 Hodgkins Junior Faculty award for excellence in research and teaching, Johanna Ray Vollhardt is an accomplished assistant professor at Clark's Francis L. Hiatt School of Psychology. Using an international and intercultural lens, her research on the psychology of victims, bystanders, and perpetrators enriches and expands the activities, teaching, and research of Strassler Center students and faculty.

Vollhardt's work includes key contributions to international NGOs as well as the Clark community. Since 2005, she has worked with Radio La Benevolencija, a Dutch NGO operating in Burundi, the Democratic Republic of Congo (DRC), and Rwanda that empowers groups targeted by hate speech through radio soaps, discussions, and educational programs. Together with her collaborator Professor Rezarta Bilali (UMass Boston), she reviewed previous evaluation research to examine the effects of different radio drama scene types and group discussion on perceived grievances and threats, fatalism, as well as perceived agency to achieve change in conflict-ridden communities in the eastern DRC.

A dedicated scholar and mentor, Vollhardt juggled numerous research projects during the academic year. Working with doctoral students Rashmi Nair and Lucas Mazur, Vollhardt conducted focus group interviews among four communities targeted by group-based violence. Examining collective memories and social psychological needs in the aftermath of group-based violence, Vollhardt evaluated participants' reactions to survey questions that assessed inclusive and exclusive victim consciousness. She is now using these focus group results to refine measures of victim consciousness as predictors of constructive and destructive intergroup outcomes in the aftermath of mass violence.

Dedicated to mentoring students, Vollhardt involves them in her research projects. Collaborating with Warsaw University professor Michal Bilewicz and psychology doctoral student Maggie Campbell, Vollhardt investigates the psychology of resistance. The team studies oral testimonies from the Shoah Visual History Archives. Undergraduate psychology students transcribed testimonies, developed the coding manual, and coded testimonies for psychological factors that may help explain why individuals chose collective resistance over individual survival strategies. Cristina Andriani Ph.D. '13, the Center's first doctoral student to earn a degree in Psychology of Genocide, credits Vollhardt with challenging her to "step outside my comfort zone and utilize different research modalities." Andriani is inspired by Vollhardt's "passion for research,"—a quality that is evident to all who know her, including Kulani Panapitiya Dias '13 who worked with Vollhardt on her honors thesis, "Justifying Atrocities: Investigating Strategies of Moral Disengagement in Post-war Sri Lanka," for which she received highest honors.

Vollhardt published several journal articles and book chapters this year. She and Professor Christopher Cohrs (Jacobs University Bremen, Germany), co-edit an open-access journal, *Journal of Social and Political Psychology*, which they founded in November 2012. The journal welcomes diverse methodologies and emphasizes social issues and contextualized, culturally sensitive research.

Vollhardt's international renown is reflected in her active participation in programs and conferences around the globe. She teaches summer courses on conflict, and lectures frequently in the Psychology Department at Warsaw University. She organized a workshop in Luxembourg, sponsored by Clark University's Luxembourg-Leir program, convening a small group of international researchers who use historical data to examine social psychological processes of genocide and mass violence. And she was invited to present at an international conference at the Hugo Valentin Center for Holocaust and Genocide Studies at Uppsala University in Sweden. Her paper on questions of legitimacy and identity among researchers dealing with mass violence will appear in a forthcoming edited volume. Her work has earned her a leadership role: Vollhardt was elected to a three-year term on the Governing Council of the International Society for Political Psychology, an interdisciplinary organization concerned with the relationship between political and psychological processes.

Her dedication to teaching, research, and scholarship make Johanna Ray Vollhardt an outstanding asset to Clark. And students and faculty at the Strassler Center are grateful for her affiliation.

Shelby Margolin '13



Psychology Professor Johanna Ray Vollhardt.

PROGRAM FACULTY

The following faculty from seven academic departments participate in the Center's life and programs. We are grateful to all for their contributions of scholarship, expertise, and teaching.

Taner Akçam, Ph.D., History Department
Kaloosdian Mugar Professor of Armenian Genocide Studies and Modern Armenian History

Paul Burke, Ph.D., Foreign Languages and Literatures Department
Professor of Classics

Debórah Dwork, Ph.D., History Department
Director, Strassler Center for Holocaust and Genocide Studies
Rose Professor of Holocaust History

Jody Emel, Ph.D., Graduate School of Geography
Professor of Geography

Anita Fábos, Ph.D., Department of International Development, Community, and Environment
Associate Professor of International Development and Social Change

Everett Fox, Ph.D., Foreign Languages and Literatures Department
Director, Jewish Studies Concentration
Allen M. Glick Chair in Judaic and Biblical Studies

Thomas Kühne, Ph.D., History Department
Strassler Professor of Holocaust History

Olga Litvak, Ph.D., History Department
Michael and Lisa Leffell Professor of Modern Jewish History

Ken MacLean, Ph.D., Department of International Development, Community, and Environment
Director of Asian Studies
Associate Professor of International Development and Social Change

Marianne Sarkis, Ph.D., Department of International Development, Community, and Environment
Assistant Professor of International Development and Social Change

Srinivasan Sitaraman, Ph.D., Political Science Department
Associate Professor of Political Science

Valerie Sperling, Ph.D., Political Science Department
Professor of Political Science

Shelly Tenenbaum, Ph.D., Sociology Department
Coordinator of HGS Undergraduate Activities
Professor of Sociology

Robert Tobin, Ph.D., Department of Foreign Languages and Literatures
Henry J. Leir Professor in Foreign Languages and Cultures

Johanna Ray Vollhardt, Ph.D., Hiatt School of Psychology
Assistant Professor of Psychology

Kristen Williams, Ph.D., Political Science Department
Professor of Political Science





STUDENT & ALUMNI NEWS

Students in the Strassler Center program bring unique perspectives with different accents. As a result, discussions are complex, diverse, and fruitful.

Center graduates are now making their mark upon the field. Their scholarly excellence and engagement with public education highlight the success of the program.

GRADUATE STUDENT NEWS

Doctoral study in the Strassler Center Ph.D. program is demanding. Courses, presentations, fellowship seeking, teaching, publishing books, chapters, and articles, and archival research on many continents characterize the work of the Center's ambitious students. Reviewing her activities for the 2012-2013 academic year, Sara Brown declared, "Reading this, I feel exhausted all over again!" And her colleagues would say the same.

The activities and research described here cover a broad range of studies, including the Ottoman genocide against the Armenians and Assyrians, mass violence and genocide in Africa, and the Holocaust both directly and as a central comparative case. Dissertation projects examine the experiences of victims, perpetrators, bystanders, collaborators, survivors, and their descendants. They consider gender; the dynamics of multi-ethnic violence; memory and memorialization; reconciliation and reparations; the economic benefits and consequences of genocide; nation building; and collective trauma. The accomplishments of these talented students demonstrate their promise as future scholars and professionals.

KIMBERLY ALLAR, the Richard M. Cohen '71 M.D. Fellow, is deeply engaged with her dissertation, *Changing of the Guard: An Examination of the Nazi Concentration Camp Guards from 1933-1945*. Examining the recruitment and training of concentration camp guards, she analyzes three groups of trainees: the Totenkopfverbände of Dachau, the Aufseherinnen of Ravensbrück, and the Wachmannschaften of Trawniki. She considers the social and psychological factors underlying their transition from civilians into political soldiers, while exploring race and gender.

Allar enjoyed a productive year, beginning with a workshop in Bremen, Germany, *Forced Labor, Exploitation, War Production: The 18th Workshop on History and Memory of National Socialist Concentration Camps*. She presented "Changing of the Guard" and visited forced labor sites at the Neuengamme Concentration Camp. Recipient of a short-term fellowship from the Deutscher Akademischer Austausch Dienst, Allar researched official directives delivered to the camps and files concerning male and female guards at Konzentrationslager Flossenburg at the Bundesarchiv-Lichterfelde in Berlin. At the Konzentrationslager Ravensbrück Archiv in Fürstenburg, she examined personnel files of Aufseherinnen, post-war trial transcripts, and testimonies from prisoners and guards.

As a European Holocaust Research Institute Fellow at Yad Vashem, Allar studied concentration camp personnel files of Nazi officers and survivor testimonies. She presented a talk on the obstacles arising in a study that incorporates perpetrator and victim testimonies. Returning to the United States, Allar examined captured German records, final interrogation reports at Dachau by the US Army, and other war crimes trials case files at the National Archives and Records Administration in College Park, Maryland.

Archival research and international conferences were leitmotifs for Allar's fourth year of study. She visited numerous German archives. At the International Genocide

Studies Association conference in Siena, Italy, she presented "Outsiders on the Inside: A Reexamination of the Nazi Camp Guard," on the training of the Aufseherinnen and the Trawniki Männer. And back in Munich she participated in a seminar, "German Sources and Archives of Holocaust History."

Allar celebrated her first publication, "Holocaust Tourism in a Post-Holocaust Europe: Anne Frank and Auschwitz," in a volume edited by Leanne White and Elspeth Frew, *Dark Tourism and Place Identity: Marketing, Managing and Interpreting Dark Places* (2013). Her chapter examines the two most visited Holocaust sites in Europe.

CRISTINA ANDRIANI successfully defended her dissertation, *Swords or Plowshares? Holocaust Collective Memories and the Palestinian-Israeli Conflict* in the spring. Her research explores the mutual impact of Holocaust collective memory and the Palestinian-Israeli conflict on Jewish-Israeli understanding and experience of past and present. Her innovative training in psychology of genocide, supported by a Weil Fellowship for five years, established a model for a multidisciplinary doctoral track. Andriani used the tools of psychology to approach her topic. Researching the attitudes of Jewish-Israelis living in Israel, she conducted an online survey with 328 participants. She then carried out in-depth interviews with 35 Jewish-Israelis from different demographic backgrounds: settlements, kibbutzim, and cities; politically left and right; dovish and hawkish; religious and secular; male and female; from early twenties to mid-eighties; survivors, descendants of survivors, and individuals from families not affected by the Holocaust. An award from the Hilda and Al Kirsch endowment, established by Bruce '66 and Penny '68 Wein, helped to defray travel and research costs.

Andriani's survey findings show an association between political orientation and lessons drawn from the Holocaust. She noted connections between dovishness and the duty to care for others as a legacy of the Holocaust and be-

tween hawkishness and the duty to ensure the continuity of the Jewish people and culture. In the in-depth interviews, a pattern of thought emerges in which hawks and doves carry mixed and contradictory beliefs about the Holocaust and the Palestinian-Israeli conflict. These contradictions are mutually inclusive such that individuals can believe in particular and universal lessons of the Holocaust, while feeling conflicted about wanting to protect themselves as a group and wanting to care for Palestinians.

As she contemplates her next professional steps, Andriani remains busy writing and presenting. She submitted a review of *Mass Trauma and Emotional Healing Around the World: Rituals and Practices for Resilience and Meaning-Making*, edited by A. Kalyajian and D. Eugene (2010) to the *Journal of Peace Education*. Her chapter on the symbolism of Holocaust collective memory in Israel will be in a volume, *Divided Symbols*, edited by Dan Christie forthcoming from the Springer series on peace psychology. And she presented her dissertation research at the American Psychological Association Annual Convention.

SABRI ATMAN is the Strassler Center's first Assyrian Genocide Studies Fellow. His fellowship is dedicated to researching the Ottoman genocide carried out against the Assyrian Christian population during World War I. He plans to research the participation of Kurdish tribes in the genocide, focusing on the cities of Diyarbekir and Urmia. He will explore the state of economic and social relations between Kurds and Assyrians in the pre-genocidal period and Kurdish motives for collaboration. To what extent did local Kurdish tribes participate in attempts at land consolidation? And was their participation in the genocide rooted in budding nationalist discourse, deep-seeded tribalism, or religious animosities? His study will also compare the experiences of two Assyrian populations separated by ecclesiastical and geographic boundaries during the genocide.

Under the direction of Professor Taner Akçam, Atman has begun to analyze thousands of documents from the British House of Commons. These sources offer crucial insights into the relationship between the Ottoman Christian and Muslim populations between 1800 and 1909. The House of Commons papers document efforts to introduce reforms in the Armenian provinces of Anatolia. They also discuss Assyrian and other minorities living in eastern Anatolia and Urmia, in present-day Iran.

Atman visited Australia three times and gave numerous lectures to support a historically unprecedented move by the parliament of New South Wales Legislative Council in Australia to pass a motion recognizing the Assyrian and Greek genocides, along with the Armenian genocide. Made at the request of the Assyrian Universal Alliance, the Australian Hellenic Council, and the Armenian National Committee, the motion passed unanimously on 1 May 2013. This landmark event is the first international recognition of Ottoman genocide and is a powerful counter to those who ignore or deny the mass violence carried

out against the Christian minorities of Anatolia.

During the summer, Atman traveled to Russia, Germany, Sweden, Switzerland, Belgium, the Netherlands, and Greece to lecture about the Assyrian genocide, especially the impact of recognition by New South Wales. He also attended events commemorating two new Assyrian genocide memorials in Europe. And in addition to these responsibilities as a communal spokesperson, he conducted dissertation research in the British National Archive.

SARA BROWN is Stern Fellow and the Strassler Center's first comparative genocide doctoral student. Her dissertation, *Gender and Agency: Women Rescuers and Perpetrators during the Rwandan Genocide*, explores women who exercised agency during the 1994 Rwandan genocide. While much has been written about their victimization, there is little research on women who perpetrated crimes against humanity or rescued victims. Having conducted several research trips to Rwanda, Brown transcribed and coded 34 interviews and notes from 10 meetings with women, some of them incarcerated at the TIG (Travail d'intérêt general) facility. Intriguing evidence emerged of intergenerational transmission of ideology which she will explore in her next round of interviews. Noting the prevalence of multiple family members incarcerated for genocide related crimes, she observed that family dynamics shaped decisions about collaboration and rescue.

Teaching and lecture invitations abounded. Brown enjoyed teaching an undergraduate seminar, "Mapping Mass Violence," at Worcester State University. She discussed female agency during the Armenian and Rwandan genocides at Rutgers University. At the University of Hartford, she participated in a panel in connection with Rwandan President Paul Kagame's visit to the university. Undergraduates in Clark's STAND chapter (an anti-genocide student group) invited her to discuss student activism. She presented "Seeking Refuge in Israel: Challenges, Realities, and Policies" as part of the panel "Protecting 'Others': Asylum Seekers and Refugees" at the International Studies Association annual meeting. In Israel during the summer for the Annual Scientific Meeting of the International Society of Political Psychology in Herzliya,



Stern Fellow Sara Brown.

she delivered “Reshaping Gender Roles in Post-Genocide Rwanda.” An active guest lecturer, she spoke about the politicization of Burundian refugees living in Tanzania at Yale; female perpetrators of the Rwandan genocide at Worcester State University; female agency during the Rwandan genocide at MIT; and, with a Rwandan survivor, the Rwandan Genocide in a discussion at Young Israel of Sharon.

Brown published as well. She addressed the question “Should military personnel be treated differently from other perpetrators in cases of genocide?” for the ABC-CLIO genocide database, and was pleased by the publication of her article, “Female Perpetrators of the Rwandan Genocide” in the *International Feminist Journal of Politics*. And she enjoyed co-authoring “Blaming the Victims, 2.0,” with Worcester State Professor Henry C. Theriault for the *Armenian Weekly’s Annual Magazine*.

Awarded a Boren Fellowship, she will study Kinyarwanda and conduct doctoral research in Rwanda during the coming year.

MICHAEL GEHERAN, recipient of the Tapper Fellowship, enjoyed a productive year researching and writing his dissertation, *Betrayed Comradeship: German-Jewish WWI Veterans under Hitler*. Awarded a L. Dennis and Susan R. Shapiro Research Fellowship from the United States Holocaust Memorial Museum, he completed the last stage of his primary research. His objective was to uncover sources documenting the experiences of German-Jewish veterans after 1941, as the “Final Solution” was implemented in Germany and occupied Europe. The records of the International Tracing Service (ITS), in tandem with the USHMM’s rich survivor testimony and document collections, yielded a trove of information on the individual fates of Jewish war veterans interned in Nazi camps and ghettos including Theresienstadt, Auschwitz and Lodz. During his residency at the USHMM, Geheran met with the family of a German-Jewish WWI veteran and Holocaust survivor. He interviewed the granddaughter and gained access to their collection of personal photographs from World War I. The photos and testimony provide compelling personal insights into the persecution of a decorated Jewish veteran in the early years of the Nazi regime, as he was treated as a pariah in the country for which he had fought.

Geheran gathered key primary source materials that reveal the full trajectory of Jewish veterans’ experiences from their service as soldiers in World War I, to their persecution and murder under the Nazis. A doctoral fellowship from the German Historical Institute supported his further research in German ar-

chives. He visited the Hauptstaatsarchiv Stuttgart and the Deutsches Tagebuch Archiv in Emmendingen, Germany. He sifted through significant and relatively overlooked collections of personal correspondence and official documents from German-Jewish soldiers during World War I.

Geheran presented “Where are My Comrades Now? Jewish War Veterans and the Crisis of Comradeship after 1918” at the German Studies Associations which summarized his latest research findings and source material collected at the USHMM. He also presented an overview of his dissertation at the spring Modern History Colloquium at Clark University.

DOTAN GREENVALD entered his first year of doctoral study as the Simon and Eve Colin Fellow. Arguing that shifts in the way Israelis understand the Holocaust and their experience as descendants of victims of mass violence determines the lenses through which they see the conflict with (and history of) the Palestinians, Greenvald’s dissertation will explore the nexus between Israelis’ collective memory of the Holocaust and Israelis’ perceptions of the Palestinian Nakba of 1948. Greenvald will trace the development of two dominant popular narratives, one about the Holocaust and the other about the Nakba, as they have been shaped by pivotal events over the past sixty years. He aims to drill down on moments of intersection, mapping the domains in which the Nakba was discussed or deliberately muted, the voices that addressed these intertwined histories, and the political and social purposes of those discussions.

Greenvald’s research will draw upon Holocaust history, memory studies, and the politics and history of the Middle East. A course, “Aspects of the 1948 War in Israel/Palestine,” with Ben Gurion University historian Benny Morris, a visiting professor at Harvard, introduced him to impor-

Claims Conference Fellow Kathrin Haurand and Hevrony Family Fellow Natalya Lazar.





Agnes Manoogian Hausrath Fellow Ümit Kurt.

tant archival material. Morris's groundbreaking work on the Palestinian refugee issue has been important to the evolving discourse about the events of 1948 in Israel. And he found his class with Professor Olga Litvak, "Nationalism in Modern European History," especially valuable as he formulates his dissertation research. The course examined how different views of nationalism were implemented across modern Europe, how they are being reframed today, and how well they explain historical events. Litvak is currently researching the emergence of Jewish nationalist thought for a book project about Zionism in Tsarist Russia. As her summer research assistant, Greenvald investigated the early Zionist leader Moshe Leib Lilienblum.

During the summer months, Greenvald also visited various national archives in Israel to gain familiarity with the materials those institutions have that are relevant to his project. And he studied Arabic in order to gain access to important primary source documents and for interviewing purposes.

Claims Conference Fellow **KATHRIN HAURAND**'s dissertation, *Jews in Iran during World War II*, plumbs a little-known rich and complex history. Prior to the Anglo-Soviet invasion of Iran in August 1941, Tehran collaborated with Germany, with serious repercussions for Jews living in Persia. At the same time (and thereafter), Iran emerged as a haven for Europeans fleeing the Nazi regime. Haurand drills down on the refugees' experience in this contradictory context.

Last summer, Haurand examined official documents in the German foreign ministry archives that illuminated German-Iranian collaboration during World War II and the influence of Nazi ideology on the Shah's domestic and foreign policy until 1941. Some ministers in the Shah's government joined the German Nazi party; other government functionaries spread antisemitic propaganda flatly calling for the extermination of all Jews.

Haurand conducted interviews (New York and Los Angeles) and reviewed written testimonies of Iranian Jews who lived through this anxious period. Many reported ex-

pulsion from schools and jobs; others, violence and Nazi slogans painted on their houses. This research grounds Haurand's analysis of the situation in which Jewish refugees found themselves when they arrived in Iran.

This summer, Haurand examined documents on Jewish rescue operations held in Israeli archives. The files offered a picture of operations conducted by the Jewish Agency, Zionist organizations, and the Polish government-in-exile, which jointly facilitated the rescue of Jewish refugees, among them 1000 children in spring 1942. Complementing her archival research, Haurand conducted additional interviews and combed survivor testimony collections. Depicting the multifaceted relationship between European Jewish refugees, Iranian gentiles, and Iranian Jews, these sources spoke of courageous help and rescue efforts, but also of exclusion and loss.

Haurand enjoys sharing her knowledge in both public and academic settings. She gave two guest lectures in Professor Debórah Dwork's course "The Holocaust" and presented a lecture and a workshop on survivor testimonies at the Jewish Federation of Central Massachusetts annual *Torathon*. And she gave a talk on human rights in Iran since the Islamic revolution in 1979 at a Clark conference on *Gender, Mass Atrocities, and the Struggle for Justice*.

Rounding off her busy year, Haurand published an article on Jews in Iraq during World War II in the *Journal of Jewish Identities* (July 2013). Reviewing historian Orit Bashkin's *New Babylonians*, her paper analyzes the collaboration of the Iraqi government with Nazi Germany and the outbreak of anti-Jewish violence.

ÜMIT KURT, recipient of the Agnes Manoogian Hausrath Fellowship, completed his third year of doctoral study and passed his comprehensive exams with flying colors. He researches the involvement and attitudes of local and provincial elites during the Armenian Genocide in the city of Aintab (present day Gaziantep). Seeking to understand the extent of their concrete social support for the genocidal policies of the Union and Progress Party, he investigates their economic, political, and ideological motivations. Kurt challenges the official Turkish historiography, which claims that the Armenian deportation and Genocide lacked grassroots support and social legitimacy.

Kurt has already published and lectured widely. His second book, co-authored with his advisor Taner Akçam and published in Turkish, will be translated into English as *Spirit of the Laws*. It examines the legal basis for the seizure of Armenian properties, covering the period from 1915 until 2001 and thus including the Turkish government's legal basis for denial. He lectured on his findings at an event organized by the Kuyerel Civil Society Institution in Istanbul. The 98th commemoration of the Armenian Genocide provided the occasion for lectures at Berkeley and the University of Southern California, where he also discussed the legal grounds for expropriating Armenian properties. Articles accepted for publica-

tion in Turkish include one concerning racist aspects of Turkish nationalism from 1911 to 1916, which appeared in a Turkish peer-reviewed history journal (*Kebikeç*); confiscation and plundering of Armenian properties will be a book chapter in an edited volume in Turkish on political violence; and an article on nationalist-racist discourse in Turkey is forthcoming in the scholarly journal *Toplumsal Tarih* (Ethnic Politics). Kurt hopes to publish articles in English on these topics: plundered Armenian properties; early modern Turkish nationalism; and a comparison of the Aryanization of Jewish assets and confiscation of Armenian properties.

Finally, during the summer he returned to teaching at Sabancı University, an English-language institution in Istanbul. He has deep ties there and recently gave a December seminar, “The Spirit of Laws and Rules on the Theft of Armenian Properties during the Genocide.” His courses, “Early 20th Century Proto-fascism in Europe and the Ottoman Empire” and “Transition from Late Ottoman Empire to Turkish Republic,” were terrific teaching opportunities.

NATALYA LAZAR, the Hevrony Family Fellow, spent her fifth year of doctoral study at the Strassler Center writing her dissertation, *Czernowitz Jews and the Holocaust*. Lazar’s comprehensive research has taken her to archives in Romania, Ukraine, Israel, and the United States. During the fall, she concluded her investigations at the USHMM; its archives yielded rich materials including local police reports, Romanian and Soviet military documents, and extensive testimonies. An award from the Hilda and Al Kirsch Endowment underwrote her work there. In addition to official documents and war trials documentation, Lazar studied Shoah Foundation testimonies. In particular, she focused on survival, rescue, escape, ghetto, and deportation experiences, and conditions for those liberated by the Red army.

Lazar enjoyed discussing her research at a range of academic conferences. She participated in the *11th Annual Multidisciplinary Conference* for graduate students at Clark University. At the *6th Annual Romanian Studies Conference* at Indiana University, she presented “Between Rescue and Death: Czernowitz Jews and Interethnic Relations during the Genocide.” Her talk was well received by conference participants and community members, including Miriam Taylor a child survivor from Czernowitz. In 2009, Taylor initiated the installation of a commemorative plaque to Romanian mayor Trayan Popovici in Chernivtsi, Ukraine. Popovici saved approximately 20,000 Czernowitz Jews from deportation to Transnistria by issuing documents that allowed them to stay in the city. In their conversations, Taylor also related her childhood memories of wartime Czernowitz and her contemporary impressions from ongoing visits. A summer conference at New Eu-

rope College (NEC) in Bucharest, Romania was a return visit for Lazar who was a Black Sea Link Fellow there last spring. Lazar discussed responses of the civilian population to the mass killings of Czernowitz Jews in the summer 1941 at this year’s conference, dedicated to discussion of the multiethnic history of the Black Sea Region.

The fall brings new developments for Lazar. She will attend the Annual Convention of the Association for Slavic, East European and Eurasian Studies, to be held in Boston, and will give a paper, “Czernowitz Jews and the Holocaust: Between Rescue and Collaboration.” Most exciting, Lazar will enjoy support awarded by the Saul Kagan Claims Conference Academic Fellowship in Advanced Shoah studies.

KHATCHIG MOURADIAN completed his fourth year of doctoral study with support from the Agnes Manoogian Hausrath Endowment. Appointed to coordinate the Armenian Genocide Program at Rutgers University beginning in the spring semester, Mouradian remained editor of the *Armenian Weekly*. At the same time, he continued researching and writing his dissertation, *The ‘Ground Zero’ of the Armenian Genocide: Destruction and Agency in the Concentration Sites of Syria (1915-1918)*. With a grant from the National Association for Armenian Studies and Research, he made research trips to the Prime Minister’s Ottoman Archives in Istanbul, the Armenian Research Center at the University of Michigan (Dearborn), and the Near East Foundation at the Rockefeller Archive Center in Sleepy Hollow, NY.

Internationally known for his scholarship, advocacy, and journalism, Mouradian participated in many public events. He moderated “Atrocities and Expressions: Pursuing Justice through Art” at the New York Academy of Medicine. The panel, organized by the Armenian Genocide Justice Committee, featured prominent writers and filmmakers Atom Egoyan, Chris Bohjalian, Arsinee Khanjian, and Eric Nazarian. In Ankara for a discussion in memory of assassinated Turkish-Armenian journalist Hrant Dink, he reflected movingly on the genocide as an Armenian grandson of survivors speaking in Turkish, the language of the perpetrators. Widely recognized as an expert, *The Economist* quoted him in response to a series of attacks on elderly Armenian women in Istanbul: “‘The attacks highlight the unbearable heaviness of being Armenian in Turkey,’ says Khatchig Mouradian an Armenian activist and academic who lost ancestors in the killings.”

Ever on the go, Mouradian was the keynote speaker at three fundraisers for Syrian Armenian relief efforts in Detroit, Philadelphia, and Ridgefield, New Jersey. His spring trip to Armenian sites in Turkey with a group of Armenian-American intellectuals inspired articles in the *Boston Globe* and *Washington Post*. And during April, Mouradian

delivered seven lectures in ten days, traveling to Lebanon, the United Arab Emirates, and cities on the West Coast. Addressing a crowd of 400, he delivered the keynote for a genocide commemoration event in San Diego, organized by the UCSD Armenian students. Joining Taner Akçam at the University of Beirut, he delivered a lecture, in Armenian, at the Hamazkayin Levon Shant Center, titled “The Present of Historic Armenian: Between the Hidden and the Revealed.”

Finally, Mouradian authored an entry on concentration camps during the Armenian genocide for the ABC-CLIO digital encyclopedia *Modern Genocide: Understanding Atrocities, Massacres, and War Crimes Database*.

MICHAEL NOLTE, a Claims Conference Fellow, devoted his third year of doctoral study to further conceptualizing his dissertation which draws on geography and history to understand the evolution of Nazi mass murder topography. *Zones of Death: Auschwitz, Ravensbrück, and Bergen-Belsen, May 1944-May 1945* describes the transformation of concentration camp killing areas during the last phase of the Holocaust. Nolte uses theories of space to analyze how death zones were conceived, perceived, and experienced by victims and perpetrators. Locations of systematic mass murder did not merely serve as an instrument of killing, he holds, but at the same time were filled with meaning and pervaded by routinized performances.

Nolte identifies areas within the concentration camps that he calls “death zones.” These killing areas served as laboratories of destruction to test new technologies, develop efficient procedures, and train personnel. While these annihilation sites improved mass murder practices, central and regional structures coordinated the destruction process, organized the exchange of information and manpower, and supported the development of new technologies.

As a seminar instructor for Thomas Kühne’s course, “Europe in the Age of Extremes,” Nolte was pleased to teach Clark undergraduates. He also gave a guest lecture at Worcester State University, speaking about mapping mass violence. Presenting his own research for the first time, he spoke about the evolution of the Nazi mass murder system and sparked a thought-provoking discussion among students. Finally, Nolte wrote two entries for ABC-CLIO’s forthcoming database on genocide. Focusing on bureaucracy and compensation, he combined his interest in the Nazi system of power with insights he gained during his time as an activist for the compensation of slave laborers. The publication will appear electronically this year.

Having sailed through his comprehensive exams and defended his dissertation proposal, Nolte enters the research phase of his project. Relocated to Germany, he worked in several archives, most notably the Bundesarchiv in Berlin and the archives of the Bergen-Belsen Memorial. And he contemplated how to better apply conceptual geographic tools so as to maximize the value of these primary sources.



Claims Conference Fellow Michael Nolte.

MIHAI POLIEC, with the support of a Claims Conference Fellowship, researches Romanian participation in anti-Jewish actions in the regions of Bessarabia and Bukovina for his dissertation, *Civilian Collaboration during the Holocaust in Romania*. He explores why civilians went from bystanders to perpetrators and how they became complicit in the Holocaust. By June 1941, when Romania joined Nazi Germany in the war against the Soviet Union, Romanian Jews had already become victims of antisemitic legislation and popular violence. From October 1941 on, the Jewish population of Bessarabia and Bukovina, approximately 120,000 people, was deported to Transnistria. Assisting the Romanian army in anti-Jewish actions, local gentiles participated in the search for Jews, took part in plundering their properties and possessions, and escorted them to places of internment or execution where many participated in murder.

Last summer, Poliec examined war crimes trial records, court transcripts, and other official documents in the USHMM archives and found numerous references to participation in anti-Jewish actions in Bessarabia and Bukovina prompted by economic and ideological motivations. If many collaborators expected a reward in exchange for the aid they provided, some were spurred by ideology rather than gain. Civilian functionaries testified after the war that they were ordered to participate in anti-Jewish measures; survivors, by contrast, described how functionaries beat and tortured Jews. Delegates from the National Bank of Romania searched Jews for currency before they were deported by train from Czernowitz to Transnistria. And Jewish victims also informed on fellow Jews and participated in anti-Jewish actions prior to deportation and in the camps in Transnistria.

Back at the USHMM this summer, Poliec examined court records, trial transcripts, and other official documents from the Romanian postwar trials conducted in 1946. These materials provide a picture of the wartime activities of high ranking officials from the Antonescu government. The trials also document actions taken by

military officers, rank and file soldiers, and gendarmerie officials involved in operations carried out against victims in Bessarabia and Bukovina. And he examined testimonies of survivors and bystanders in Romania, the Republic of Moldova, and Ukraine.

SHANNON SCULLY, who holds the Cummings Foundation Fellowship in Comparative Genocide, entered the doctoral program having served as the photographic and physical collections officer at the Kigali Genocide Memorial in Rwanda for the previous two years. She holds a BFA in Image Arts from Ryerson University in Canada and a Joint European Master of Arts in Human Rights and Genocide Studies from Kingston University London.

Scully examines the resistance carried out by the Abasesero during the Rwandan Genocide. Although spontaneous acts of resistance occurred throughout, this was the only organized Tutsi resistance. An isolated, mountainous region next to Lake Kivu, Bisesero was predominantly Tutsi before the genocide. Having resisted ethnic violence before, the Abasesero were initially unafraid of the génocidaires and resiliently fought back. As local militias could not break them, the Rwandan Government dispatched military forces.

Tutsis are typically seen as victims but the history of Bisesero highlights victim agency. Scully's project will draw on archival research and oral testimonies to establish a narrative. The UN's International Criminal Tribunal for Rwanda (ICTR) has indicted and convicted numerous perpetrators from around Bisesero. The trial proceedings are available in the ICTR's archive in Arusha, Tanzania. Located in France's "humanitarian zone" (*Zone Turquoise*), Bisesero and surrounding regions were occupied by French soldiers accused of aiding and abetting the killings. Scully hopes that French military archives will hold records of their actions. She will also explore numerous Rwandan archives. And she will interview survivors, perpetrators, and local residents.

An active conference participant, Scully presented papers at the African Studies Association of the United Kingdom Biennial Conference in Leeds; the first annual conference, *Corpses and Destruction*, held in Paris and sponsored by the European organization Corpses of Mass Violence and Genocide; and *Languages and Cultures of Conflicts and Mass Atrocities* in Winnipeg, Canada. *Never/Again*, an exhibition of Scully's Rwandan photographs mounted in connection with the international symposium

Policy and Practice: Pedagogy about the Holocaust and Genocide, investigates Rwandan efforts to commemorate, memorialize, and educate about the Genocide. The exhibition deals with the tensions between memory and reconciliation; representation and neglect.

JOANNA SLIWA proudly held the Rosalie and Sidney Rose Fellowship during her final year of doctoral study. Her dissertation, *Oppression and Agency: A Social History of Jewish Children in German-Occupied Kraków*, illuminates the daily lives of Jewish children in the context of the larger society in which they operated. Sliwa analyzes

children's lives from multiple angles: the German authorities, Polish gentiles, the Jewish community, and the youngsters' themselves. Focusing on child life from the German occupation in September 1939 until liberation by the Red Army in January 1944, her dissertation adds a key dimension to the social history of German-occupied Kraków and offers a prism through which to view the complexities of inter-ethnic wartime relations.

Awarded a renewal of her Fulbright grant, Sliwa completed her research in Poland. To learn more about the rescue of Jewish children in Catholic institutions, she visited a number of convents

and monasteries in Kraków and gained access to their wartime records. And she is one of the few researchers to secure permission to view wartime materials in the Kraków Metropolitan Church Archive. These materials will shed light on the stance of the Archbishop of Kraków toward the treatment of Jews, the way in which Jewish converts to Catholicism were viewed and treated, and the advice given to religious institutions upon the arrival of "children of unconfirmed background."

Sliwa learned a great deal in meetings with Jewish child survivors from Kraków. Survivors living in Poland and Israel related details about how hidden children lived, how they came to terms with their different identities, and their relations with rescuers or caregivers. Some spoke of spending the war on the run with their families. From one, Sliwa learned about a little known escape route to Hungary via Slovakia. Another survivor was the only one to mention being in a kindergarten in the ghetto, about which nearly nothing is known.

Invited to the *Geography and International Research Workshop*, sponsored by the International Tracing Service and the European Holocaust Research Infrastructure in Bad Arolsen, Germany, Sliwa presented "The Ghetto in



Cummings Foundation Fellow Shannon Scully.

Kraków: How Geography Affected the Fate of Krakovian Jews during the Holocaust.” The summer also brought her to Odessa for the International Forum of Young Scholars in East European Jewish History.

JASON TINGLER completed his first year of doctoral study as a Claims Conference Fellow. His dissertation, tentatively titled *Communities of Annihilation: Perpetrator Groups in the District of Lublin* investigates the different types of perpetrator units engaged in genocide and mass atrocities in the Lublin district of the Generalgouvernement. The district housed the death camps Belzec and Sobibor, numerous mobile SS and order police units, as well as collaborator units composed of non-Germans. Viewing these groups as unique and independent perpetrator communities, Tingler will explore how the dynamics of violence and socialization differed in each unit. To do so, he will examine the role of Nazi racial discourse, group pressure, hegemonic masculinity, military discipline, social opportunism, comradeship, and individual agency. The Lublin district is particularly well suited for such a study, as several of the perpetrator groups engaged regularly in anti-Polish violence. Tingler aims for a more complete understanding of the perpetrators’ lives rather than snapshots of them performing mass atrocities.

A research trip to Washington D.C. allowed Tingler to begin plumbing the USHMM and U.S. National Archives. His findings will help him select which perpetrator units within the district of Lublin to investigate further. The USHMM recently acquired copies of several hundred reels of microfilm from the Zentrale Stelle der Landesjustizverwaltungen (based in Ludwigsburg, Germany) containing files of post-war trials and judiciary investigations of Nazi war criminals. These are invaluable for Tingler’s dissertation, as they contain the perpetrators’ testimonies about their own activities. To aid his research, Tingler began to study Polish which he will need to review the historiographical literature and archival sources for his research on the collaborators.

Eager to publish his MA thesis on the censorship trials of Holocaust denier Ernst Zündel, Tingler appreciated the comments of his advisor Thomas Kühne. The MA project drew upon materials from the Ontario Jewish Archives as well as the trial files and private correspondence of Raul Hilberg, eminent historian of the Holocaust and expert prosecution witness.

WOLF-GERO WESTHOFF was pleased to hold the Ralph and Shirley Rose Fellowship during his first year of doctoral study. Having entered the program planning to research the activities of German military officers who were stationed in Anatolia during the Armenian Genocide and

how they developed after World War I, he has narrowed his focus to investigating the role of the German military during the Armenian Genocide from 1915 to 1916. With this change, he plans to examine the concrete actions, interventions, and responsibilities of German officers. The ultimate goal will be to develop an analysis of the extent of German imperial responsibility and participation in anti-Armenian atrocities. German involvement in three genocides perpetrated during the twentieth century – against the Herero tribe of Namibia, the Armenian Genocide, and the Holocaust – is known as genocidal continuity. Much more needs to be understood about this continuity to develop the concept and what it means.

Westhoff visited the archive at Ehreshoven castle near Cologne, Germany during the winter. He photographed copies of documents from the files of Paul Graf Wolff-Metternich, a German ambassador to Constantinople during the years of the Armenian Genocide. His letters and other materials from his personal archive will prove useful to Westhoff in developing his dissertation proposal. They indicate that Wolff-Metternich’s connection to the Armenian Genocide was never mentioned, neither in local newspapers, nor in any condolence messages the family received upon his death. A summer research trip to the German military archive in Freiburg-im-Breisgau, Germany, furnished an opportunity to peruse their diplomatic and military files regarding German diplomats posted to the Ottoman Empire during World War I. Westhoff believes that these materials will offer fresh insights about the context for Germany’s involvement in Ottoman Turkey between 1914 and 1918.

NEW GRADUATE STUDENTS

Three students will begin doctoral study at the Strassler Center in fall 2013. They are an internationally diverse cohort (Armenia, Poland, US) in keeping with the global trend that has long defined the Center’s graduate program. They enter with scholarly ambitions that will continue to grow the Center’s intellectual reach in the areas of Holocaust history and Armenian Genocide research. We welcome them with enthusiasm.

Asya Darbinyan, Thomas McBane Fellow
Abigail Miller, Ralph and Shirley Rose Fellow
Alicja Podbielska, Sidney and Rosalie Rose Fellow

UNDERGRADUATE STUDENT NEWS

From completing honors theses to receiving prestigious internships, undergraduate students skillfully combine scholarship and practice. HGS summer internships illustrate how serious academic work informs practical experience. Awarded on a competitive basis, the Arthur and Rochelle Belfer and Ina R. and Haskell R. Gordon funds supported two summer 2013 internships. Valerie Johnson '15 worked at the Watertown, MA-based Armenian Youth Federation which sponsors educational, political, cultural, athletic, and social activities that promote a united, free, and independent Armenia. Johnson also conducted research for Professor Taner Akçam, examining the British Parliament 1890s blue books for details about the lives of Armenians in the Ottoman Empire. Nikia Hackett '15 interned in the Brookline, MA office of Facing History and Ourselves, a leading Holocaust and Genocide education organization dedicated to combating racism, antisemitism, and prejudice worldwide. Jacob Dinerman '16, although not supported by an HGS stipend, also interned at Facing History in Brookline, MA and at the Holocaust Education and Resource Center of Rhode Island in Providence.

Clark University's STAND chapter, a student-run coalition that educates, advocates, and fundraises for genocide prevention, had a busy year chaired by Emma Craig '13 and Rachel Gore '13. STAND members attended the Darfur Women's Action Group National Symposium in Washington, DC where participating students received training on how to advocate for social change. In spring, STAND hosted a dance-a-thon fundraiser in support of HEAL Africa, a community health center in DRC, and New Lands Farm, a refugee farming collective operated by Lutheran Social Services of Worcester.

Undergraduate student workers contribute vitally to the operation of the Strassler Center. Doğa Akar Bilgin '16 and I served as interns for the April symposium *Policy and Practice* (see page 13) and were instrumental in planning conference logistics, curating the companion photography exhibit *Never /Again*, and drafting speaker biographies. This conference dovetailed with my senior thesis and gave me the opportunity to meet scholars whose work I have read. Zoe Vallas '16 created a photo archive documenting the Center's history with support from LEEP (Liberal Education and Effective Practice), a Clark initiative that marries liberal arts learning with real-world applications. Experienced at digitizing photographs, Vallas was pleased to oversee this project. She was mentored by Executive Director Mary Jane Rein from whom she gained a "wealth of knowledge" about practical



HGS concentrators Joanna Feldman '13 and Kerry McGlade '13.

skills and the ways in which the archive will enhance the Center's profile.

HGS concentrators are devoted to deepening their knowledge and advancing scholarship through senior honors theses. Katie Horigan '13 wrote *Creative Resistance during the Holocaust: Art, Music, and Theater at Theresienstadt* under the direction of Professor Debórah Dwork. She compared the cultural lives of adults with that of children and adolescents. And she focused on performances of Verdi's "Requiem," the opera "The Emperor of Atlantis," and clandestine artwork to explore nonviolent resistance at Theresienstadt. In my thesis, *Silencing Knowledge: Modernity's Narrative and the Rise of Holocaust Awareness*, I examined why certain representations of Holocaust perpetrators gained dominance in American popular culture. Looking at how modernity silences conflicting points of view about the Holocaust, I concluded that the dominant narrative results in static and superficial depictions of perpetrators. Professor Ken MacLean advised me as I grappled with my observations about Holocaust representation.

HGS undergraduates secure prestigious opportunities and awards, too. I was delighted to be selected for the Rose Sachs Award.* Danielle Osterman '14, recipient of a stipend to study in Cambodia last summer, attended the Auschwitz Jewish Center Program for Students Abroad. The program brings students together to explore the history of the Holocaust and Jewish life in Poland. Anna Stusser '13 attended the Auschwitz Jewish Center Program last year and this year secured a Lipper Fellowship at the Museum of Jewish Heritage in New York that included a 9-day training session, followed by teaching Holocaust history in public schools throughout the semester. She is the recipient of two Foreign Languages and Literature awards: the King Memorial Student Award and the Theodore and Phyllis Barbera Fund Award for Excellence in Comparative Literature. These undergraduates are committed to a fresh scholarly and analytical approach to Holocaust and Genocide Studies, making the future of the discipline ever more promising.

Shelby Margolin '13

*Presented to the senior woman who best exemplifies "the spirit of Clark University."

LIFE AFTER THE CENTER

Graduates of the Strassler Center program are making their mark in the professional world as educators, program directors, professors, and scholars. A group who serve as Directors of Education and, in one case, a Professor of Education returned to campus as participants in the international symposium *Policy and Practice: Pedagogy about the Holocaust and Genocide*: Morgan Blum '00, Sara Cushman Ph.D. '10, Adara Goldberg Ph.D. '12, Sara Levy '00, MA '01, (University of Minnesota Ph.D.), and Dottie Stone Ph.D. '10. Their continuing ties to the Center promote deep connections between scholarship and public education. As it happens, participants in *Policy and Practice* identified discrepancies between research and teaching as deserving greater consideration. Our ambition to address these gaps will take shape under the capable direction of Sarah Cushman who returned to the Strassler Center in June as Academic Program Liaison Officer. She will oversee efforts to connect with local schools and explore opportunities for the Center to engage in research about best practices in education. Having served as Director of Youth Education at the Holocaust Museum and Tolerance Center of Nassau County and adjunct professor at Touro College, Cushman is well suited to forging a strategy for the Center to address these issues.

As our network of graduates widens, opportunities for collaboration among them grows. A cadre of Holocaust and Genocide experts and professionals has developed, as Center Director Debórah Dwork originally envisioned. Her aim has been to train a corps of genocide scholars who would pursue their work in a multitude of settings: higher education, memorials and museums, archives, and human rights organizations. The professional affiliations listed here demonstrate that the vision is being realized and partnerships among Strassler Center colleagues have begun to materialize.

The collaboration between Elizabeth Anthony (ABD) and Christine Schmidt Ph.D. '03 is proving especially fruitful. Anthony and Schmidt accepted positions this year as International Tracing Service (ITS) Scholars: Anthony as Curt C. and Else Silberman ITS staff scholar at the United States Holocaust Memorial Museum; Schmidt as ITS Archive Researcher at the Weiner Library for the Holocaust and Genocide in London. They have capitalized on their professional and personal connections to brainstorm and generate fresh plans. Case in point: a joint seminar to be offered at the Weiner Library in fall to introduce advanced students to the vast archival holdings of the ITS, located in Bad Arolsen, Germany and opened for use in 2007. The USHMM and Weiner Library each hold a digital copy of the archive, which contains millions of records that address the fate of the victims of Nazism.

"As we are friends and colleagues," Anthony notes, "the counterpart nature of our respective positions is exciting." As Schmidt and Anthony learn to use the extensive and complicated ITS holdings as researchers and liaisons to the scholarly community and broader public, they are able to share and work together on research and seminar planning.

Elizabeth Anthony (ABD), Curt C. and Else Silberman ITS staff scholar, United States Holocaust Memorial Museum

Beth Cohen Ph.D. '03, Lecturer, California State University, Northridge

Sara Cushman Ph.D. '10, Academic Program Liaison Officer, Strassler Center, Director of Youth Education, Holocaust Memorial and Tolerance Center, Nassau County (until June 2013)

Emily Dabney (ABD)

Tiberius Galis (ABD), Executive Director, Auschwitz Institute for Peace and Reconciliation

Adara Goldberg Ph.D. '12, Director of Education, Vancouver Holocaust Education Centre

Naama Haviv '01 MA '06 (ABD), Assistant Director, Jewish World Watch

Alexis Herr (ABD), Saul Kagan Claims Conference Academic Fellow for Advanced Shoah Studies

Stefan Ionescu Ph.D. '13, Saul Kagan Claims Conference Academic Fellow for Advanced Shoah Studies

Jeffrey Koerber (ABD), Research Associate and Holocaust History Fellow, Wilkinson College of Humanities and Social Sciences, Chapman University

Robin Krause MA '12, Social Studies Teacher, South Oldham High School, Crestwood, Kentucky

Beth Lilach (ABD), Director of Education, Holocaust Memorial and Tolerance Center of Nassau County

Jody Russell Manning (ABD)

Ilana F. Offenberger Ph.D. '10, Lecturer, University of Massachusetts, Dartmouth

Christine Schmidt Ph.D. '03, ITS Archive Researcher Weiner Library for the Holocaust and Genocide, London

Raz Segal Ph.D. '13, Harry Frank Guggenheim Fellow and Lecturer, Weiss-Livnat International MA Program in Holocaust Studies, University of Haifa

Lotta Stone Ph.D. '10, Director of Educational Outreach, Holocaust Documentation and Education Center and Museum, Hollywood, FL

Schmidt remarks, "Making the ITS archive available for humanitarian and scholarly research, I am building upon the valuable knowledge gained, skills honed, and networks forged during my time at the Center." In partnering on the upcoming seminar, as well as future projects already in the works, they enjoy exchanging ideas and plans via weekly conference calls.

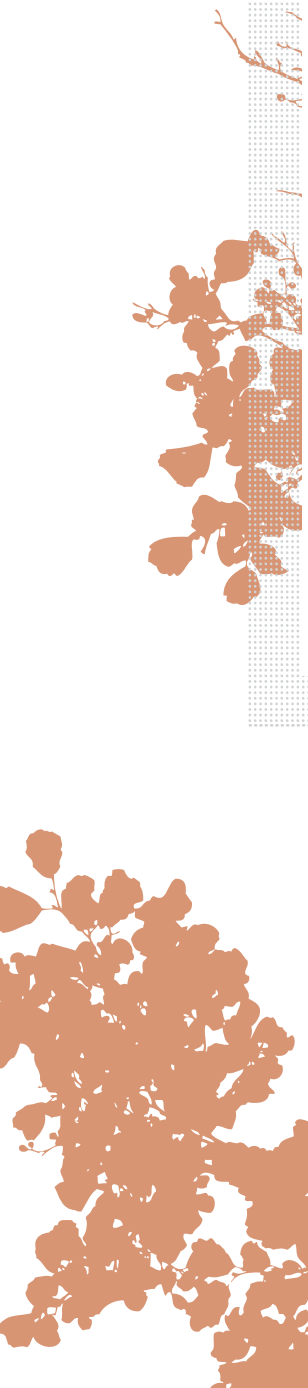
Both credit Dwork, their professor and dissertation advisor, with teaching them to analyze victim and survivor testimony. More importantly, they learned to corroborate testimonies through use of contemporary archival documentation, a skill set vital to their current work. During her ITS training, Schmidt focused on the case of Daniel Trocmé, a young teacher arrested and deported in June 1943 for rescue and resistance activities carried out in Le Chambon, France. The ITS contains records pertaining to his deportation to Majdanek where he perished, including his social security card and other personal effects. These documents, among the scant Majdanek records, cast new light on her dissertation completed a decade ago. For her training, Anthony elicited research subjects from Dwork and felt privileged to report on the fate of Dwork's family members. And, Dwork, for her part, was delighted by the request, but even more by the cooperation forged between her former students.

Mary Jane Rein



GROWTH & DEVELOPMENT

The Center's tree, located beside the Rose Library, and its graduate student offices are dedicated to the memory of Holocaust survivor Henry Tobak. A plaque relates a Talmudic tale that explains the significance of these gifts. A young girl asks an old man planting a carob tree how long it will take to bear fruit. Seventy years, he explains. Will he live to enjoy its fruit? she asks. No, he responds, but just as he has enjoyed trees planted by those before him, he hopes to do the same for those to come. And so it is with our tree. Education, research, and greater human understanding, the fruits of our program, will accrue to the benefit of future generations.







GROWTH AND DEVELOPMENT

“Standing still is moving backwards!” exclaims Rose Professor and Center Director Debórah Dwork. Happily, her vision for the Strassler Center as the leading institution for training doctoral students in Holocaust and Genocide Studies provides a road map for the program’s growth and development. And her bold vision is matched by the understanding that financial resources are essential to bring plans to fruition. Generous support for doctoral study, ambitious academic conferences, international cooperation, public events, and outreach to the local community allows the Center to claim the leading edge of this still evolving field.

Doctoral training depends on funding that comes from a variety of sources. The Buster Foundation, thanks to the unwavering commitment of Robin Heller Moss; Bill Hausrath '53; the Proventus company, thanks to Robert Weil; the Simon and Eve Colin Foundation, with the encouragement of Rebecca Colin Seaman '89 Ph.D.; Debra '77 and Jeffrey '76 Geller, the Hevrony Family Foundation, courtesy of Nathan Hevrony; the Rose families, including Rosalie Rose and the five children of Ralph and Shirley Rose; Al Tapper; and Howard Fromson have all provided support for doctoral students. The Claims Conference is a long-standing funder of students focused on the Holocaust – and we are grateful to Naomi Cogan who shepherds through our annual application. The Hilda and Al Kirsch Award and the Samuel and Anna Jacobs Endowment, funded respectively by Bruce '66 and Penny '68 Wein and Ernest Rubenstein, provide additional research support. Gifts in memory of Herbert M. Rein have been set aside for future use as a permanent source of support for Holocaust studies.

Last year, Professor Taner Akçam’s call for support of doctoral students working on the Armenian Genocide was answered by Sara Chitjian, and Starhill Associates. They understand that Professor Akçam is the only scholar actively training the next generation of researchers of the Armenian Genocide, and they seek to support his efforts. The Thomas McBane Fellowship, funded by an anonymous donor, will underwrite an incoming student dedicated to this area of study. And Elias Hanna inspired a group of Assyrians to establish a fellowship focused on the Ottoman genocide against the Assyrians.

Recognizing the need for the study of mass violence and genocide in Africa, Stephanie Rein and Edward Stern funded a fellowship dedicated to Comparative Genocide.

The One World Institute, a program of the Cummings Foundation, is sponsoring another five-year fellowship for a student working on African genocide. These gifts support the Center’s expanded mandate. Indeed, comparative study is now broadly accepted and underlies many of the Center’s programs, individual lectures, and multi-day international conferences.

The April 2013 symposium, *Policy and Practice*, launched a new cooperation with the Hiatt School of Education. Gifts from the the Shillman Foundation and the Cutler Charitable Foundation, both interested in pedagogy about the Holocaust and genocide, were the main sponsors. Wishing to support continued research into best teaching practices and involvement in Worcester area schools, the Cutler Foundation has established an endowed fund to sustain these efforts.

International cooperation nourishes many of these initiatives. Scholars visit from around the globe, students from numerous countries apply for admission to the doctoral program, and research projects unfold in archives located on several continents. A new institutional cooperation with Israeli students and scholars, established with seed funding from Al Tapper, will advance this global agenda. And our ambition is to explore other partnerships, drawing on the model of cooperation with the Danish Institute for International Studies, first envisioned by Howard and Hanne Kulin and supported by the Louis and Ann Kulin Endowment.

Contributions received during the 2012-2013 academic year sponsored the activities described in this report. We thank the many donors listed here whose gifts not only keep us from standing still – they spur our efforts to move that cutting edge ever forward.

Mary Jane Rein



Margo Stern Strom, Executive Director, Facing History and Ourselves and Morgan Blum '00, Director of Education, JCFHS Holocaust Center of San Francisco at *Policy and Practice*.



Roe, Amit, and Nathan Hevrony.

DONOR PROFILE: NATHAN HEVRONY

“It’s a story like many others,” Nathan Hevrony observed as he described the incredible circumstances of his father’s survival. And yet, Nathan Hevrony, an Israeli-born, New York-based businessman, is awed by the wartime odyssey that he learned in detail only late in his father’s life. The older Mr. Hevrony was born Mordechai Portnoy in Rafalovka, a shtetl in the Volhynia district of Ukraine where the Portnoy family had deep roots. A fellowship held by fifth-year student Natalya Lazar honors his memory by funding research about the Holocaust in Ukraine.

An instinct for survival aided Mordechai in eluding the fate of his family and fellow Jews of Rafalovka, according to the recollections of his son. In 1939, as an 18-year-old, he joined the Red Army despite his parents’ and entire family’s strong objections. The youngest of nine siblings, his older brothers injured themselves to avoid the army and he was the only one to fulfill his military service. And that fateful step led him to escape the Holocaust, the lone family member to survive the war, apart from his eldest sister who had emigrated to British Mandate Palestine in 1925 as a Kibbutz member. Wounded in action, Mordechai fled his hospital bed, trading his ID card with that of a dying gentile soldier to aid his escape. He joined partisan fighters and, eventually, after time in a Siberian work camp, the Polish forces forming under the leadership of General Anders in Tashkent, Uzbekistan. This was no easy feat. Trading his ID again, to join the Polish forces, Mordechai and a Jewish friend he knew from Volhynia whom he met in his new unit endured extreme cold, hunger, and adversity as they journeyed from Central Asia to the Middle East to join British forces.

Upon arrival in Palestine, many Jewish soldiers fled Anders’ army, Mordechai among them. Having learned about the mass execution of the Jewish community of Rafalovka at the hands of Ukrainian collaborators, he was eager to reunite with his one sister living in Israel and hardly known to him since she left when he was a young boy. In order to survive, Mordechai had changed his name at least six times. In Palestine, at the urging of the Jewish Agency, he finally chose the Hebraicized name Hevrony. He married a sixth-generation Sabra (Palestine-born Jew) and fought in the War of Independence. Embracing life in Israel, Mordechai rarely spoke about the past except to give his children, Nathan’s older siblings, the names of his parents, Michal and Moshe. But he transmitted to his children a deep sense of the injustice of the antisemitism that fueled the murder of innocent Jews like his family.

Mordechai Hevrony was a founding member of Egged, the Bus Cooperative in Israel, and died in 2008. Nathan and his children, Amit and Roe, chose to use their inheritance to fund a fellowship for a student who would elucidate the Holocaust in Ukraine. Natalya Lazar, a native of Czernowitz, Ukraine is writing her dissertation on the killing operations carried out against the Jews of Czernowitz after the withdrawal of Soviet troops in July 1941. The story of interethnic relations, ghettoization, and mass execution echoes the bitter circumstances of Rafalovka. And Natalya’s sensitivity to the lives extinguished through this campaign of atrocity against the Jewish civilians of Ukraine makes her an ideal match for the Hevrony Family Fellowship.

Mary Jane Rein



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I. Elias and Debbie Hanna; r. Sarkis Teshoian '58 and Edward Simsarian;
 below, Assyrian Genocide Studies Fellow Sabri Atman and Van Aroian

CALL TO ACTION

Valuing the free exchange of ideas, we at the Strassler Center seek to deepen our engagement with Israeli colleagues and partner institutions. We have long enjoyed ties with Israeli scholars and the current chilly climate in many European academic institutions towards them prompts us to open our doors even wider. We wish to provide a home to receive them, and to ensure a place for scholarly interchange across borders.

To that end, the Strassler Center aims to develop a comprehensive university partnership with Israel in the field of Holocaust and Genocide Studies. Robust contact between Israeli scholars and their Strassler Center colleagues will expand scholarly and cultural horizons, grow professional contacts, and perhaps lead to joint research projects. In addition to hosting Hebrew University professor Amos Goldberg for a week-long distinguished scholar visit this fall, the Center plans to hold a seminar for Israeli and Center doctoral students and scholars in spring 2014. A seminar will follow, to be hosted by an Israeli partner institution.

The purpose of the academic exchange is to explore topics of mutual interest that push the boundaries of knowledge, methodology, and perspective. Such discussions can be complicated by politics and emotion, as well as limited resources, and the workshop concept seeks to create opportunities for unrestricted conversation about difficult matters. For this and other reasons, we look to Turkey as a partner for a similar initiative. If genocide studies are to truly take root in Turkey, academic exchanges to support scholars as they pursue their research and to expose students to new developments are crucial.

Devoted Center friend Al Tapper has provided initial funding to launch the collaborative workshops with the Israeli academic community. We call on friends and donors to expand the scope of the project and to involve Turkish students whose opportunities for education are limited by a country still in the grip of denial. With your support, we look forward to a global and unfettered conversation.

Mary Jane Rein

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Dr. Yariv Lapid, Director of the Center for Humanistic Education, Ghetto Fighters' House Museum, Galilee, Israel and Rose Professor Debórah Dwork

CENTER IN THE MAIL

I continue to be awed by the research and activities which come out of the Center. Each article in the *Year End Report* filled me with the sense that there are serious scholars out there who are moving the world in a better direction. Not just analyzing. Not just documenting. But actually moving the world. The passion, the commitment, the hearts and souls of all who are involved is truly inspiring.

Betty Singer '71 to Mary Jane Rein, Ph.D.
Executive Director and YER Editor-in-Chief

I have been following the genocide trial of General Efraín Ríos Montt in Guatemala City. There has been lots of controversy around this, but surely the fact that his trial is taking place and has international news coverage shows a step in the right direction towards seeking justice...I continue to travel often to Guatemala and other low-resource - oftentimes post-conflict - nations through my current international development work at Seven Hills Global Outreach. Guatemala. My internship site from HGS summer 2008 remains close to my heart, and I always pay my host organization a visit when I'm in the region. Thanks for encouraging this exploration and experience!

Jesse Mattleman '11 to Professor Shelly Tenenbaum,
Coordinator of Undergraduate Activities

Your *Year End Report* is a beautiful bulletin and a brilliant piece of work! It's an easy read; I went through it stem to stern.

Rosalie Rose (donor of the Rose Professorship) to Mary Jane Rein, Ph.D.
Executive Director and YER Editor-in-Chief

Thank you so very much for speaking to the more than 100 teachers attending the Museum's fall conference for educators. The teachers, staff, and interns present gained so much from your lecture. The many laudatory comments from teacher evaluations expressed great appreciation for your work and your lecture. Thank you again for being such a generous colleague and friend to the Museum. We are so grateful.

Elizabeth Edelstein, Director of Education, Museum of Jewish Heritage,
A Living Memorial to the Holocaust to Rose Professor and Strassler Center
Director Debórah Dwork

Jeff Koerber has done and continues to do excellent work in the history department and the Rodgers Center. Patient and kind with students, and yet with high expectations and committed to excellence in teaching. He models my vision of a teacher/scholar, and is, as you know, a real mensch.

Marilyn J. Harran, Director, Rodgers Center for Holocaust Education and
Stern Chair in Holocaust History, Chapman University to Rose Professor and
Strassler Center Director Debórah Dwork

Having you as a professor was honestly amazing and something that I believe every Clark student should experience...Thank you for everything you do, as a passionate and insightful instructor, as a political activist, and as a regular everyday person.

Ashley Burke '17 to Kaloosdian Mugar Professor Taner Akçam

I am a Clark graduate who took your "Introduction to the History of Genocide" class in fall 2011. Currently, I am student teaching at South High Community School in Worcester. I taught my students about the Holocaust, the Armenian Genocide, Turkish denial, and told them a little about your story and struggle. They were all very impressed and fascinated by your story. Students who wanted to have you come to visit signed a petition which I left in your mailbox at the Strassler Center.

Greg MacPhee '12 MA '13 to Kaloosdian Mugar Professor Taner Akçam

I simply cannot thank you enough for HGS 175. If you walked into my lecture, you would notice many features that mirror your class. We talk about current events during the last 15 minutes of class; we tell history through personal stories; and we connect abstract and big ideas to single people, or families impacted by history.

In short, your pedagogical imprint lives on in Nebraska.

Mikal Brotnov '11 MA '12 to Rose Professor and Strassler Center Director
Debórah Dwork

It was very nice to see Kim at the ITS workshop at the USHMM. And, in September, I will get to meet with Mike G. Seeing my friends from the Center makes me very happy. And proud, too, that we have the opportunity to be in the right places (if not always at the same time).

Joanna Sliwa (ABD) to Rose Professor and Strassler Center Director
Debórah Dwork

I am delighted that the students found my talk stimulating. For myself I found them a well-informed, thoughtful, critical and very engaged group: they are a great credit to your Institute.

Professor David Feldman, Director, Pears Institute for the Study of
Antisemitism, Birkbeck, University of London to Rose Professor and Strassler
Center Director Debórah Dwork

Thank you for coordinating so smoothly between Clark and Facing History and Ourselves. I am sending this gift about neighbors since now Clark and Facing History are even closer neighbors. Thank you to your colleagues.

Margot Stern Strom, Klarman Family Executive Director, Facing History and
Ourselves to Mikaela Luttrell-Rowland, Academic Program Liaison Officer

Thank you for this wonderful conference, intellectually inspiring and humanly heartwarming. And your welcome culture is really something. I look forward to our future cooperation.

Professor Monique Eckmann, University of Applied Sciences Western Switzer-
land, Geneva to Rose Professor and Strassler Center Director Debórah Dwork

I greatly enjoyed the symposium, which addressed such complicated and important questions. And I was so impressed by the Center: its students and faculty. The students really have an environment at the Strassler Center that combines teaching and mentoring in depth.

Professor Joyce Apsel, New York University to Rose Professor and Strassler
Center Director Debórah Dwork



2013-2014 EVENTS

17 SEPTEMBER 2013

4pm, Rose Library, Cohen-Lasry House
A Gendered Aftermath: The Armenian Genocide and Its Women

Professor Lerna Ekmekçioğlu (Massachusetts Institute of Technology) will discuss Ottoman policy toward Armenian women and children during World War I. She will explain how the Armenian Patriarchate in Istanbul located, retrieved, categorized, rehabilitated, and "recycled" formerly kidnapped women and their children conceived in Muslim households.

CO-SPONSORED BY THE DEPARTMENTS OF POLITICAL SCIENCE AND WOMEN AND GENDER STUDIES

3 OCTOBER 2013

4pm, Rose Library, Cohen-Lasry House
The Challenge of Powerlessness: Writing History from the Victims' Perspective

Professor Amos Goldberg (Hebrew University) will present his award-winning book *Trauma in First Person: Diary Writing during the Holocaust*, which lays bare the writers' search for meaning and their (non) understanding of the ever-changing situation they faced.

13 NOVEMBER 2013

4pm Rose Library, Cohen-Lasry House
The Nature of German Anti-Semitism during the Third Reich

Professor Thomas Kohut (Williams College) will analyze the psychological nature of German anti-semitism using findings from his current research as well as his recent book, *A German Generation: An Experiential History of the Twentieth Century*.

13 MARCH 2014

7:00 pm Rose Library, Cohen-Lasry House
Lies, Truth, and Fiction: The Holocaust in Literature
Ruth Franklin, book critic and contributing editor to the *New Republic*, will examine how art and truth complement or undermine, supplant or reinforce each other in Holocaust memoirs and fiction. Her presentation flows from her 2011 book, *A Thousand Darknesses: Lies and Truth in Holocaust Fiction*.

2 APRIL 2014

4pm Rose Library, Cohen-Lasry House
Antisemitism and Catholicism in Postwar Poland

Professor Brian Porter-Szűcs (University of Michigan) will talk about Polish antisemitism after 1945 drawing on his new book, *Poland in the Modern World: Beyond Martyrdom*, which moves beyond the familiar emphasis on Polish tragedy and suffering, and contextualizes modern Polish history within a global framework.

17 APRIL 2014

7:30 pm Tilton Hall, Higgins Center
On Truth and Memoirs: The Case of an Armenian Soldier in the Ottoman Army

Professor Taner Akçam (Strassler Center) will discuss the debate surrounding the recent publication in Turkish of the memoirs of Sarkis Torossian, an Armenian officer in the Ottoman Army. Torossian describes participating in key battles, such as Gallipoli, raising questions about the veracity of his account and the value of memoirs for historians.



Authors

Sabri Atman, Dotan Greenvald, Kathrin Haurand, Ümit Kurt, Shelby Margolin, Michael Nolte, Mike Poliec, Mary Jane Rein, Mikaela Luttrell-Rowland, Shannon Scully, Jason Tingler, Wolf-Gero Westhoff

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“Gratitude . . . changes forever how we experience life and the world,” the great English poet John Milton observed. I can testify to the truth of his insight, and I am delighted to have this opportunity to express my thanks to the many people who have given of themselves to the Center this year. I start with Center staff, whose commitment shines bright in all they do. In alphabetical order, I thank librarian Robyn Christiansen for her thoughtful management of our overflowing collection as we await our library expansion; administrative assistant Cynthia Fenner for her good humor through her hectic first year at the Center; Executive Director Dr Mary Jane Rein for her focus on the horizon of potential; and accountant Angela Santamaria-Hough for the records she keeps and questions she asks. We will miss our Academic Program Liaison Officer, Dr Mikaela Luttrell-Rowland, an intellectual powerhouse and buoyant professional (and a Clarkie), who has taken a terrific position at Franklin and Marshall. She leaves with our warmest wishes for great success.

As these pages report, we hosted a rich roster of events this year. That they appear effortless is in fact due to huge efforts by people across the Clark campus. Many thanks to Terri Guttormsen and Jim Cormier in Media Services; Brenda Nieszewski in Physical Plant; Cheryl Turner Elwell, Gregory Geiger, and Jim Hilow in Information Technology Services; Keith Carville, Lorinda Fearebay, Deirdre Ni Chonail, and Jane Salerno in Marketing and Communications; and Michelle Bates in Business and Financial Services.

Gratitude towards my academic colleagues near and far has changed how I experience life and the world, too. I am utterly grateful to Taner Akçam; Anita Fabós; Thomas Kühne; Olga Litvak; Ken MacLean; Dyan Mazurana; Sarah Michaels; Marianne Sarkis; Shelly Tenenbaum; Jaan Valsiner; and Johanna Vollhardt. Simply put: without them there would be no Center. They are the scholarly Think Tank upon which Strassler Center students depend. I thank, too, my many colleagues at other institutions and organizations, who have given the gift of their time as well as their scholarship to our doctoral candidates this year: Yehuda Bauer; Dani Blatman; Maria Bacur; Tim Cole; Martin Dean; Cynthia Enloe; Eric Gordy; Richard Hovanisian; Radu Ioanid; Raymond Kevorkian; Hans-Lucas Kieser; Wendy Lower; Harold Marcuse; Benny Morris; Ingrid Newman; Avi Patt; Antony Polonsky; David Simon; Marla Stone. We admitted our first class of three graduate students in 1998; fifteen years later, the Center boasts 24 at all levels of study. It doesn't take a village, it takes a small city of outstanding experts, all of them generous, to grow future cadres of scholars in this field. “Remember that what you now have was once among the things you only hoped for,” Epicurus admonishes. I did hope; we do have; and I am profoundly grateful.

I conclude with Clark's senior leadership: Dean of Research and Associate Provost Nancy Budwig, Provost Davis Baird, and President David Angel. Their support of the Center and its mission mean all the world.

This *Year End Report* was designed by Kaajal Asher. Production is to the credit of Mary Jane Rein, who serves as Editor-in-Chief, Production Editor, and Copy Editor.

My thanks to all!

Debórah Dwork





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