

Summer 2008

PastForward

THE NEWSLETTER OF THE USC SHOAH FOUNDATION INSTITUTE

A young girl with dark hair, wearing a dark top, is smiling and looking towards the camera. She is hanging from a clothesline with other photos. The background is a wall covered with various photos and documents, some hanging from a clothesline with metal clips. The lighting is warm and slightly dim, creating a somber yet hopeful atmosphere.

**The Rwandan
Tutsi Genocide**
Preserving Survivors'
Memories

USC
SHOAH
FOUNDATION
INSTITUTE

FOR VISUAL HISTORY
AND EDUCATION

PastForward

SUMMER 2008

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On the Cover: The photo of Josette Umutoni, who was murdered during the 1994 Rwandan Tutsi genocide, is part of "Tomorrow Lost," an exhibit at the Kigali Memorial Centre in Kigali, Rwanda. Photo by Aubrey Graham.

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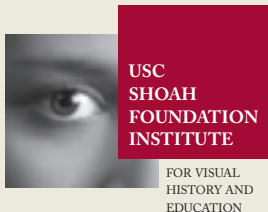
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A Mission on Many Fronts



Fourteen years ago, the Institute conducted its first interviews with Holocaust survivors and other witnesses; today, their testimonies are the cornerstone of a global mission

to overcome prejudice, intolerance, and bigotry. The Institute believes that the solution to these problems will be found through education—by advancing understanding of the origins, manifestations, and consequences of intolerance, helping people empathize with its victims, raising awareness of dangerous attitudes and behavior, and

working to document and disseminate memories of injustice. All of these activities are interrelated because they serve the Institute's mission. Each is essential, because in the absence of memory and understanding, ignorance takes root.

As part of the vibrant academic community at USC, the Institute is working more vigorously than ever to advance understanding through scholarship and research. This year, visiting scholars from Austria, Germany, Israel, Poland, Ukraine, and the United States will conduct research at the Institute. In April, the Institute

and the USC-Huntington Early Modern Studies Institute co-sponsored an international conference on the history of religious tolerance and intolerance, which drew leading historians and scholars from around the world.

The Institute also seeks to advance scholarship and research by providing electronic access to the Visual History Archive. Access to the archive, via Internet2, is now available at 15 institutions on three continents, and the Institute has the capacity to provide access to a growing number of sites anywhere in the world.

Direct assistance to teachers is also a priority. The Institute believes that schools can be places where children learn to empathize with victims of intolerance,

as well as become aware of the dangers of stereotyping, discrimination, and acts of prejudice. Through our International Visual History Program, the Republic of Croatia Ministry of Science, Education and Sports has helped Croatian educators create testimony-based lessons, and similar projects are under way in Slovakia, Russia, Hungary, the Czech Republic, and Lithuania. In Ukraine, hundreds of teachers have participated in a tolerance-education training program that will reach thousands of teachers before the end of the year. These and other initiatives are bringing the life stories of Holocaust survivors and other witnesses into more classrooms than

ever before.

Through the process of collecting the nearly 52,000 testimonies contained in the archive, the Institute gained experience that can support other efforts to preserve the memories of people who have suffered in genocides and other atrocities. The summer 2007 issue of *PastForward* mentioned the possibility of working with colleagues in Rwanda to record the memories of Rwandan genocide survivors. That possibility is closer to becoming a reality. The Institute and IBUKA, the umbrella organization representing survivors of the Rwandan Tutsi genocide, have agreed to work together to conduct interviews with survivors; fundraising for this landmark project has already begun.

"All of these activities are interrelated because they serve the Institute's mission. Each is essential, because in the absence of memory and understanding, ignorance takes root."

— *Douglas Greenberg*

In order to ensure that we continue to move ahead, the Institute has completed a new strategic plan that will provide clarity and enable us to maintain focus amid the many developments now under way. This opportunity for self-reflection and fine-tuning will make the Institute a more effective organization, but it cannot replace the contributions of those who stand with us against genocide and oppression. Thank you for helping the Institute come this far and for inspiring us to continue our work.

DOUGLAS GREENBERG
Executive Director
Professor of History

Encountering Memory in Ukraine



Fourteen year-old student Anya Melnikova (above) and Inna Mykolayivna Savvytska (right), a teacher at School #288 in Kyiv, use *Encountering Memory* in the classroom.

“In the testimonies we just saw, even though the narrators survived, the loss of loved ones remains alive in their hearts. News reports give us mere numbers, casualty statistics. When seeing these numbers, we sometimes forget that each of them represents a human being.”

These are the words of Anya Melnikova, a 14 year-old student in Kyiv, Ukraine. She is one of nearly 10,000 Ukrainian students who have been introduced to the testimonies of Holocaust survivors and other

witnesses through the use of *Nazustrich pam'iaty* (Encountering Memory), a multimedia educational kit for teachers in Ukraine.

Encountering Memory contains the Institute's film *Nazvy svoie im'ia* (Spell Your Name), a documentary about the Holocaust in Ukraine, video clips of testimony, and an accompanying guide for teachers. The guide is organized in topics such as “Babi Yar: How Do We Remember?” and “Xenophobia” that provide students with knowledge about the local history of the

trouble can lead to a big trouble; a small indifference can lead to a big indifference, which may result in a tragedy.”

To help teachers in Ukraine make effective use of *Encountering Memory*, a nationwide, three-phase program is under way to equip them with the kit and training on its use. The program is a collaborative effort between the Institute and the Victor Pinchuk Foundation in partnership with the All-Ukrainian Association of Teachers of History and Civic Education “Nova Doba.” The partners are working in cooperation with the Ukrainian Center for Holocaust Studies, a non-

“These lessons are helping create a platform of common values that will support the development of the country and its citizens.” — Thomas Eymond-Laritz



Holocaust, as well as new perspective on issues they face in their daily lives.

“Watching testimony promotes better understanding of the consequences of intolerant behavior,” Inna Mykolayivna Savvytska, a teacher at School #288 in Kyiv, said. “When students watch testimony, they start to realize that a small

governmental organization specializing in Holocaust history.

Training seminars have been completed in each of the 24 regions of Ukraine and the Autonomous Republic of Crimea. To date, nearly 700 teachers have received training. Next, some teachers will become trainers themselves,

and will provide training for additional teachers in their respective regions. In total, as many as 3,000 teachers will participate in the program.

Encountering Memory, and the events, trainings, and materials surrounding its use and distribution, are made possible by the Victor Pinchuk Foundation.

“Students in Ukraine are learning lessons of tolerance through the use of *Encountering Memory*,” Victor Pinchuk Foundation President Thomas Eymond-Laritz said. “These lessons are helping create a platform of common values that will support the development of the country and its citizens, which

is why the Victor Pinchuk Foundation is thrilled to see that the training program is bringing *Encountering Memory* into the mainstream.”

To learn more about educational services like the *Encountering Memory* training program, visit <http://college.usc.edu/vhi/educationservices>.

Using Testimony in Little Rock

Erica Ivy, an Advanced Placement English teacher at John McClellan Magnet High School in Little Rock, Arkansas, has begun incorporating testimony into her classroom lessons. The testimony is part of a collection from the Institute’s archive made available through the Central Arkansas Library System (CALS).

“Now that I have access to testimony, I can juxtapose it with classroom materials,” she said. “For example, we dealt with the idea of racism by studying Chinua Achebe’s novel *Things Fall Apart* and Joseph Conrad’s *Heart of Darkness*, and then broadened our study to include the real-life experiences of Holocaust survivors.”

Allen Harris, a 17 year-old senior, is one of Ivy’s students. “It hit home,” he said, after viewing testimony. “It makes you want to make sure the Holocaust never happens again.” Seventeen year-old senior Steven Baker, Harris’s classmate, said, “I felt more

connected to the people.”

In some testimony Ivy has used in class, interviewees described experiences that occurred in their teenage years. “Those clips resonated,” she said. “My students could relate. We talked about their own experiences with racism, sexism, and intolerance in general.”

Ivy participated in a January training workshop at Central High, which the Institute conducted in cooperation with CALS. The workshop introduced local teachers to testimony as an educational resource.

Sheila Hansen, Institute Manager of Education, led the workshop. “It was gratifying to choose clips, integrate them into the workshop, and see teachers respond,” she said. “By watching testimony together, viewers are able to bond through the shared experience. I hope that when teachers share those clips in their classrooms, students will also feel that sense of belonging and collectively be propelled to social action.”

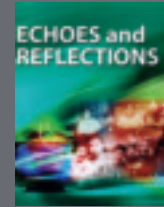
The workshop and the CALS collection of testimonies were made possible by generous funding from the Winthrop Rockefeller Foundation, L’Oréal USA Inc., and the Jewish Federation of Arkansas.

To learn about ways to support the Institute, visit www.college.usc.edu/vhi/donate.



Teachers from the Little Rock area participate in the training workshop.

Educational Products Receive Awards



Echoes and Reflections, developed in partnership with the Anti-Defamation League and Yad Vashem, was

honored for its use of visual history testimony and its educational website with the National Association for Multicultural Education (NAME)’s 2007 Multicultural Media Award.



Created in partnership with the UK’s Holocaust Educational Trust, *Recollections: Eyewitnesses Remember the*

Holocaust is an interactive DVD built on testimony from Holocaust survivors. It received the top award in the Learning Secondary category at the 2007 British Academy of Film and Television Arts (BAFTA) Children’s Awards, which celebrate the best in children’s film and television.



HOLOCAUST: The Events and Their Impact on Real People, a book and DVD published by Dorling Kindersley

Publishing in association with the Institute, is designed to help young readers understand the conditions under which the Holocaust occurred and its impact on individuals. The book received a 2008 Sydney Taylor Book Award from the Association of Jewish Libraries, which recognizes outstanding children’s books that authentically portray the Jewish experience.

New Resources for Teachers in Croatia and Slovakia



(L to R) Martin Šmok, USC Shoah Foundation Institute; Nataša Jovičić, Jasenovac Memorial; Loranda Miletić, Croatian Education and Teacher Training Agency; Mario Jareb, Croatian Institute of History; Alida Matković, Ministry of Science, Education and Sports of the Republic of Croatia. Near right: The Croatian lesson *Collaboration, Conformism, Confrontation*. Far right: The Slovak lessons use testimony from survivors including Margita Schwalbová.

The USC Shoah Foundation Institute works to develop testimony-based educational resources that speak directly to the local histories of Central and Eastern European countries in their students' native languages. Recently, this work has led to the development of lessons designed specifically for use in Croatian classrooms, and separately, lessons designed for use in Slovak classrooms.

The Croatian Ministry of Science, Education and Sports and the Croatian Education and Teacher Training Agency have created a set of classroom

lessons authored by high school educators and university professors. The lessons, which are built on Croatian-language testimony from the Institute's archive and other sources, are intended to help teachers educate students ages 14 to 18 on the history of the Holocaust in Croatia and raise awareness of the dangers of intolerance.

Certain lessons, such as *Collaboration, Conformism, Confrontation* and *Responsibility*, raise ethical questions about moral values and choice and aim to teach students to recognize the power of individual behavior. Others, such as *Deportations to the Ustasha Camps* and *The Suffering of Women and Children in Jasenovac*, focus on the personal



students to consider the ramifications of intolerance.” — Martin Šmok

experiences of survivors who, through their memories, bear witness to the suffering and loss of individuals imprisoned in concentration camps in Croatia. All the lessons are available on the Institute's website

(www.college.usc.edu/vhi/croatian/), and the Ministry's website (<http://public.mzos.hr/radna-skupina-za-holokaust>).

“These classroom lessons present the history of the Holocaust in Croatia from the perspectives of survivors and other witnesses,” Martin Šmok, Senior Program Consultant for Central and Eastern Europe, said. “The lessons take into account local history, culture, and language, and they encourage students to consider the ramifications of intolerance. Educators in Croatia have never had a resource like this before—one authored by Croatian educators, for Croatian educators, and driven by visual eyewitness testimony.”

In Slovakia, the Institute worked in cooperation with the Holocaust Documentation Center to develop a set of testimony-based classroom lessons



“The lessons take into account local history, culture, and language, and they encourage

for teachers of students ages 14 to 18. The lessons investigate themes and ideas such as anti-semitism, totalitarianism, and human rights, within the historical context of the Holocaust in

Slovakia. The lessons are titled *Slovakia between the Two World Wars (Nationalities, Schools, Culture, Sports); The Slovak State 1939 - 1945, Part I; The Slovak State 1939 - 1945, Part II: Deportations to Camps; Moral Dilemmas; and Stereotypes and Prejudices*. The Slovak lessons are available on the Institute's website (<http://college.usc.edu/vhi/slovaklessons/>).

"The testimonies of Holocaust survivors create a

foundation for teaching Holocaust history via concrete destinies, faces, and names," Monika Vrzgulová, Director of the Holocaust Documentation Center, said. "Therefore, they represent an acceptable and much needed teaching instrument. In cooperation with the USC Shoah Foundation Institute, the Holocaust Documentation Center in Slovakia has prepared teaching materials that work with testi-

monies to create new and modern possibilities of teaching about the Holocaust in Slovakia."

Through a program funded by an anonymous donor, the Institute works with governmental and nongovernmental organizations and educators in Central and Eastern Europe who share an interest in utilizing testimony as a component of Holocaust and tolerance education. The Institute provides

testimony to its partners in order to introduce teachers to the educational potential of visual history testimony as a classroom resource. In addition to Croatia and Slovakia, classroom lessons are being developed in Russia, Hungary, the Czech Republic, and Lithuania.

To support the Institute's international work, visit <http://college.usc.edu/vhi/fundingnamingopports.php>.

Learning to Teach about the Holocaust

In April, approximately 200 teachers from the Los Angeles area visited USC to participate in "Teaching about the Holocaust," the United States Holocaust Memorial Museum's (USHMM) eighth Southern California Teacher Forum on Holocaust Education.

Hosted by the USHMM in cooperation with the Institute and the USC Rossier School of Education, the three-day forum brought together teachers, Holocaust experts, and historians to explore the content, methodologies, and rationales for teaching the history of the Holocaust, to increase knowledge about the Holocaust, and to examine contemporary issues associated with its history.

"It is vital to teach teachers not only the actual history of the Holocaust, but also the variety of pedagogies and method-

ologies they can use to teach this history," Stephen Feinberg, USHMM Director of National Outreach for Teacher Initiatives, said. "The significant number of teachers who attended the forum clearly indicates that there is a real desire on their part to learn more about this history."

In addition to events at USC, the forum brought together 600 educators at three universities (USC, Oregon State University, and California State University, East Bay) through live videoconferences. One videoconference, "Teachers in Nazi Germany," led by Dr. William Meinecke of the USHMM, addressed the actions of teachers in Nazi Germany as remembered by former students, whose testimonies are preserved in the Institute's archive. "The survivor testimony brought the teachers right to the heart of the issue: how did



Stephen Feinberg, USHMM Director of National Outreach for Teacher Initiatives (L) and Sherry Bard, Institute Director of Education.

the actions of teachers in Nazi Germany further the Holocaust? The testimony forced them to see that all teachers, even teachers in an authoritarian system, have it within their discretion to make school a 'haven' or an 'arena' for persecution for their students," Meinecke said.

Among the presenters, Sheila Hansen, Manager of Education, introduced the Institute's web

resources and modeled a new classroom resource that compares a diary written by survivor Peter Feigl during the Holocaust with testimony he gave approximately 50 years later. The lesson, which includes a DVD of testimony clips, was made available to every participant, with support from the

USHMM (to view clips from Peter Feigl's testimony, visit <http://college.usc.edu/vhi/peterfeigl>).

"I actually stopped her on the steps this morning to thank her," Lisa Collins, an 8th-grade language arts teacher at Bancroft Middle School in Long Beach, California, said of Hansen's presentation. "She asked us to think; it's exactly what we have to do with our students. To engage us as learners is really important."

Memories of the Rwandan Tutsi Genocide



"Tomorrow Lost," an exhibit at the Kigali Memorial Centre in Kigali, Rwanda. Photo by Melanie Kotsopoulos.

In April 1994, Rwanda's ruling Hutu majority began the systematic extermination of the ethnic minority Tutsi population. Over the next 100 days, as many as one million people were killed. The Institute and IBUKA, the umbrella organization representing Rwandan survivors, have agreed to collaborate

in the collection of video testimonies of survivors.

Institute Executive Director Douglas Greenberg said, "The survivors of the Rwandan Tutsi genocide have an urgent message to share with the world just as survivors of the Holocaust did. They know that only preserved memory can provide the foundation upon which we can work together to see that the human community does not again

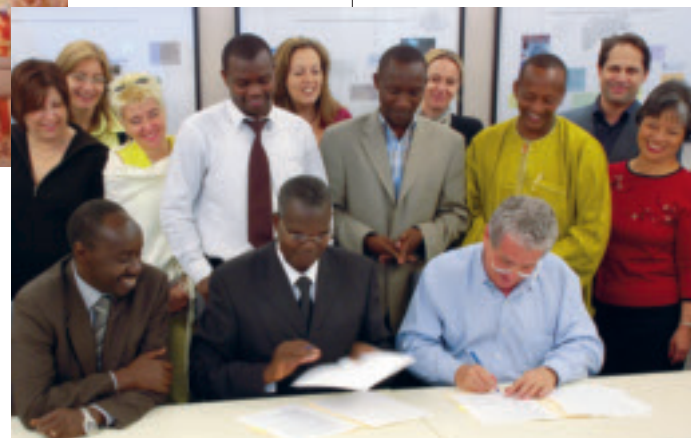
repeat the mistakes of the past. Though the task ahead is formidable, the Institute and IBUKA are determined to deliver their message by collecting and preserving survivor testimonies."

Former president of IBUKA François Ngarambe will head the project. "There are so many similarities in how genocide is prepared, how it is carried out, how it is organized—so many similarities between the Shoah, the Armenian genocide, the Rwandan Tutsi genocide," he said, "but there are differences related to local context that must be captured."

The project, called GTR (Genocide Testimony Research)-IBUKA, is the result of an ongoing relationship between the two organizations. Greenberg traveled to Rwanda to meet with representatives of survivor groups in spring 2006 and again in 2007, and a delegation from Rwanda visited the Institute last November. The delegates met with University of Southern California officials, toured the Institute's data center, and discussed details of the project with Institute staff. At the end of the weeklong visit, Greenberg and IBUKA

"The vision of the Institute is very similar to the vision of IBUKA, which is respect of the victims, respect of the memory. Each single individual should be named and remembered as one human being."

— François Ngarambe



While Institute staff and members of the delegation from Rwanda look on, Theodore Simburudali, IBUKA President (seated at center), and Douglas Greenberg, Institute Executive Director (seated at right), sign a memorandum of understanding to begin the GTR-IBUKA project.

President Theodore Simburudali signed a memorandum of understanding to move the project forward.

“The vision of the Institute is very similar to the vision of IBUKA, which is respect of the victims, respect of the memory,” Ngarambe said. “Each single individual should be named and remembered as one human being.”

Under the terms of the memorandum, and beginning this year, the Institute will provide technical consultation, logistical support, and other services to help IBUKA conduct interviews

with survivors. Fundraising for the project will begin immediately, and work will begin as soon as it becomes practical to do so.

The first interviews will be conducted in Kigali, the Rwandan capital. High-definition video cameras will be used to record the interviews. Once the project has been completed, IBUKA and the Institute will also collaborate in using the testimonies as part of a worldwide mission of educational outreach.

“The addition of the Rwandan testimonies to our archive will broaden and deep-

en our commitment to scholarship, research, and education,” Greenberg said. “It will also draw new audiences to the archive—audiences that have yet to discover the nearly 52,000 testimonies of Holocaust survivors and other witnesses it contains. This opportunity to generate new interest in the archive will help to ensure that the memories of those who suffered in the Holocaust and the Rwandan Tutsi genocide will never be forgotten.”

To learn how you can support the GTR-IBUKA project, visit www.college.usc.edu/vhi/donate.

Research at the Institute

The Corrie ten Boom Research Awards made possible through the Ahmanson Community Charitable Trust enable visiting scholars to conduct research at the Institute. Awardees receive workspace, training in the use of the Institute’s digital library software, and access to the Visual History Archive for the duration of their stay.

Independent Israeli scholar Dr. Efraim Zadoff visited the Institute from January to March. His research focused on efforts to rescue Jews during the Holocaust, using Latin American passports and other documents.

Dr. Joanna Michlic holds the Helene and Allen Apter Chair in Holocaust Studies and Ethical Values at Lehigh University, where she is also an associate professor of history. Dr. Michlic visited the Institute from March to May to learn more about child survivors of the Holocaust, who lived in Poland’s Otwock orphanage during the early postwar period.

Visiting the Institute from Kent State University was Monika Flaschka, who conducted research from May to June in support of her doctoral dissertation, “Rape and Race in Nazi-Occupied Territories.”

Michal Aharony, a doctoral student at the New School for Social Research, came to the Institute in May and will stay until early July. Her research is part of a dissertation project, “Rethinking the Arendtian Account through Holocaust Testimony.”

Coverage of the Corrie ten Boom Research Award scholars will continue in future issues of *PastForward*.

Conference Explores Tolerance and Intolerance

In April, the Institute and the USC-Huntington Early Modern Studies Institute co-sponsored “Religious Tolerance and Intolerance from the Inquisition to the Present,” an international conference held on the USC campus.

“The conference brought together scholars from Brazil, France, Germany, the United Kingdom, and the United States to look critically at the idea of tolerance and intolerance—an idea whose history is as complex as its meaning,” said Institute Executive Director Douglas Greenberg, who is also a professor of history at USC.

Professor Benjamin Kaplan of University College London and the University of Amsterdam, author of *Divided by Faith*:

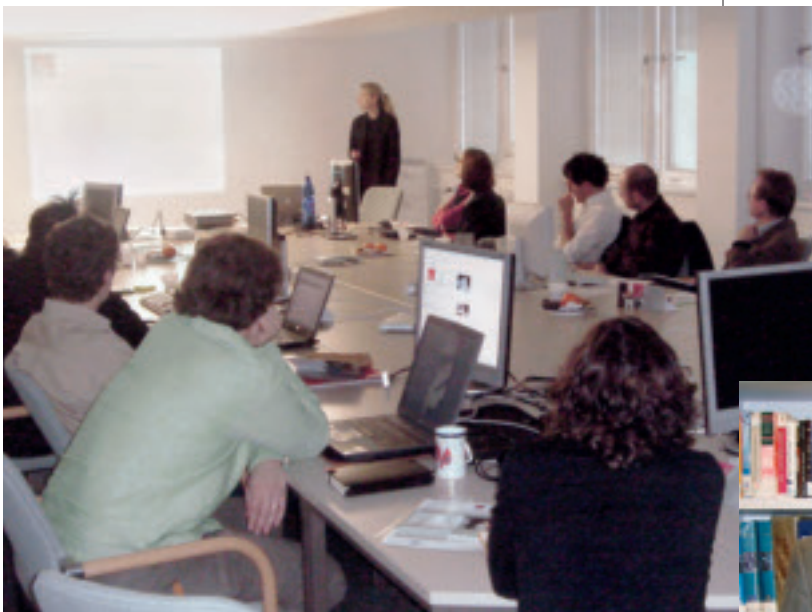
Religious Conflict and the Practice of Toleration in Early Modern Europe, delivered the keynote address. More than a dozen papers were presented on topics that included antisemitism, the persecution of Jehovah’s Witnesses in the United States during World War II, and the meaning of toleration in contemporary political theory. Highlights included, “Unequal Brothers: Indigenous People in the Republic of Bolivia after the Independence of 1825,” presented by Wolf Gruner, Shapell-Guerin Chair in Jewish Studies at USC; and “The Meaning of Toleration in Comparative Political Theory and the Implications for Public Policy,” presented by USC Professor of Political Science Alison Dundes Renteln. The USC Shoah



Foundation Institute and the USC-Huntington Early Modern Studies Institute plan to compile the papers into a book of essays to be published by the University.

Peter C. Mancall, Early Modern Studies Institute Director and a professor of history and anthropology, said “This was an opportunity to learn more about a subject of profound importance not only because of how it relates to world history, but also because of how it relates to challenges we face in contemporary society.”

The Archive at Work: Freie Universität Berlin



Above: The Institute's Karen Jungblut trains Freie Universität Berlin staff. Right: Representatives from Freie Universität Berlin's Center for Digital Systems visit the Institute. (L to R) Nicolas Apostolopolous, Executive Director; Verena-Lucia Nägel, Visual History Archive Content Support; Michael Baur, Technical Support.

In December 2006, Freie Universität Berlin became the first institution outside the United States to provide access to the entire Visual History Archive via Internet2. Eighteen months later, students and faculty who have used the archive shared their experiences.

Andree Michaelis, a Ph.D. student in literary studies, is using testimony as part of his doctoral dissertation on how Holocaust survivors formulate accounts of memories, using literary space and written language. "Testimony pulls you much more into the story,"

he said. "There are so many testimonies in the archive, it's hard to know where to begin; but once you do, it's hard to disconnect—it's much more personal. Testimony has refined my knowledge about certain common aspects, about things that happened for most victims of the Holocaust. It has enhanced my knowledge of details and my ability to recognize them," he added.

Stefanie Dinse, a graduate student studying political science, found that when viewing testi-

monies is different from other source material used to study the Holocaust, Dinse explained, "The main difference is the strong authenticity of the statements. Both photographs and text material are, to a certain degree, up for the viewer's interpretation. But by watching the survivor and witness testimonies, one had to focus entirely on the perspective of the narrators."

Dr. Gertrud Pickhan, a professor of history at Freie Universität Berlin, integrated testimony into her seminar, "Shoah and Visual History."

**"There are so many testimonies in the archive, it's hard to know where to begin; but once you do, it's hard to disconnect—it's much more personal."
— Andree Michaelis**



mony, "One's own emotionality changes parallel to that of the [interviewee's]. In most of the interviews," she said, "the emotional aspect vanishes into the background. But in moments when the survivors told about the loss of families, the whole dimension of the Holocaust appeared again and triggered deep emotional feelings."

When asked how testimony from survivors and other wit-

"The seminar focused on the after history of the Holocaust and its place in the autobiographical memories of interviewees," she said. "After a preliminary phase in which participants read and discussed fundamental texts on the after history of the Holocaust and the methodology of oral and visual history, the students then jointly

developed an analytical perspective before breaking up into eight groups (organized by language competency: German, English, Polish, Hebrew, Yiddish, Czech, Russian, French); each group analyzed 3 to 5 interviews with selected questions in mind. Finally, the relationship between the post-war context and patterns of

memory was examined from a comparative perspective. Thus, only access to the archive opened the possibility to have this comparative perspective.”

In the 2008-2009 winter semester, Pickhan plans to use the archive as part of a seminar on the Holocaust in Eastern Europe. “History students in Germany are in general very

interested in the history of victims and perpetrators of the Holocaust,” she said. “The survivor and witness testimonies make it possible to learn more about the experiences of ordinary people.”

To learn about institutions where the archive is available, visit www.college.usc.edu/vhi/testimoniesaroundtheworld.

Archival Access Possible for More Institutions

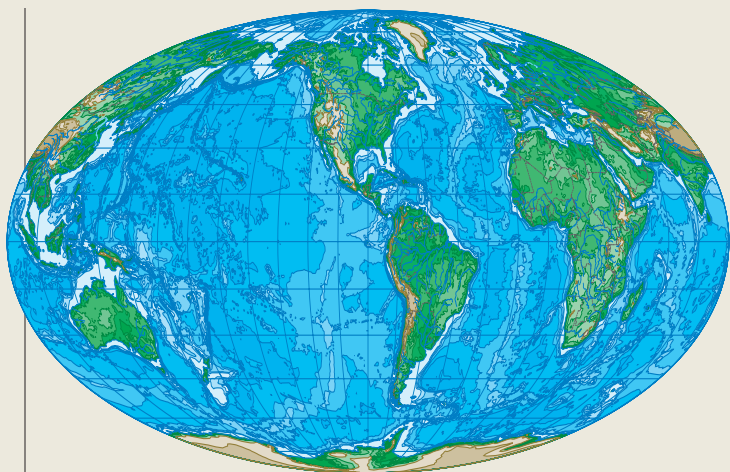
Beginning this year, any university, archive, museum, or other site with Internet2 or equivalent connectivity may join the growing number of institutions that offer electronic access to the complete Visual History Archive.

When electronic access was piloted in 2002, the Institute was only able to connect a few universities, which was due in part to network and server limitations. This changed when the Institute became part of USC in 2006. “In moving to USC, the Institute has been able to leverage the University’s world-class network and server environment to scale the Visual History Archive so that it can support over 100 institutions,” said Sam Gustman, Chief Technology Officer for the Institute.

“It was necessary to limit the initial number of participating institutions in order to identify the technical requirements, logistical challenges, and financial obligations that must be met in order to host the archive electronically,” explained Karen Jungblut, Institute Director of Archival Access and Special Projects. “The last six years have provided valuable learning experiences, and the Institute is now prepared to extend an invitation to any institution that is ready and willing to host the archive.”

To learn about sites that offer access to the entire archive or a limited collection of testimonies, visit www.college.usc.edu/vhi/testimoniesaroundtheworld. For information on how to become a participating institution, contact Karen Jungblut at (213) 740-6020.

Outreach Across the World



Fifteen institutions in the United States, Australia, and Germany have access to the entire Visual History Archive:

- **Brown University** in Providence, Rhode Island
- **Columbia University** in New York, New York
- **Duke University** in Durham, North Carolina
- **Florida Atlantic University** in Boca Raton, Florida
- **Freie Universität Berlin** in Berlin, Germany
- **Monash University** in Melbourne, Australia

- **North Carolina State University** in Raleigh, North Carolina
- **Rice University** in Houston, Texas
- **Syracuse University** in Syracuse, New York
- **University of California, San Diego** in San Diego, California
- **University of Michigan** in Ann Arbor, Michigan
- **University of Minnesota** in Minneapolis, Minnesota
- **University of North Carolina at Chapel Hill**, in Chapel Hill, North Carolina

- **University of Southern California** in Los Angeles, California
- **United States Holocaust Memorial Museum** in Washington, D.C.

Sixty-two university courses have included the use of testimony from the Institute’s archive.

The Institute has produced **20 educational resources** for use in primary and secondary school classrooms. These resources have reached more than three million students.

Two-hundred twenty teacher trainings for educators in 14 countries have incorporated the use of visual history.

The Institute has produced **11 documentary films**, which have been broadcast in 50 countries and subtitled in 28 languages.

The Institute has delivered **98 collections of testimonies** to museums, libraries, schools, and other institutions in 22 countries.

The Institute has received **3,100 requests** for access to the archive.

Cumulative through year-end 2007

New Funds to Pursue Mission



Juliane Heyman

Leaving a Legacy: Juliane Heyman

Juliane Heyman toured the Institute several years ago and was impressed with the scope and nature of its work. Recognizing that the stories contained in the archive have the potential to change lives, she has been a friend and generous supporter since that first visit.

Born in Danzig (now Gdansk), Poland, Heyman and her family survived an 18-month odyssey fleeing the Nazis, and they eventually gained passage to the United States. After graduating from Barnard College, she received two master's degrees from the University of California, Berkeley. Heyman has had a varied career, working as a librarian, researcher, teacher, trainer, and international development consultant; she has worked on projects in Asia, Africa, and Latin America, and was a founding member of the Peace Corps staff in 1961.

Education is of utmost importance to Heyman, and her commitment to helping others has led her to include the Institute in her estate plans. "I believe that hearing from those who have known the horrors of the Holocaust

can help illuminate students' own experiences of racism and violence," Heyman said. "This is the power of the USC Shoah Foundation Institute."

Planned gifts such as Heyman's leave a legacy that will help to guarantee the Institute's ability to fulfill its educational mission. "It is my hope that my gift to the Institute will ensure that the stories of survival, hope, and resistance contained in the archive are viewed by future generations of young people throughout the world," she said.

There are many ways to make a planned gift, including through wills, charitable remainder trusts, annuities, life insurance policies, retirement plans, and real property. For more information, please contact Steven Klappholz at (213) 740-6051.

Donor Highlight: Marilyn and Barry Rubenstein

Marilyn and Barry Rubenstein have always believed that remembering the victims of the Holocaust is of the utmost importance. Longtime supporters of the USC Shoah Foundation Institute, they made their first contribution after attending an Institute event in 1997.

"Children must learn to accept the differences they perceive in others and recognize that each of us is responsible to prevent genocide," Marilyn Rubenstein explained. "The testimonies of survivors and other witnesses have the power to educate students in these important ways, which is why Barry and I support the Institute."

Contributions like those

made by the Rubensteins enable the Institute to pursue its educational mission in middle schools and high schools, on university campuses, at other institutions, and online through resources made available on the Institute's website.

In addition to supporting the

"Children must learn to accept the differences they perceive in others and recognize that each of us is responsible to prevent genocide."

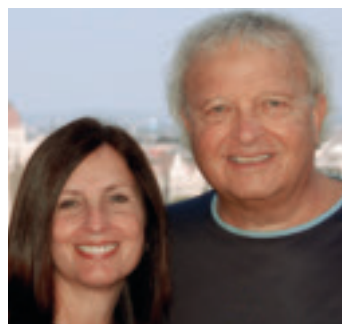
— Marilyn Rubenstein

Institute, Barry Rubenstein is vice chairman of the North Shore-Long Island Jewish Health System. The Rubensteins are both involved with the American Society for Yad Vashem; he is a member of the International Board of Governors, and she is National Vice Chair.

Making a Difference: Jane-Howard Hammerstein

Jane-Howard Hammerstein made her first gift to the USC Shoah Foundation Institute in 1995 and has been an unwavering supporter ever since. "Because doing so makes me feel good," she said, "because I like being considered a bird of this particular feather."

Hammerstein, a North Carolina native, is a writer for television and film. In the past 13 years, she has made numerous contributions to the Institute, including recent gifts in support of the Latin American Education Fund and GTR (Genocide Testimony Research)-IBUKA, a project that will collect testimony from



Marilyn and Barry Rubenstein



Jane-Howard Hammerstein

survivors of the Rwandan Tutsi genocide (see page 6). “I have a narrow essential system, which features the belief that footprints are permanent on this earth, that if we learn the measure of those indenta-

tions overburdened with hatred and pain, we’ll have done well,” she said.

“I grew up in the Piedmont South where, at best, whites treated black adults pretty much the same as they treated

us, their white children. But they let us grow all the way up and taught us how to fly. Just us. Not them. I was probably ten when I heard myself reckon to my father that this made no sense.”

Extraordinary Leadership: Stephen A. Cozen



said. “Steve has tenaciously defended this identity, and the Institute owes him a debt of gratitude.”

Cozen served on the Development Committee and Board of Directors of the Shoah Foundation

Even as he helped the Institute move in new directions, Cozen has insisted that it remain true to the Shoah Foundation’s original vision.

before it became part of the College of Letters, Arts & Sciences at USC. Now, as a member of the Board of Councilors, his guidance is helping the Institute increase its capacity both to pursue its original mission and to reach beyond it.

As a donor, Cozen has consistently supported new initiatives. His latest gift was made in support of GTR (Genocide

Testimony Research)-IBUKA, a project through which the Institute will help to collect testimonies of survivors of the 1994 Rwandan Tutsi genocide, which will become part of the Visual History Archive (see page 6). “The Holocaust has become the archetypal genocide—all others are perceived in comparison to it,” Cozen said. “But it is not the only genocide, and the memories of Rwandan survivors must also be preserved.”

Cozen is the Founder and Chairman of Philadelphia-based law firm Cozen O’Connor. Since 1970, it has grown from a small boutique firm of four attorneys to a full-service firm, with 21 offices in three countries and a complement of 500 attorneys. As a fellow of the American College of Trial Lawyers, Cozen is recognized for remarkable skill as a litigator and counselor. His philanthropic leadership includes posts on the boards of the Kimmel Center for the Performing Arts, the Federation of Jewish Agencies, the National Museum of American Jewish History, the University of Pennsylvania Institute for Law and Economics, and the University of Pennsylvania Law School Board of Overseers. Cozen was the recipient of the 25th annual Americanism Award, the highest honor given by the Anti-Defamation League (ADL).

How You Can Make a Difference

One person really can make a difference. The USC Shoah Foundation Institute counts on your support to continue its important work to overcome prejudice, intolerance, and bigotry.

Cash Donations: Gifts may be made by cash, check, or credit card.

Pledges: You may wish to make a gift to the Institute that is paid over several years, following a payment schedule that is most convenient for you.

Planned Gifts: Planned gifts might help you reduce or avoid income, gift, and inheritance taxes. Planned gifts include wills, charitable remainder trusts, charitable lead trusts, and annuities. You may wish to consider funding a planned gift with such assets as cash, life insurance policies, real property, retirement plans, or marketable securities.

Memorial or Tribute Gifts: Contributions can be made to honor special occasions, such as birthdays, weddings, or births, as well as to memorialize a friend or family member. The Institute will mail a tribute card announcing the gift.

In-Kind Gifts: The Institute accepts gifts of goods or services that fulfill programmatic needs.

For more information, contact:
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Executive Director of Development
USC Shoah Foundation Institute for
Visual History and Education
University of Southern California
650 W. 35th Street, Suite 114
Los Angeles, CA 90089-2571
Phone: (213) 740-6051

In 1998, before the Survivors of the Shoah Visual History Foundation had become the USC Shoah Foundation Institute, Steve Cozen made his first gift; since then, he has worked steadfastly on behalf of the Institute. Even as he helped the Institute move in new directions, Cozen has insisted that it remain true to the Shoah Foundation’s original vision. “The Institute has never forgotten that it exists to safeguard memories of Holocaust survivors and other witnesses and use those memories to educate the world,” Institute Executive Director Douglas Greenberg

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