

12-1-2008

University of South Florida Libraries Holocaust & Genocide Studies Draft Business Plan

Mark I. Greenberg

University of South Florida, mark.greenberg@usf.edu

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**UNIVERSITY OF SOUTH FLORIDA LIBRARIES
HOLOCAUST & GENOCIDE STUDIES CENTER**

DRAFT BUSINESS PLAN

JULY 25, 2008

REV. DEC. 1, 2008

AUTHOR:

**MARK I. GREENBERG, MLS, PH.D.
DIRECTOR, SPECIAL COLLECTIONS DEPARTMENT
UNIVERSITY OF SOUTH FLORIDA TAMPA LIBRARY**

“There can be no more important issue, and no more binding obligation, than the prevention of genocide.”
United Nations Secretary General Kofi Annan (January 26, 2004)

EXECUTIVE SUMMARY

Genocide and mass violence have become global threats to peace and security and a sad testament to the human condition. Almost a half million genocide and torture victims currently reside in the United States, with millions more suffering silently in other parts of the world. Recognizing an important opportunity to unify the University of South Florida's wide-ranging Holocaust & genocide studies initiatives and to contribute to global education and action, the USF Libraries have created a global interdisciplinary center to better understand and prevent genocide.

USF Libraries Holocaust & Genocide Studies Center will become an internationally recognized center for the quality of its collections, research, teaching, and community engagement. To achieve this goal, the Center's mission is to cross international boundaries to engage information specialists, scholars, educators, students, analysts, and activists in a centralized, interdisciplinary, collaborative, and synergistic approach to genocide education, mental health and public policy, and prevention.

The University of South Florida offers an ideal institutional home for the Center, given its proven track record in Holocaust & genocide studies. USF faculty, staff, and students have a long and impressive tradition of work in the field and are currently engaged in research and response initiatives that contribute to understanding and preventing genocide across the globe. These efforts include nearly 100 faculty spanning 36 academic units.

Enhanced support for and access to this important research will be further advanced by:

- Acquiring and making accessible published and unpublished information resources in print and electronic formats required to meet researchers' needs in better understanding the underlying causes of the Holocaust and Genocide
- Offering collaborative physical and virtual space to bring information specialists, scholars, educators, students, analysts, and activists together for purposeful discussion and plans to understand and prevent genocide
- Engaging local, regional, national, and international audiences through public programs in order to empower citizens in preventing genocide and helping its victims
- Working with state and local government to enhance K-12 curriculum
- Supporting USF faculty and student efforts to make a global impact in genocide education and prevention

The capacity to design and implement interdisciplinary library collections advances all four USF strategic goals and three of four goals set by the Florida Board of Governors. Effective prevention and/or response to genocide require barrier-free access to high quality information and support federal and international efforts to solve global crises.

The *estimated* investment of new recurring monies needed to fund the initiative is \$787,570 per year, of which 71.4 percent funds the personnel. An additional investment of \$627,043 is required for one-time collection remediation.

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In his 2004 keynote address to the Stockholm International Forum entitled “Preventing Genocide; Threats and Responsibilities,” United Nations Secretary General Kofi Annan declared, “There can be no more important issue, and no more binding obligation, than the prevention of genocide.”¹

The Global Internal Displaced Persons (IDP) Project estimated in 2007 that the number of people displaced within their countries by armed conflicts and violence passed the 26 million mark, the highest global total since the early 1990s.² Such massive, international dislocations have resulted in significant numbers of refugees seeking asylum in the United States. Today, almost half million victims of genocide and torture reside in the United States.³

I. GENOCIDE: A DEFINITIONAL CONTEXT

Near the end of the Second World War, when Nazi Germany’s extermination and concentration camps became public knowledge, British Prime Minister Winston Churchill stated that the world faced “a crime that has no name.” No recognized word fit the nature of Germany’s horrific actions. No precedents existed in regard to either the nature or degree of its crimes.

In his 1944 book, *Axis Rule in Occupied Europe*, Raphael Lemkin argued that the world confronted an unprecedented phenomenon that required new terminology. He rejected earlier war crimes definitions as inadequate and instead coined the word “genocide,” constructed from the Greek “genos” (race or tribe) and the Latin “cide” (to kill). According to Lemkin, genocide expressed perpetrators’ motivations, which was absent from other definitions. Genocide amounted to “the destruction of a nation or of an ethnic group” and implied the existence of a coordinated plan for total extermination against individuals purely, simply, and exclusively because they are members of the target group.⁴

Lemkin’s new word appeared in the 1945 indictment against Nazi leaders at the Nuremberg Trials and again in The Convention on the Prevention and Punishment of the Crime of Genocide, adopted by the United Nations General Assembly in December 1948. Over the past sixty years, the term has evolved through scholarship and debate and, according to some people, targets political, social, sexual, gender and economic groups and involves forced deportation and starvation, elimination of national culture and religious life, enslavement, systematic rape, destruction of national economic life, and biological decimation through the prevention of normal family life.

A concise summary of the evolving definitions of genocide reveals its evolving nature over the last four decades.

¹ Kofi Annan, Genocide is Threat to Peace Requiring Strong, United Action, Secretary-General Tells Stockholm International Forum. United Nations Press Release, SG/SM/9126, January 26, 2004, <http://www.un.org/News/Press/docs/2004/SGsm9126.doc.htm> (accessed 07-24-08).

² Global IDP Project, *Internal Displacement: Global Overview of Trends and Developments in 2007* (Geneva, Switzerland: Norwegian Refugee Council, 2005), <http://www.internal-displacement.org>.

³ Office of Refugee Resettlement, Refugee Arrival Data; By Country of Origin and State of Initial Resettlement (Washington: US Department of Health and Human Services, 2000-2007).

⁴ Raphael Lemkin, *Axis Rule in Occupied Europe: Laws of Occupation, Analysis of Government, Proposals for Redress* (Washington: Carnegie Endowment for International Peace, 1944), xi-xii.

Date	Author	Definition
1944	Raphael Lemkin	By “genocide” we mean the destruction of an ethnic group Generally speaking, genocide does not necessarily mean the immediate destruction of a nation, except when accomplished by mass killings of all members of a nation. It is intended rather to signify a coordinated plan of different actions aiming at the destruction of essential foundations of the life of national groups, with the aim of annihilating the groups themselves. The objectives of such a plan would be disintegration of the political and social institutions, of culture, language, national feelings, religion, and the economic existence of national groups, and the destruction of the personal security, liberty, health, dignity, and even the lives of the individuals belonging to such groups. [2][4]
1945	Count 3 of the indictment of the 24 Nazi leaders at the Nuremberg Trials	They (the defendants) conducted deliberate and systematic genocide - viz., the extermination of racial and national groups - against the civilian populations of certain occupied territories in order to destroy particular races and classes of people, and national, racial or religious groups, particularly Jews, Poles, Gypsies and others. [5][6]
1946	Raphael Lemkin	The crime of genocide should be recognized therein as a conspiracy to exterminate national, religious or racial groups. The overt acts of such a conspiracy may consist of attacks against life, liberty or property of members of such groups merely because of their affiliation with such groups. The formulation of the crime may be as follows: “Whoever, while participating in a conspiracy to destroy a national, racial or religious group, undertakes an attack against life, liberty or property of members of such groups is guilty of the crime of genocide.” [7]
1948	The Convention on the Prevention and Punishment of the Crime of Genocide (CPPCG) was adopted by the UN General Assembly on 9 December 1948 and came into effect on 12 January 1951 (Resolution 260 (III)). Article 2:	Any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such: killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life, calculated to bring about its physical destruction in whole or in part; imposing measures intended to prevent births within the group; [and] forcibly transferring children of the group to another group. (Article 2 CPPCG)
1959	Peter Drost	Genocide is the deliberate destruction of physical life of individual human beings by reason of their membership of any human collectivity as such. [8][9]
1975	Vahakn Dadrian	Genocide is the successful attempt by a dominant group, vested with formal authority and/or with preponderant access to the overall resources of power, to reduce by coercion or lethal violence the number of a minority group

Date	Author	Definition
		whose ultimate extermination is held desirable and useful and whose respective vulnerability is a major factor contributing to the decision for genocide. [10]
1976	Irving Louis Horowitz	[Genocide is] a structural and systematic destruction of innocent people by a state bureaucratic apparatus. . . . Genocide represents a systematic effort over time to liquidate a national population, usually a minority . . . [and] functions as a fundamental political policy to assure conformity and participation of the citizenry. [11]
1981	Leo Kuper	I shall follow the definition of genocide given in the [UN] Convention. This is not to say that I agree with the definition. On the contrary, I believe a major omission to be in the exclusion of political groups from the list of groups protected. In the contemporary world, political differences are at the very least as significant a basis for massacre and annihilation as racial, national, ethnic or religious differences. Then too, the genocides against racial, national, ethnic or religious groups are generally a consequence of, or intimately related to, political conflict. However, I do not think it helpful to create new definitions of genocide, when there is an internationally recognized definition and a Genocide Convention which might become the basis for some effective action, however limited the underlying conception. But since it would vitiate the analysis to exclude political groups, I shall refer freely . . . to liquidating or exterminatory actions against them. [12]
1982	Jack Nusan Porter	Genocide is the deliberate destruction, in whole or in part, by a government or its agents, of a racial, sexual, religious, tribal or political minority. It can involve not only mass murder, but also starvation, forced deportation, and political, economic and biological subjugation. Genocide involves three major components: ideology, technology, and bureaucracy/organization. [13]
1984	Yehuda Bauer	[Genocide is] the planned destruction, since the mid-nineteenth century, of a racial, national, or ethnic group as such, by the following means: (a) selective mass murder of elites or parts of the population; (b) elimination of national (racial, ethnic) culture and religious life with the intent of "denationalization"; (c) enslavement, with the same intent; (d) destruction of national (racial, ethnic) economic life, with the same intent; (e) biological decimation through the kidnapping of children, or the prevention of normal family life, with the same intent. . . . [Holocaust is] the planned physical annihilation, for ideological or pseudo-religious reasons, of all the members of a national, ethnic, or racial group. [13][14]
1987	Tony Barta	My conception of a genocidal society – as distinct from a genocidal state – is one in which the bureaucratic apparatus might officially be directed to protect innocent people but in which a whole race is nevertheless subject to remorseless pressures of destruction inherent in the very nature of the society. [15]
1987	Isidor Wallimann and Michael N. Dobkowski	Genocide is the deliberate, organized destruction, in whole or in large part, of racial or ethnic groups by a government or its agents. It can involve not only mass murder, but also forced deportation (ethnic cleansing), systematic rape, and economic and biological subjugation. [16]
1988	Henry Huttenbach	Genocide is any act that puts the very existence of a group in jeopardy. [17][18]

Date	Author	Definition
1988	Helen Fein	Genocide is a series of purposeful actions by a perpetrator(s) to destroy a collectivity through mass or selective murders of group members and suppressing the biological and social reproduction of the collectivity. This can be accomplished through the imposed proscription or restriction of reproduction of group members, increasing infant mortality, and breaking the linkage between reproduction and socialization of children in the family or group of origin. The perpetrator may represent the state of the victim, another state, or another collectivity. [17][9]
1988	Barbara Harff and Ted Gurr	the promotion and execution of policies by a state or its agents which result in the deaths of a substantial portion of a group ...[when] the victimized groups are defined primarily in terms of their communal characteristics, i.e., ethnicity, religion or nationality. [19]
1990	Frank Chalk and Kurt Jonassohn	Genocide is a form of one-sided mass killing in which a state or other authority intends to destroy a group, as the perpetrator defines that group and membership in it. [17][20]
1990	John L. P. Thompson and Gail A. Quets	In short, given the problems that arise from restrictions, we define genocide as the destruction of a group by purposive action. This allows the role of intentional action to be explored, different subtypes of genocide to be compared, and the impact of different factors on genocide to be examined empirically. [21]
1993	Helen Fein	Genocide is sustained purposeful action by a perpetrator to physically destroy a collectivity directly or indirectly, through interdiction of the biological and social reproduction of group members, sustained regardless of the surrender or lack of threat offered by the victim. [22][19]
1994	Steven T. Katz	[Genocide is] the actualization of the intent, however successfully carried out, to murder in its totality any national, ethnic, racial, religious, political, social, gender or economic group, as these groups are defined by the perpetrator, by whatever means. [22][20]
1994	Israel Charny	Genocide in the generic sense means the mass killing of substantial numbers of human beings, when not in the course of military action against the military forces of an avowed enemy, under conditions of the essential defenselessness of the victim. [22][20]
1996	Irving Louis Horowitz	Genocide is herein defined as a structural and systematic destruction of innocent people by a state bureaucratic apparatus [emphasis in original]. . . . Genocide means the physical dismemberment and liquidation of people on large scales, an attempt by those who rule to achieve the total elimination of a subject people. [22][23]
2003	Barbara Harff	Genocides and politicides are the promotion, execution, and/or implied consent of sustained policies by governing elites or their agents — or, in the case of civil war either of the contending authorities — that are intended to destroy, in whole or part, a communal, political, or politicized ethnic group. [22]
2007	Martin Shaw	Genocide is a form of violent social conflict or war, between armed power organizations that aim to destroy civilian social groups and those groups and other actors who resist this destruction. Genocidal action is action in which armed power organizations treat civilian social groups as enemies and aim to destroy their real or putative social power, by means of killing, violence and

Date	Author	Definition
		coercion against individuals whom they regard as members of the groups. [24]

Table of definitions taken from http://en.wikipedia.org/wiki/Genocide_definitions (accessed 07-17-08).

The study of genocide includes robust discussion about its very nature and hence disagreement over where it has occurred, but scholars can agree that genocidal acts have claimed millions of lives in the 20th and 21st centuries.⁵

A. Holocaust & Genocide Studies Center Purpose

i) Information Explosion

Historical and current genocides have received extraordinary attention from the world community, making both the events themselves and their study a global phenomenon. A search for “genocide” within major U.S. and world publications in LexisNexis Academic for just one month ending June 30, 2008, revealed nearly 1,000 news stories. Five academic databases for the humanities contain over 96,000 references to the term.⁶ A Google search for “genocide” produced 25.8 million hits. WorldCat, the largest online union catalog representing books, journals, dissertations, audio-visual, materials, and manuscripts in repositories worldwide, produced nearly 6,800 titles for the subject. Annual monograph publications for works classified by the Library of Congress as genocide total several hundred each year for the past seven years. This number does not include the many more books that deal with genocide-related issues, such as refugees, war crimes and victims, humanitarian intervention and assistance, Cambodia, Rwanda, Sudan, etc.

Worldwide Genocide Monographic Output 2000 – 2007 Bibliographic Record Counts from WorldCat Database			
Annual Output of Monographs Cataloged With Genocide as a Library of Congress Subject Heading		Annual Output of Monographs Classified under the Library of Congress Call Number for Genocide (HV6322.7)	
2000	203	2000	18
2001	180	2001	26
2002	184	2002	23
2003	216	2003	19
2004	246	2004	33

⁵ Alain Destexhe, *Rwanda and Genocide in the Twentieth Century* (New York: New York University Press, 1995); Wikipedia offers an annotated, chronological summary of the evolving term “genocide” at http://en.wikipedia.org/wiki/Genocide_definitions (accessed 6-30-2008). On the debate over which historical events constitute genocide and which are “merely” criminal and inhuman behavior, see, for example, http://en.wikipedia.org/wiki/Genocides_in_history (accessed 6-30-2008).

⁶ Meta search conducted on June 30, 2008, in the following humanities databases owned or licensed by the USF Libraries: General OneFile, Academic search premier, Wilson omnifile full text mega edition, Humanities full text, and JSTOR.

2005	308	2005	37
2006	226	2006	21
2007	201	2007	38

With this information explosion comes an extraordinary diffusion and variability in the quality of information.

ii) Absence of Grey Literature

A plethora of organizations (including cultural organizations, national and transnational agencies, NGOs, and scholarly associations) exist that produce reports, white papers, presentations, datasets, and other grey literature. They materials are largely unavailable to researchers and offer untapped potential to increase both quantitative and qualitative scholarly output.

A Holocaust & genocide studies collection will seek to overcome the fragmented and variable nature of genocide literature by collecting information resources and data in the areas of comparative genocide; genocide education, prevention, and justice; and the mental and public health ramifications of genocidal events into a single location or via a single discovery tool. This will assist researchers by making it easier to explore resources in disciplines other than their own. It will also lead to a centralization of key genocide-related literature and information that is necessary for future research, By aiding in the research process, this collection will enable researchers to more rapidly advance Holocaust & genocide studies and address the theoretical and policy issues inherent in the topic.

B. Current State of Holocaust & Genocide Studies & Niche Potential at USF

The target audience for USF genocide studies collection includes USF faculty and academic units; regional, national, and international genocide studies-related organizations and institutions; and scholars around the world with a documented interest in subjects related to genocide. A survey of potential internal and external stakeholders reveals the potential of an extensive user group.

i) USF Academic Departments Engaged in Holocaust & Genocide Studies

The following USF academic units employ (x) faculty that produce Holocaust & genocide studies-related research and/or teaching:

- | | |
|---|--|
| Africana Studies (3) | Educational Measurement & Research (1) |
| Aging and Mental Health (1) | Florida Mental Health Institute (16) |
| American Studies (1) | Government & Internat'l Affairs (5) |
| Anthropology (4) | History (6) |
| Chemical Engineering (1) | Instructional Technology (1) |
| Childhood Education and Literary Studies (1) | Latin American & Caribbean Studies (2) |
| Clinical Psychology (1) | Library (1) |
| Clinical Training (1) | Library & Information Science (1) |
| Criminology (3) | Marketing (2) |
| Counselor Education (2) | Mass Communication (3) |
| Early Childhood Education (1) | Mathematics & Statistics (1) |
| Educational Leadership and Policy Studies (4) | Mental Health Law and Policy (1) |

Philosophy (5)
Psychology (2)
Psych. & Social Foundations of Education (2)
Rehab. & Mental Health Counseling (2)
Religious Studies (3)
Science/Medicine (1)

Secondary Education (3)
Social Work (7)
Sociology (1)
Special Education (1)
World Language Education (1)
Women's Studies (2)

The following faculty members constitute an initial advisory group scholars engaged in one or more aspects of Holocaust & genocide studies. These scholars have been identified as key participants in assisting the library refine and further develop its genocide studies collections, services, and programs:

Dr. Jennifer Baggerly, Department of Counselor Education, has written extensively on systematic play therapy for traumatized children.

Dr. Ilene Berson, Department of Early Childhood Education, researches childhood trauma related to terrorism.

Dr. Cornelius Boterbloem, Department of History, is a noted scholar in the area of Stalin's Russia, including research focused on "life and terror" under Stalin.

Dr. Colleen Clark, FMHI is a founding Board Member and current Coordinator of the National Trauma Consortium.

Dr. Earl Conteh-Morgan, Department of Government and International Affairs, has recently written about about the military and human rights, including child soldiers.

Dr. Barabara Cruz, Secondary Education, College of Education, works closely with the Dr. Kiran C. Patel Center on its Global Schools Project.

Dr. Dell de Chant, Department of Religious Studies, has written on Darfur and spoken at conference about cultural narratives.

Dr. Darrell Fasching, Department of Religious Studies, has a research focus on the Holocaust and its aftermath.

Dr. Kennan Ferguson, Department of Interdisciplinary Social Science, recently spoke at conference about human rights and war crimes. In addition, his research on the political aesthetics may benefit from works related to genocide studies.

Dr. Erin Kimmerle, Department of Anthropology, researches and writes on forensics related to mass graves.

Dr. Edward Kissi, Department of Africana Studies, researches comparative genocide, especially African and the Holocaust.

Dr. Jody Lynn McBrien, Department of Education - Psychological and Social Foundations (Sarasota), is interested in refugee children, children in detention, and human rights education.

Dr. Kathleen de la Pena McCook, School of Library and Information Science, writes and teaches about librarianship, information, and human rights.

Dr. Michael Rank, Department of Social Work, has been researching and writing about post-traumatic stress disorder since the early 1990s.

Dr. Steven Roach, Department of Government and International Affairs, researches and writes on war crimes and international criminal courts and has recently spoken at conference about the genocide in Darfur.

Dr. Allison Salloum, School of Social Work, focuses her research and writings on the treatment of children affected by post-traumatic stress and trauma.

Tamara Zwick, Department of History, has published on the Nazi concentration camp of Auschwitz-Birkenau and teaches modern German history.

Faculty belonging to the USF Africa Interest Group (<http://uslibraries.typepad.com/africa/>) offers as another opportunity for scholarly engagement and collaboration. This group comprises Dr. Edward Kissi and scholars from a variety of disciplines (health, education, business, etc.) whose research covers diverse topics. For example, Dr. Dawood Sultan works with children who have lost parents to HIV/AIDS. He could collaborate on and benefit from research on childhood loss due to genocide. Dr. Kofi Marfo is the recent recipient of a grant to increase Africa's contributions to research on childhood development. Many members of the USF Africa Interest Group travel to Africa for their research and may be willing to serve as "agents on the ground" to find and collect primary source materials.

ii) USF Centers/Institutes/Groups Engaged in Holocaust- & Genocide-Related Studies

The following USF centers and institutes offer partnership opportunities for the Libraries' Holocaust & Genocide Studies Center.

The Many Faces of Trauma Series is organized by the USF/Community Trauma Research Group to provide opportunities for individuals and organizations to meet and address the issues of trauma and the wide-ranging impact it has on people's lives. The group was formed in 2006 to provide a forum to promote transdisciplinary approaches to prevention, intervention and research on trauma across the lifespan and to understand its biological, psychological and societal effects. To date, participants have looked at traumatic stress as a result of child physical and sexual abuse, interpersonal violence, disasters, and war.

Through its Global Schools Project (<http://www.patelcenter.usf.edu/schools.php>), led by USF Secondary Education Professor Barbara Cruz, The Dr. Kiran C. Patel Center for Global Solutions offers lessons aimed at helping teachers and students understand the magnitude of the genocide committed from 1922 to the present.

Lessons include:

1) A Comparative Look at Genocide in the 20th and 21st Century

http://www.patelcenter.usf.edu/education/global_schools/lesson.php?id=32

This lesson is primarily intended to allow students to understand the magnitude of the genocide committed since 1922 and up to the present. The lesson will begin with a broad look at genocide committed since 1945 and then in depth comparative of the Armenian Genocide, Cambodian Genocide and Rwanda Genocide. The lesson will end with a discussion on the present genocide being committed.

2) War Through the Eyes of Children

http://www.patelcenter.usf.edu/education/global_schools/lesson.php?id=53

Often times in a rush to cover names, dates, and places, teachers overlook the human cost of war. Even when the human cost is mentioned, the sacrifices children make during war still are not addressed. This lesson plan is designed to give students a glimpse into war torn countries and how the war affects the lives of their children.

3) Rwanda: Lessons Learned?

http://www.patelcenter.usf.edu/education/global_schools/lesson.php?id=28

The United Nations and the United States have been criticized for failing to act in the genocide of Tutsis in Rwanda in 1994. How could the outcome have been different? What should the United Nations and its member states have done? What recommendations can we make so that we will not fail to act if confronted with this kind of situation again? Students will conduct a historical simulation of the United Nations Security Council in 1994.

The Florida Center for Instructional Technology in the College of Education offers *A Teacher's Guide to the Holocaust*. The guide is presented from three perspectives: Timeline, People, and The Arts and is meant to be used as a resource by teachers. The Timeline section focuses on the history of the Holocaust, chronicling the years from 1918 to the present. Hitler's rise to power was the initiation of a period that wrought great fear and destruction. The People section investigates the human drama of the Holocaust. The participants are grouped according to perspective, either forced or chosen, and include the victims, the perpetrators, the rescuers, the survivors, and many more. The Arts section explores the art, literature, and music created during the Holocaust and later in response to it.

The Global Center for Disaster Management and Humanitarian Action at USF

(<http://hsc.usf.edu/publichealth/cdmha/index.html>) is a disaster management, decision training and support nucleus with the capability to provide education, information management, collaborative research on natural and human made disaster mitigation.

The Research and Training Center for Children's Mental Health, created in 1984, addresses the need for improved services and outcomes for children with serious emotional and/or behavioral disabilities and their families. The National Institute on Disability and Rehabilitation Research, the U.S Department of Education, and the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration jointly funds the center (<http://rtckids.fmhi.usf.edu/>). Faculty include Dr. Robert M. Friedman, Center Director, Dr. Albert Duchnowski, Deputy Director, Dr. Krista Kutash, Deputy Director, Dr. Mary Armstrong, Dr. Roger Boothroyd, Dr. Mary Evans, Dr. Paul Greenbaum, Dr. Mario Hernandez, Dr. Sharon Hodges, Dr. Mareasa Isaacs, Katherine Lazear, Dr. Teresa Nesman, Dr. Karen Blase, Dr. Robert Paulson, and Dr. Carol MacKinnon-Lewis.

STAND@USF is associated with STAND National. STAND: A Student Anti-Genocide Coalition, formerly known as Students Taking Action Now: Darfur, serves as umbrella organization for student groups active in promoting an end to the current genocide in Darfur, Sudan and working to create a permanent anti-genocide student movement. It serves as a guide for student groups in high schools and colleges, helping them to develop their grassroots efforts for Darfur and anti-genocide activism, to unify their message and to coordinate efforts. STAND has become a student movement that encompasses over 600 college, university, and high school chapters across the United States and around the world.

*iii) USF Undergraduate and Graduate Courses Related to Holocaust & Genocide Studies*⁷

The University of South Florida offers thirty-four undergraduate courses, including six at the freshman and sophomore (1000-2000) levels. Currently, USF offers twelve graduate courses. Academic units offering relevant classes include Africana Studies, American Studies, Anthropology, Childhood Education and Literary Studies, Communications, Counselor Education, Geography, Government and International Affairs, History, Humanities, Philosophy, Public Health, Religious Studies, and Sociology. For a complete list of courses, see Appendix 1 and 2.

iv) Department of Africana Studies Genocide Studies Certificate and Graduate Program

The Department of Africana Studies intends to develop a certificate and graduate degree program in genocide studies. The objective is both intellectual and strategic: to create a new interdisciplinary area of study in which USF has research and resource competence. The curriculum will be interdisciplinary with an applied component. The Department will assist students to obtain internships at public and private institutions or national and international organizations engaged in activities related to the major concentrations of the program. The Department sees this program as an additional pathway to a wide range of careers in the academy, think tanks, research institutes, the United Nations and other international and non-governmental organizations for USF graduates.

As an interdisciplinary graduate program, the eventual curriculum and pedagogical approaches will be determined by participating faculty in collaborating departments and colleges. In its initial stages, the genocide studies degree program will have two key concentrations that will draw on campus faculty specialties: Genocide and Justice and Genocide and Public/Mental Health.

The Genocide and Justice path of inquiry will provide students with a deep understanding of genocide as an organized violent process in which the ultimate destruction of a group is intended by a perpetrator. It will explore the nature of this recurrent crime against humanity and how to create a just and sustainable human society as a genocide-prevention mechanism. It will also explore the ways in which post-genocide societies have offered surviving victims of genocide judicial and moral redress for their suffering as well as assurances of respect and security. Drawing on such disciplines as criminology and sociology, this stream will examine the extent to which orthodox retributive and restorative forms of justice, and other non-traditional juridical mechanisms, fostered reconciliation between surviving victims and perpetrators of genocide and enhanced the quality of life in post-genocide societies. Students will develop skills in conflict resolution, forensic evidence gathering, public policy, and human-rights protection that can lead them to interrogate the history, politics, and outcomes of justice and injustice in post-genocide societies.

Genocide and Public/Mental Health is now emerging, as it did in the past, as a global security burden producing a variety of traditional and non-traditional diseases. This concentration will, thus, examine the health effects of genocide as a form of organized violence produced by marginalization and war, among other intentional atrocities. There is growing social science evidence that prolonged and inter-generational trauma, and other psychological problems, affect survivors and surviving perpetrators of and witnesses to genocide. Students interested in applying interdisciplinary tools to analyze the nature and effects of genocide-trauma on society will be exposed to basic concepts of public and mental health. But, they will focus their studies on non-medical determinants of health, especially the relationship between genocide and mental health. Here, students will explore, among many themes, the mental health conditions of marginalized and dehumanized groups, who are often the targets in genocide situations, and how different

⁷ USF 2007-2008 *Undergraduate Catalog*, <http://www.ugs.usf.edu/catalogs/0708/cdall.htm> (accessed 07-21-08); *Graduate Catalog, 2008-2009*, http://catalog.grad.usf.edu/currentpdf/USF_Grad_Catalog_2008_2009.pdf (accessed 07-21-08).

societies manage post-genocide trauma. Research and field projects in this concentration will include interviews and video documentation of the experiences of survivors of genocide and other victims of violent displacements who have recently arrived in the Tampa Bay area and the State of Florida as refugees.

A graduate program in genocide studies helps advance three of the five key goals of the USF Strategic Plan 2007-2012: to expand world-class interdisciplinary research and scholarly endeavors; promote globally-competitive graduate and professional programs that support interdisciplinary inquiry and expand local and global engagement to promote healthy communities and to improve the quality of life. Today, genocide and mass violence have become a threat to global security and a poor testament to the human condition. This new and innovative policy-oriented research program supports USF’s expressed interest in encouraging “new knowledge” that addresses “national and global problems.” It also allows Africana Studies to help advance the USF Strategic Plan of promoting interdisciplinary inquiries that are based on and cut across departmental, college and campus boundaries.

A graduate program in the study of genocide that is interdisciplinary in design and international in scope will depend upon world-class collections of distinction on genocide. To that end, the Department of Africana Studies and the USF Libraries will collaborate to build a world-class primary and secondary source collections on the twin trajectories of the program. A genocide collections initiative at the USF Libraries, built around the key concentrations of this intended graduate program serves as one durable way of getting a premier university to pioneer a new and growing field of study that can have national and global impact.

v) University South Florida Faculty and their Research and Creative Activities

The method used to determine faculty interest in a Holocaust & genocide studies collection involved searching the USF Faculty Academic Information Reporting system’s faculty publications database. Several keywords and keyword combinations were used to accomplish this search and the keywords used and the results are included in the table following this summary.

Each of the faculty members listed in the table has written or presented scholarly papers on some aspect of genocide, trauma, cultural narratives/oral histories, war crimes, and/or human rights and, therefore, constitutes a target audience for a Holocaust & genocide studies collection.

Author Name	Department	Search terms	Description
Kissi, Edward	Africana Studies	genocide (human rights) Darfur	Twenty-two publications, speeches, presentations since 1993 on the Ethiopian genocide relative to social justice, human rights policy, and international law and often from a comparative genocide perspective.
Rodriguez, Cheryl	Africana Studies	(human rights)	Two publications in the late 1990s about African women and human rights issues.
Schonfeld, Lawrence	Aging and Mental Health	(human rights)	Presented at the 2004 International Conference on Health and Human Rights Issues Related to Elder Abuse, Havana and Cienfuegos, Cuba.

Author Name	Department	Search terms	Description
Bird, Elizabeth	Anthropology	(human rights)	Her 1996 book <i>Dressing in Feathers: The Construction of the Indian in American Popular Culture</i> was named Outstanding Book on the subject of human rights in North America, by Gustavus Myers Center for the Study of Human Rights in America (1997).
Greenbaum, Susan	Anthropology	(social justice)	Presented paper at 2002 Conference on Social Justice.
Himmelgreen, David	Anthropology	(human rights)	One publication on human rights in 1993.
Kimmerle, Erin	Anthropology	(human rights) (war crimes)	Six publications, speeches, presentations since 2006 about forensic investigations of human rights abuses with special interest in mass graves and the problems of unidentified persons.
Lee, William	Chemical Engineering	holocaust	Reviewed two books about the Holocaust for the Tampa Tribune in 2000/2001.
Byrd-Blake, Marie	Childhood Education and Literacy Studies (Sarasota)	(social justice)	Presented at one conference in 2005 on “Utilizing Technology to Address Issues of Social Justice.”
Epps, James	Clinical Psychology (Lakeland)	(mental health, war)	One article in 1999 on “childhood physical abuse” and the “effects of event memory versus self-labeling.”
Phares, Vicky	Clinical Training (FMHI)	(child, trauma)	One article in 2002 on the “prevention of child sexual abuse.”
Ellis, Carolyn	Communication	holocaust	One publication on the Holocaust in 1995.
Payne, Arnold	Communication	tolerance	One article in 1994 on the “rhetoric of intolerance.”
Baggerly, Jennifer	Counselor Education	(public health, trauma) (child, trauma) (traumatic stress)	Fifteen publications, speeches, presentations since 2003 about trauma intervention. Specializes in systematic play therapy for traumatized children.
Greenidge, Wendy-Lou	Counselor Education (Lakeland)	(social justice)	Presented one paper in 2007 about the counselor’s role in social justice advocacy
Blount, William	Criminology	(human rights)	One book chapter on human right violations by Russian organized crime in Russia and the United States.
Heide, Kathleen	Criminology	(child, trauma)	One publication and two presented papers since 1993 about the effects of childhood trauma from a criminological perspective.

Author Name	Department	Search terms	Description
Lynch, Michael	Criminology	(social justice)	Six publications between 1987 and 2001 about criminal theory and social justice.
Berson, Ilene	Early Childhood Education	(child, trauma)	Five publications/presentations since 2001 about childhood trauma and coping strategies with some emphasis on terrorism related trauma.
Butler, Malcolm	Education	(social justice)	One publication on the concept of social justice in education.
Dorn, Sherman	Education	(social justice)	One publication on the different views of social justice in education reform.
Permuth, Steven	Education	(social justice)	One publication in 2004 on the concept of social justice relative to <i>Brown v. Board of Education</i> .
Barron, Ann	Education – Instructional Technology	holocaust	One publication in 2004 on holocaust education.
McBrien, Jody Lynn	Education - Psychological and Social Foundations (Sarasota)	(human rights) Bosnia (social justice)	Ten publications/presentations since 2003 on human rights education with a focus on refugee children.
Mariano, Jennifer	Education (Sarasota)	Bosnia	One presentation on The Education for Peace (EFP) Project in Bosnia-Herzegovina in 2002.
Gayle-Evans, Guda	Education (St. Pete)	tolerance	One conference presentation in 1998 on multiculturalism and tolerance.
Lang, William	Education (St. Pete)	(social justice)	One submitted publication in 2007 on social justice and education.
Bruner, Darlene	Educational Leadership	(social justice)	One accepted publication and one presentation in 2007 on diversity and social justice.
Mullen, Carol	Educational Leadership & Policy Studies	(terror, prevention)	One presented paper in 2004 on terrorism prevention and diversity awareness for teachers.
Black, William	Educational Leadership and Policy Studies	(social justice)	Two presentations and one publication on social justice and education since 2006.
Janesick, Valerie	Educational Leadership and Policy Studies	(social justice)	One publication in 2007 on oral history and social justice.
Dedrick, Robert	Educational Measurement & Research	(traumatic stress)	One publication in 2000 on in-class crisis intervention services.
Chary, Meena	Gov't & Int'l Affairs	Genocide	Two presentations in 2007 on “Systematic Sexual Violence in the Context of Genocide.”

Author Name	Department	Search terms	Description
Conteh-Morgan, Earl	Gov't & Int'l Affairs	(child soldiers)	Two publications and one paper presented on child soldiers and human rights in Africa.
Hechiche, A	Gov't & Int'l Affairs	(human rights)	Four papers and publications since 1993 on human rights and terrorism.
Roach, Steven	Gov't & Int'l Affairs	(human rights)	Six presented papers and publications since 2004 on human rights, Kosovo, and the international criminal court.
Vanden, Harry	Gov't & Int'l Affairs	(genocide) (human rights)	One publication in 1998 on human rights and genocide.
Alexopoulos, Golfo	History	Stalin	Twelve publications, presentations, speeches on life in Stalin's Russia with emphasis on outcasts and victims of gulags and prison camps.
Boterbloem, Cornelis	History	Stalin	Twelve publications, presentations, speeches since 1993 on Stalin and Cold War Russia.
Dosal, Paul	History	genocide	One publication in 1992 on genocide in Latin America.
Johnson, David	History	(human rights)	One report in 2001 on documenting discrimination.
Tunstall, Graydon	History	holocaust	Conference commentator for a panel on the Holocaust.
Snyder, Robert	Humanities & American Studies	holocaust	Snyder, R. (2001). Without Sanctuary: An American Holocaust? . <i>The Southern Quarterly</i> , XXXIX, 162-171.
Yavneh, Naomi	Humanities & American Studies	holocaust	One presented paper in 1995 on the holocaust.
Ferguson, Kennan	Interdisciplinary Social Science	(human rights) (war crimes)	One speech on human rights and war crimes in 2006.
Nef, Jorge	LACS	(human rights)	Presented one workshop in 1997 on human rights and foreign policy.
Ariew, Susan	Library	(human rights)	One publication in 2000 on teaching human rights.
Mccook, Kathleen	Library and Information Science	(social justice)	Fifteen publications and presented papers since 2001 on human rights, social justice, and librarianship.
Ainscough, Thomas	Marketing	(human rights)	One publication in 2007 on human rights and the quality of life.

Author Name	Department	Search terms	Description
Gebhardt, Gary	Marketing	(social justice)	One publication in 2007 on social justice in marketing.
Friedlander, Edward	Mass Communication	(social justice)	One publication in 2004 on publishing a newspaper in a concentration camp.
Killebrew, Kenneth	Mass Communications	(human rights)	One presentation in 1996 on human rights and free expression.
Watson, Roxanne	Mass Communications	(human rights)	One publication on human rights.
Manougian, Manoug	Mathematics & Statistics	genocide	One award-winning 2002 documentary on genocide and the Holocaust.
Boothroyd, Roger	Mental Health Law and Policy	(traumatic stress)	One 2003 publication on posttraumatic stress disorder (PTSD) assessment.
Anton, John	Philosophy	(human rights)	One seminar paper on human rights in 1982.
Schonfeld, Martin	Philosophy	(human rights)	Speeches in 2000 and 2001 on human rights and population control.
Schutte, Ofelia	Philosophy	(human rights)	Seven publications and presentations in the 1990s on human rights and women's rights in Latin America.
Waugh, Joanne	Philosophy	holocaust	<i>Art and the Holocaust: Depicting the Undepictable</i> . Tampa, Florida: USF Theater Symposium, 1995.
LaFollette, Hugh	Philosophy / Ethics (St. Pete)	(human rights)	One pending publication on human rights.
Zalaquett, Carlos	Psychological and Social Foundations of Education	(social justice)	Six presentations and publications since 2005 on topics such as multiculturalism, social justice, and war veteran mental health,
Mathur, Smita	Psychological and Social Foundations of Education (Lakeland)	(social justice)	One publication in 2004 on children of immigrants.
Diamond, David	Psychology	PTSD	Three presentations and one publication between 1997 and 2002 on PTSD treatment.
Kinder, Billy	Psychology	PTSD	Three publications and one presented paper in the mid 1990s on combat-related PTSD and psychological assessment.
Emener, William	Rehabilitation and Mental Health Counseling	(human rights)	One presentation in 1983 on human rights.

Author Name	Department	Search terms	Description
Kelley, Susan	Rehabilitation and Mental Health Counseling	(traumatic stress)	Guest lecturer in 2005 on “Best Practices in the Treatment of Post Traumatic Stress Disorder.”
De Chant, Dell	Religious Studies	Darfur	One keynote address on cultural narratives and Darfur.
Fasching, Darrell	Religious Studies	holocaust	Thirteen publications since 1998 on the Holocaust and what can be learned from it.
Mitchell, Mozella	Religious Studies	(human rights)	One publication in 1987 on human rights.
Strange, James	Religious Studies	(genocide) (holocaust) (human rights)	One lecture series in 2006 in Bosnia related to genocide and human rights.
Amiri, Leila	Science / Medicine	PTSD	One presented paper in 2002 on PTSD.
Howes, Elaine	Secondary Education	(social justice)	One publication in 2005 on social justice.
Barrow, Frederica	Social Work	(child, trauma)	One presentation on childhood trauma in 1994.
Rank, Michael	Social Work	(child, trauma)	Rank, M. (1992). <i>Vicarious Traumatization</i> . Columbia, SC: Seventeenth Annual Conference of Child Abuse & Neglect
Rank, Michael	Social Work	(traumatic stress)	Nine publications and presentations since 1993 on PTSD and its treatment.
Roach, Steven	Social Work	Genocide Darfur (human rights)	One presented paper in 2006 on “The Darfur Genocide and International Criminal Justice.”
Rowe, William	Social Work	(social justice)	Two presented papers and one publication since 1997 on social justice.
Salloum, Alison	Social Work	(child, trauma)	Sixteen publications, speeches, and presentations since 2002 on treatment of childhood trauma.
Roberts, Jane	Social Work (Sarasota)	(social justice)	One submitted article on at-risk youth and social justice.
Green, Sara	Sociology	(child, trauma)	Two publications in 2002/03 on parenting traumatized children
Kusenbach, Margret	Sociology	holocaust	One presentation on the Holocaust in 1998.
White, Julia	Special Education (Sarasota)	(social justice)	One presentation in 2002 on social justice.

Author Name	Department	Search terms	Description
Vaz, Kim	Women's Studies	(human rights)	One publication in 1993 on human rights.
Flaitz, Jeffra	World Language Education	tolerance	One presentation in 1994 on cultural tolerance.

vi) USF Theses and Dissertations

In addition to USF faculty scholars, a review of recent (1998-present) Doctoral dissertations and Masters and Honors theses was conducted. The table below, sorted in descending date order, contains those documents found using genocide, holocaust, refugees, traumatic stress, and other keywords related to the collection initiative. Applied Anthropology and Psychology are the two departments most represented with dissertations and theses in these areas of study.

There were also over two-dozen based on personal narratives in topics not related to genocide. This indicates a strong interest among USF student researchers in the use of oral histories and narratives as a source of study and research. USF's scholarly community, both student and faculty, will benefit from an increase in the availability of this type of primary source material.

Search Term	Author / Advisor	Department	Year	Level	Title
Refugee	Nelson, Robert Colin / Dr. Nancy Romero-Daza	Applied Anthropology	2007	Masters	The right to health: conflicting paradigms of health as commodity vs. health as human right
Traumatic stress	Cherrie, Carron C. / Dr. Alvin W. Wolfe	Applied Anthropology	2006	Doctoral	Traumatic loss and transformative life experiences: the lived experience of Green Cross traumatologists deployed to the New York City World Trade Center disaster
Traumatic stress	Zoladz, Philip R. / Dr. David Diamond	Psychology	2006	Masters	Uncontrollable and unpredictable stress with a reminder experience induces long-lasting effects on physiology and behavior: a novel approach to modeling post-traumatic stress disorder in rats
Refugee	Dunman, Kristina M. / Dr. Kevin Yelvington	Applied Anthropology	2006	Masters	Improving long-term resettlement services for refugees, asylees, and asylum seekers: perspectives from service providers

Search Term	Author / Advisor	Department	Year	Level	Title
Genocide	Patel, Pratiksha	N/A	2006	Honors	Century of genocide: a look into the history of genocide in the 20th century, with a special focus on the 1994 Rwandan genocide
Refugee	Alexander, Abigail	Applied Anthropology	2005	Masters	Perceptions of family violence and programmatic needs among social service professionals and refugee/immigrant community leaders: a needs assessment
Bosnia	Lacevic, Nina	N/A	2005	Honors	So it was: war stories from Bosnia-Herzegovina
Genocide	Martin, Lara S.	N/A	2004	Honors	A question of genocide: can the concept of genocide be applied to the African American experience in the United States?
Holocaust	James, Natalia	N/A	2004	Honors	One voice: a Holocaust curriculum for middle school language arts
Holocaust	Calandra, Brendan D.	Instructional Technology	2002	Doctoral	Advance organizers and web-based instruction: effects on preservice teachers' achievement and attitudes
Holocaust	Volper, David	N/A	2002	Honors	Deaf victims of the Holocaust
Refugee	Gilford, Keri A.	Public Health	1998	Masters	A descriptive study of the health status of refugees in post-emergency phase camps along the Thai-Burmese and Thai-Cambodian borders, August-November, 1998
Traumatic stress	Widows, Michelle Renee	Psychology	1998	Masters	Psychosocial factors related to posttraumatic stress disorder symptoms among bone marrow transplant recipients

C. BROADER IMPACTS & CONSTITUENTS FOR A HOLOCAUST & GENOCIDE STUDIES CENTER

i) Holocaust & Genocide Studies Academic Programs and Library Collections

USF's Holocaust & genocide studies collection will following in the footsteps of several well-established initiatives at colleges and universities in the U.S. and Canada. USF seeks not to duplicate these efforts but to integrate access to disparate materials and to extend the breadth of current research, policy, and educational activities underway in North America. The list of aspirant academic programs and libraries also offer opportunities to learn by example, launch possible inter-institutional partnerships, and gage USF's success.

a) Yale University, Genocide Studies Program

<http://www.yale.edu/gsp/>

Yale's Genocide Studies Program focuses upon comparative, interdisciplinary, and policy issues concerning genocide and is an outgrowth of their MacMillan Center for International and Area Studies. The GSP claims five areas of temporal and geographical emphasis:

- a) The Cambodian Genocide Program involves many GIS/map/satellite imagery projects and access to the 100,000-page archive of that defunct regime's security police, the Santebal. This material has been microfilmed by Yale University's Sterling Library and made available to scholars worldwide.
- b) The Yale East Timor Project is mostly policy oriented, with an emphasis on direct humanitarian aid and training of human rights monitors.
- c) The Rwandan Genocide Project does not seem as well developed as others and focuses on sponsoring research by a few scholars.
- d) The Colonial Genocides Project focuses on Colonial and aboriginal genocide and is not duplicated in many academic programs.
- e) The Holocaust Trauma Project has been gathering video testimony from Holocaust survivors who have been chronic patients of mental hospitals in Israel.

Other areas of research emphasis include the Amazon, ancient genocides, Guatemala, Indonesia, Papua, Sudan, and former Yugoslavia.

In Yale's Genocide Studies Program GIS, maps, and satellite imagery have been heavily integrated through an affiliation with their Biospheric Studies. See <http://www.yale.edu/gsp/maps/index.html>

Yale's work on a Cambodian Geographic Database is impressive. See

<http://www.yale.edu/cgp/maplicity.html>

b) University of Minnesota Center for Holocaust and Genocide Studies

<http://www.chgs.umn.edu/about/>

The CHGS is an independent center at U of M, with an emphasis on the history of genocide and policy/prevention. The list of partners is impressive: <http://www.chgs.umn.edu/about/partners.html> The library resources listed are much more interesting than most: Shoah, original European docs, "visualizing otherness," digitizing documents in association with a French town where many Jews were rescued, and so on. Perhaps most interesting is a collection obtained from a eugenics institute in Minnesota. There are also resources created by local Holocaust survivors, including memoirs, books, and testimony. Many videos by scholars and survivors are available on the website. The online versions of exhibitions are especially notable, mostly art and photography. The website also contains a good deal of curriculum materials for teachers.

<http://www.chgs.umn.edu/histories/minnesotans/>

<http://www.chgs.umn.edu/educational/video.html>

<http://www.chgs.umn.edu/museum/>

c) Clark University, Strassler Center for Holocaust and Genocide Studies

<http://www.clarku.edu/departments/holocaust/>

Clark University has the only Ph. D. program in the country dedicated to Holocaust and genocide studies. Clark's Strassler Center is predominantly an academic program and exclusively offers a PhD in Holocaust history and genocide studies. "The Ph.D. program requires mastery of four areas: modern European history, the history of the Holocaust, an area of individual expertise, and comparative genocide." Questions of policy and prevention are mentioned in student research but not as a specific area of emphasis for the program. Clark has two endowed professorships in Holocaust history and one dedicated to the Armenian genocide.

The Rose Library in Cohen-Lasry House holds the Bartley Collection as well as other books relating to the Holocaust and genocide studies. In 1999, Diana Bartley, a New York financial consultant, journalist, and book collector, donated her 1,800-volume collection to the Center. She continues to add to this collection on a yearly basis. Many other supporters of the Center have donated books to the Rose Library, and there are increasing numbers of books relating to genocide in the twentieth century and the Armenian genocide.

The Bartley Collection contains approximately 5,000 books and materials on the Holocaust, many dating from 1933 to 1947. It was assembled over a ten-year period and continues to grow with acquisitions including registers of Jewish survivors of World War II, German foreign policy documents, Allied military plans, artwork illustrating anti-Semitism, and photographs taken during the liberation of Nazi concentration camps. The Collection covers Holocaust history, sociology, photography, memoirs, fiction, poetry, plays, psychology, and religion.

<http://www.clarku.edu/departments/holocaust/roselibrary.cfm>

d) Columbia University, School of International and Public Affairs (SIPA)

<http://www.sipa.columbia.edu/>

Primarily course and training driven, there does not appear to be major library initiatives behind the SIPA. However, there are many regional and research institutes. The research institutes are of special interest, as many cover human rights, conflict resolution, war and peace, and so on. Summaries of the most pertinent of these institutes appear below. The Center for International Conflict Resolution offers a program in Genocide prevention that is mostly driven by questions of policy and training.

Academics in SIPA: <http://www.sipa.columbia.edu/academics/index.html>

Research Institutes: http://sipa.columbia.edu/institutes_centers/research_institutes/index.html

The Center for the Study of Democracy, Toleration, and Religion (CDTR)

(<http://www.sipa.columbia.edu/cdtr/>) has a broad focus on religious conflict, with no special emphasis on genocide.

e) Brookdale Community College, N.J., Holocaust, Genocide, and Human Rights Education Center

<http://www.holocaustbcc.org/>

Brookdale's center is among the more interesting. It specializes in education of students and teachers, has a 5,000-volume library, poster collection, media center, etc. The center's publications and programs around the theme "To Tomorrow's Children" are of special interest and include books, films, traveling exhibit, and curriculum materials for teachers. The center also has access to Shoah's oral history database. Brookdale is not an ARL library. <http://www.holocaustbcc.org/news.html>

For a closer look at their resources/collections, see <http://www.holocaustbcc.org/resources.html>

f) Montreal Institute for Human Rights and Genocide Studies, Concordia University

<http://migs.concordia.ca/about.html>

CU's library boasts two genocide-related collections. "Research at the Concordia University Library is significantly facilitated by the resources of the David Azrieli Holocaust Collection and the Jonassohn Genocide Collection for research on the comparative study of genocides." The former concerns itself solely with the Holocaust, while the latter explores a variety of topics. The institute has done a good job collecting and publishing written memoirs from Holocaust survivors in Canada. The curriculum appears to emphasize comparative genocide. <http://migs.concordia.ca/survivor.html>.

g) Harvard University, John F. Kennedy School of Government, Carr Center for Human Rights Policy

<http://www.hks.harvard.edu/cchrp/>

"The mission of the Carr Center, like the Kennedy School, is to train future leaders for careers in public service and to apply first-class research to the solution of public policy problems. Research, teaching and writing are guided by a commitment to make human rights principles central to the formulation of good public policy in United States and throughout the world."

h) Drew University, N.J., Center for Holocaust/Genocide Study

<http://depts.drew.edu/chs/>

This center prepares schoolteachers to fulfill a mandate for teaching the Holocaust in public schools. The course work for Holocaust/Genocide studies revolves almost entirely around the Jewish experience. Only graduate electives delve into other experiences. Drew's curriculum heavily involves religious studies. The courses are comparative in nature.

i) Australian Centre for Peace & Conflict Studies (ACPACS), University of Queensland

<http://www.uq.edu.au/acpacs/>

Brisbane, Australia

ACPACS is a peace studies center that focuses on peacekeeping and peace building, conflict resolution and transformation, state formation in multi-ethnic communities, development and building sustainable peace in communities and societies affected by violent conflict, and humanitarian intervention. The Centre has ten senior academic associates, including founding director Kevin Clements, the former Secretary General of International Alert, in London England. The Centre is located within the Faculty of Social and Behavioral Sciences at The University of Queensland and offers a Master of Mediation and Conflict Resolution, graduate courses, and certificates through the U. Queensland.

j) Australian Centre for Peace & Conflict Studies (ACPACS)

<http://www.uq.edu.au/acpacs/>

University of Queensland, Brisbane, Australia

ACPACS is a peace studies center that focuses on peacekeeping and peace building, conflict resolution and transformation, state formation in multi-ethnic communities, development and building sustainable peace in communities and societies affected by violent conflict, and humanitarian intervention. The Centre has ten senior academic associates, including founding director Kevin Clements, the former Secretary General

of International Alert, in London England. The Centre is located within the Faculty of Social and Behavioral Sciences at The University of Queensland. Offers a Master of Mediation and Conflict Resolution, graduate courses and certificates through the U. Queensland.

k) Centre for Peace and Conflict Studies, University of Sydney

www.arts.usyd.edu.au/centres/cpacs/

Sydney, Australia

The Centre for Peace and Conflict Studies (CPACS) at the University of Sydney is located in the School of Social and Political Sciences within the Faculty of Arts. The Centre promotes research and teaching on the causes of conflict and the conditions that affect conflict resolution and peace. The Centre offers postgraduate [coursework](#) and [research](#) degrees to students from a wide variety of disciplinary and professional backgrounds who are seeking a career in peace and conflict studies or to enhance skills they have developed in the field with a solid theoretical grounding. From 2007, CPACS also offers an [undergraduate](#) program in Peace and Conflict Studies.

l) Raphael Lemkin Institute for Xenophobia and Genocide

<http://www-user.uni-bremen.de/~sozarbwi/deutsch/institut/rli.html>

University of Bremen, Germany

Established in 1994 as one of twelve European institutes for comparative research studies into genocide. Its research includes the Holocaust and other modern genocides. It appears that publications are released in German. Some English translations may be available.

m) Institute for Diaspora and Genocide Research

www.ruhr-uni-bochum.de/idg

Ruhr-Universität Bochum, Bochum, Germany

Publishes Zeitschrift für Genozidforschung (Journal for Genocide Research) since 1999. Established in 1994. Financially supported by private foundations as well as by the German public and state institutions, it is one of the first institutions in Germany to pursue projects on comparative analyses of genocide. The studies are centered on basic research on sociology, history, philosophy and psychology as well as political or literary studies on identity, nation, and public acts of violence.

n) Institute for Development and Peace (INEF), University of Duisburg-Essen

<http://inef.uni-due.de/page/Institut.html>

Duisburg, Germany

INEF focuses on research in three areas: global governance and human security, violent conflicts and peace strategies, and development and human rights. Current projects involve UN peacekeeping, foreign policy, multilateral negotiations, humanitarian assistance, nation building in the Third World, public-private partnerships, youth violence, human security, and crisis prevention.

o) Irish Center for Human Rights, National University of Ireland

http://www.nuigalway.ie/human_rights/

Galway, Ireland

The Irish Centre for Human Rights is one of the world's premier university-based institutions for the study and promotion of human rights and humanitarian law. Since its establishment in January 2000, the Centre has developed a global reputation for excellence in the field of human rights teaching, research and

advocacy, which has enabled the institution to attract high quality students to its acclaimed Masters programmes and to build a thriving community of doctoral researchers. The Centre currently has six permanent full-time faculty, comprised of a director and five lecturers, four additional lecturers who serve in an adjunct or visiting capacity, three doctoral fellows, two post-doctoral fellows and three administrative assistants. Whilst the Centre is autonomous in both its physical location and day-to-day operations, its academic staff are members of the Faculty of Law at the National University of Ireland, Galway, with whom the Centre is linked and maintains a close and cooperative working relationship.

p) Center for Holocaust and Genocide Studies, University of Amsterdam

http://www.chgs.nl/index_eng.html

Amsterdam, Netherlands

The Center for Holocaust and Genocide Studies was founded in 2002 by the University of Amsterdam and the Netherlands Institute for War Documentation, which is a part of the Royal Netherlands Academy of Arts and Sciences. The primary activities of the organization are university teaching and scholarly research in Holocaust and genocide studies. So as to stimulate the continuity of teaching and research in this field, the Center offers an MA program at the University of Amsterdam. Through this interdisciplinary program the organization works toward an integrated view of the Holocaust and other cases of genocide. In addition, the Center faculty contributes to current developments in the research field. Apart from the emphasis on teaching and research, the Center aspires to make a larger audience attentive to the subjects of Holocaust and Genocide. Through public lectures and other activities, it provides new views to the present debate on the Holocaust and other cases of Genocide.

q) Centre for Human Rights, University of Pretoria, South Africa

<http://www.chr.up.ac.za/>

The Centre for Human Rights was established in 1986 after a major conference on apartheid and a new Bill of Rights for South Africa hosted on the campus of the University of Pretoria. The founding director, now Judge of the Constitutional Court, Johann van der Westhuizen, was one of four experts who wrote the final version of the interim and final constitutions. In its earlier years, the Centre focused on building capacity in the area of human rights in South Africa.

r) Carolyn & Leonard Miller Center for Holocaust Studies, University of Vermont

<http://www.uvm.edu/~uvmchs/>

Holocaust Studies at the University of Vermont furthers both scholarship and public awareness about the events that brought about, comprise, and continue to issue from the Holocaust. The UVM Carolyn and Leonard Miller Center for Holocaust Studies consistently works to promote teaching and learning about the Holocaust at diverse levels of education, to encourage all within its reach to reflect on the moral, political, and social implications of the Holocaust, and to urge its constituents to take action in light of that understanding.

s) Irish Centre for Human Rights, National University of Ireland, Galway

http://www.nuigalway.ie/human_rights/

The Irish Centre for Human Rights is one of the world's premier university-based institutions for the study and promotion of human rights and humanitarian law. Since its establishment in January 2000, the Centre has developed a global reputation for excellence in the field of human rights teaching, research and advocacy, which has enabled the institution to attract high quality students to its acclaimed Masters programmes and to build a thriving community of doctoral researchers.

t) Center for International Development and Conflict Management, University of Maryland

<http://www.cidcm.umd.edu/>

The Center for International Development and Conflict Management (CIDCM) is an interdisciplinary research center at the University of Maryland. CIDCM seeks to prevent and transform conflict, to understand the interplay between conflict and development, and to help societies create sustainable futures for themselves. Using the insights of researchers, practitioners, and policymakers, CIDCM devises effective tools and pathways to constructive change.

u) Centre for Research on Racism, Ethnicity and Nationalism, University of Glasgow

<http://www.gla.ac.uk/departments/sociology/researchcentres/centreforresearchonracismethnicityandnationalism/>

This inter-disciplinary Centre was established in 2005 and is located in the Department of Sociology, Anthropology and Applied Social Sciences. It was established to promote the comparative study of the historically specific ways in which racism, ethnicity and nationalism have shaped the development of modern society.

ii) Regional, National, and International Partnership Opportunities

Though by no means an exhaustive list of institutions directly or indirectly engaged in the study of genocide, the following organizations may offer partnership opportunities for USF's Holocaust & Genocide Studies Center:

Regional

a) Florida Holocaust Museum

<http://www.flhm2.org/index.cfm>

St. Petersburg, FL

Existing university affiliations: USF (formalized in October 2007). Past collaborations include University of Tampa and Eckerd College. FHM hosts both in-house and traveling exhibits, produces study guides, and offers teacher-training programs. On-site research facilities exist. FHM has interviewed approximately 230 Holocaust survivors living in the Tampa Bay area and seeks to interview several dozen more.

The Florida Holocaust Museum honors the memory of millions of innocent men, women, and children who suffered or died in the Holocaust. The Museum is dedicated to teaching members of all races and cultures to recognize the inherent worth and dignity of human life in order to prevent future genocides. Founded in the early 1990s by a St. Petersburg businessman and Holocaust survivor, the museum has undergone a change in location and name. Today, the museum's mission also has evolved to include exhibitions, public programs, and education regarding other European and African genocides. In support of its exhibition, public programming, and K-12 curriculum development missions, the museum includes a growing print and audio-visual library, a photographic archive, a repository for historic artifacts, and a research facility for educators and scholars.

b) Florida Center for Survivors of Torture

<http://www.gcjfs.org/fl-center-survivors.htm>

Clearwater, FL

Existing university affiliations: USF, Nova Southeastern. A section of the Gulf Coast Jewish Family Services (<http://www.gcjfs.org/index.shtml>), the Florida Center for Survivors of Torture (FCST) is a nationally and internationally recognized treatment center for survivors of torture and genocide. The Florida Center provides comprehensive treatment and support services, including medical and psychological care, to victims of torture and state-sponsored genocide who have relocated to the Tampa Bay and Miami-Dade areas from their countries of origin.

c) Holocaust Memorial Committee Miami Beach

<http://www.holocaustmmb.org/>

Miami Beach, FL

Existing university affiliations: none listed. Holocaust survivors formed a committee dedicated to building a permanent memorial to the victims of the Holocaust. The committee also develops cultural and educational programs related to the holocaust.

d) Sanford J. Ziff Jewish Museum of Florida

<http://www.jewishmuseum.com/>

Miami Beach, FL

Existing university affiliations: none listed. Not specific to the Holocaust, the Jewish Museum of Florida is a resource for the study of Jewish identity and culture. The focus of the collection is Jewish Life in Florida since 1763.

e) Holocaust Documentation & Education Center

<http://www.hdec.org/>

Hollywood, FL

Existing university affiliations: Florida International University. The Holocaust Documentation and Education Center opened in 1979 with the primary purpose of interviewing Holocaust survivors, liberators, and rescuers. The State of Florida Department of Education commissioned the Center to write the first statewide resource manuals on Holocaust education. Over the years, the Center's objectives and programs have greatly expanded and diversified. The Center's archives holds over 1,200 videotapes in addition to audiotapes. Publications include high school-level curriculum on Holocaust studies, a newsletter, and a 28-minute video entitled *In Their Own Words*. One-day Teachers' Seminars and week-long Teachers' Institutes are sponsored to provide an in-depth historical overview of the Holocaust, as well as opportunities to speak with survivors. Other services include an active speakers' bureau, commemorations, and a writing and visual arts contest. A reference library and memorabilia display are also available at the Center. The museum is scheduled to open in November 2008.

f) Holocaust Museum of Southwest Florida

<http://www.hmswfl.org/>

Naples, FL

Existing university affiliations: Florida Gulf Coast University. The museum was started from an exhibit created by children to educate other children, adults, and future generations. The museum also hosts events and offers educational opportunities for area schools. There is a small library.

g) League for the Educational Awareness of the Holocaust (LEAH)

<http://www.leahforkids.org/index.html>

Boca Raton, FL

Existing university affiliations: Florida Atlantic University. LEAH raises awareness and funds to support and encourage educational efforts for children to help eliminate prejudice and hatred. To this end, it uses lessons learned from the Holocaust and other genocides, including the Armenian massacre, Darfur, Rwanda, and Bosnia. LEAH was founded in 1996 to fill the gap in the Florida state mandate for Holocaust education in public schools and the funding to make it happen. LEAH also supports Next Generations (<http://www.nextgenerations.org/Home.asp>), an organization of children and grandchildren of Holocaust survivors who wish to educate future generations by preserving the memories of the past, carrying forward the message into the future, and keeping the voices alive.

h) The Center for Holocaust and Human Rights Education (CHHRE)

<http://www.coe.fau.edu/main/holocaust/default.htm>

Boca Raton, FL

Existing university affiliations: Florida Atlantic University. CHHRE presents training and resources to teachers involved in Holocaust and genocide education. The Center offers workshops, advanced seminars, and summer institutes for K-12 teachers working in the fields of history, arts, languages, religion, science, technology, politics, and social studies.

i) Holocaust Memorial Resource and Education Center of Central Florida, Inc.

<http://www.holocaustedu.org/>

Maitland, FL

Existing university affiliations: none listed. The Holocaust Memorial Resource and Education Center of Central Florida was founded in 1980. The Museum chronicles the Jewish communities of Eastern Europe: their cultural, religious, and economic development, as well as their tribulations. The library contains over 5,000 volumes, and 500 videotapes. A lecture and film series is also offered. Other services include teacher training, educational consultation, an annual art and writing contest, and teaching trunks available to schools.

National

a) Institute for the Study of Genocide

<http://www.instituteforthestudyofgenocide.org/>

Location: New York, NY

Existing university affiliations: John Jay College of Criminal Justice, City University of New York. The Institute publishes a semi-annual newsletter and working papers, and it initiated the study of life-integrity violations cross-nationally. It holds periodic conferences, collaborates with academic, human rights, and refugee organizations, provides consultation to representatives of media, governmental and non-governmental organizations, and advocates passage of legislation and administrative measures related to genocide and gross violations of human rights. To advance research, it initiated the organization of the International Association of Genocide Scholars (<http://genocidescholars.org/>) in 1995, an autonomous affiliate of the ISG.

b) United States Holocaust Memorial Museum

<http://www.ushmm.org/>

Washington, DC

Existing university affiliations: none, but active relationships with many universities. The preeminent Holocaust museum in the U.S., USHMM's library and archives contain current holdings of approximately

55,000 items. It is a multi-language collection with most items in English, German, Polish, Hebrew, or Yiddish. The Library also has many active journal subscriptions, with periodical holdings in the fields of American and European history, genocide studies, and Jewish studies, and historical newspapers and newsletters on microfilm. The Museum also contains the Center for Advanced Holocaust Studies, which supports scholarship and publications in the field of Holocaust studies, promotes the growth of Holocaust studies at American universities, seeks to foster strong relationships between American and international scholars, and initiates programs to ensure the ongoing training of future generations of scholars specializing in the Holocaust.

c) Association of the Ovaherero Genocide in the USA (OGA)

<http://ovaherergenocideassociationusa.org/>

Existing university affiliations: none listed. The Association of the Ovaherero Genocide in the USA (OGA), started by the descendents of the genocide, is a non-profit, non-partisan organization dedicated to promoting awareness and affirmation of the 1904-1908 genocide of the Herero people of Namibia and the just resolution of their demands for restitution from the Federal Republic of Germany.

d) Armenian Genocide Museum

<http://www.armeniangenocidemuseum.org/>

Washington DC

Existing university affiliations: none listed. Located in Washington, DC, the Armenian Genocide Museum of America (AGMA) will be the premier institution in the United States dedicated to educating American and international audiences about the Armenian Genocide and its continuing consequences. Visitors to the Museum will come to understand the Armenian Genocide as the prototype for modern crimes against humanity, including the Holocaust, Cambodia, Rwanda, and Darfur. Visitors will learn about the ultimate failure of the international community to hold the perpetrators accountable for their crimes and hence why a living monument to the quest for justice is vitally necessary, and why the story of the Armenians and all other peoples who have suffered similar fates must be told. AGMA is slated for opening before 2011 in the former National Bank of Washington building located at the intersection of 14th and G Streets.

e) Genocide Education Project

<http://www.genocideeducation.org/>

San Francisco, CA

Existing university affiliations: none listed. The Genocide Education Project is a nonprofit organization that assists educators in teaching about human rights and genocide, particularly the Armenian Genocide, by developing and distributing instructional materials, providing access to teaching resources, and organizing educational workshops.

f) Holocaust Teacher Resource Center

<http://www.holocaust-trc.org/>

Newport News, VA

Existing university affiliations: none listed

The Holocaust Education Foundation, Inc. sponsors the Holocaust Teacher Resource Center (TRC) web site. The site offers educators (kindergarten through college) materials that can be brought into the classroom and studied. Whenever possible entire documents are included and may be downloaded for direct use in the classroom.

g) Association for Jewish Studies

<http://www.ajsnet.org/>

New York, NY

Existing university affiliations: none listed. Founded in 1969, the Association for Jewish Studies (AJS) is a learned society and professional organization that seeks to promote, maintain, and improve teaching and research in Jewish studies at colleges, universities, and other institutions of higher learning. With 1,500 members, the AJS provides an intellectual forum for university faculty, graduate students, independent scholars, and museum and related professionals.

h) Association of Holocaust Organizations

<http://www.ahoinfo.org>

Hollis, NY

Existing university affiliations: none listed. The Association of Holocaust Organizations was established in 1985 to serve as a network of organizations and individuals to advance Holocaust programming, awareness, education, and research. Current functions and services include annual conventions, a winter seminar at the USHMM, and a listserv and directory for members. There are also regional Association meetings.

i) Zoryan Institute

<http://www.zoryaninstitute.org/>

Cambridge, MA

Existing university affiliations: Joint publishing venture with the University of Toronto and relationships with York University, McGill University, Université de Montréal, and Columbia University. The Zoryan Institute for Contemporary Armenian Research and Documentation was established in Cambridge, MA in 1982, and The Zoryan Institute of Canada, Inc., was incorporated in Toronto in 1984 as a non-profit research institute. The two organizations combined to form an international academic and scholarly center devoted to the documentation, study, and dissemination of material related to the life of the Armenian people in the recent past and present within the context of larger world affairs. The institute is involved in three broad fields of research: genocide studies, diaspora studies, and studies dealing with Armenia. To accomplish their goals, the Institute sponsors, supports, and encourages multi-disciplinary scholarly research, documentation, conferences, and publications.

j) Facing History and Ourselves

<http://www.facinghistory.org>

Brookline, MA

Facing History and Ourselves delivers classroom strategies, resources, and lessons that inspire young people to take responsibility for their world. Internationally recognized for our quality and effectiveness, Facing History harnesses the power of the Internet and partners with school systems, universities and ministries of education worldwide. Each year it reaches more than 1.8 million students through a global network of more than 25,000 educators, staff, adjunct faculty, and international fellows facilitate hundreds of seminars and workshops annually, and it reaches the public through community events and extensive online resources. In 2007, the website, received more than 500,000 visits from people in 205 countries.

At the heart of its work is the resource book *Facing History and Ourselves: Holocaust and Human Behavior*, which explores the consequences of hatred. Students all over the world learn to recognize bigotry and indifference. They also meet exemplars of courage and compassion in the face of injustice and see that their own daily choices can have major impacts and perhaps even be a critical link to a safer future.

l) Genocide Watch

<http://www.genocidewatch.org/home.html>

Washington, DC

Genocide Watch exists to predict, prevent, stop, and punish genocide and other forms of mass murder. It seeks to raise awareness and influence public policy concerning potential and actual genocide. Its purpose is to build an international movement to prevent and stop genocide.

m) Simon Wiesenthal Center

www.wiesenthal.com

Los Angeles, CA

The Simon Wiesenthal Center is an international Jewish human rights organization dedicated to repairing the world one step at a time. The Center's multifaceted mission generates changes through the Snider Social Action Institute and education by confronting antisemitism, hate and terrorism, promoting human rights and dignity, standing with Israel, defending the safety of Jews worldwide, and teaching the lessons of the Holocaust for future generations. With a constituency of over 400,000 households in the United States, it is accredited as an NGO at international organizations including the United Nations, UNESCO, and the Council of Europe. The Simon Wiesenthal Center Museum of Tolerance Library and Archives has grown to a collection of over 50,000 volumes and non-print materials. The Archives is a repository, incorporating photographs, diaries, letters, artifacts, artwork and rare books, which are available to researchers, students and the general public.

International

a) Yad Vashem

www.yadvashem.org

Jerusalem, Israel

The Israeli parliament created Yad Vashem, the Holocaust Martyrs' and Heroes Remembrance Authority, in 1953. Since its founding, Yad Vashem has documented the history of the Jewish people during the Holocaust, preserving the memory and story of each of the six million victims, and imparting the legacy of the Holocaust for future generations through its archives, library, school, museums and recognition of the Righteous Among the Nations. Yad Vashem includes an archives, library, and international center for Holocaust studies, research, and publications.

b) The Strochlitz Institute of Holocaust Studies, University of Haifa

<http://holocaust.haifa.ac.il/>

Haifa, Israel

Established in 1983, The Strochlitz Institute of Holocaust Studies advances coherent and extensive research related to World War II and the Holocaust, works to bring the memory of the Holocaust and its lessons to various audiences, provides support for multidisciplinary research, mentors young scholars specializing in the Holocaust and WWII, and publishes new Israeli research in English and Hebrew.

c) Association des Veuves du Genocide (AVEGA) Association of Genocide Widows

<http://www.avega.org.rw/English.html>

Kigali, Rwanda

Existing university affiliations: none listed. Formed to meet the needs of the survivors of the 1994 genocide in Rwanda.

d) Fondation pour la Mémoire de la Shoah

www.fondationshoah.org

Paris, France

Created in 2000 with money from the expropriated property of the Jews of France, the Foundation's mission is to support projects in all areas of history and research into the Shoah, education and transmission, memory, solidarity and Jewish culture. The Foundation for the Memory of the Shoah aids the [Memorial of the Shoah](#) in Paris in perpetuity and contributes to its development. The Foundation engages in history and research, Holocaust educations, memory and transmission, and solidarity.

e) Department of Peace and Conflict Research, Uppsala University

http://www.pcr.uu.se/research/UCDP/about_ucdp/about_UCDP.htm

Uppsala, Sweden

After a period of trials the Conflict Data Project was properly established at the department by the mid-1980s. It continuously collects data on armed conflicts. The definitions have gradually been refined primarily to fit scholarly requirements of global comparability. The definitions are designed so as to pick up the same phenomenon across time as well as across space. This makes the data useful for systematic studies of the origins of conflict, conflict dynamics and conflict resolution. With the creation of the global conflict database, this information is now available to anyone interested in the world. The data is collected on an annual basis so that information is related to activities during one calendar year. See <http://www.pcr.uu.se/gpdatabase/search.php>.

f) Association Internationale de Recherches sur les Crimes contre l'Humanité et les Génocides
(International Association for Research on Crimes Against Humanity and Genocides)

<http://aircrigeweb.free.fr/>

Paris, France

Essays, book reviews in French on all genocides. Books on children and genocide, essays by former children. All publications appear to be in French. Links to papers and videos of conferences and colloquia are in French.

g) Genocide and Resistance Research Centre of Lithuania

<http://www.genocid.lt/centras/en/>

Vilnius, Lithuania

The centre seeks to establish historical truth and justice; to investigate the physical and spiritual genocide of Lithuanians carried out by the occupying regimes between 1939 and 1990, and the resistance to the regimes; to immortalize the memory of the freedom fighters and the genocide victims; and to initiate the juridical evaluation of the aftermath of the occupying regimes. The center also researches into the policy of the occupying regime in the Vilnius district from 1920 to 1939 and the processes of resistance to it.

h) Amahoro Foundation

<http://www.amahoro.nl/a1/a/amahoro.asp>

The Hague, Netherlands

The Amahoro Foundation was established to assist children in Rwanda. In particular, it works to help orphans, advance education, and relieve poverty. It support initiatives emerging within local communities in Rwanda. Its central focus is on programs which directly involve children, their care-givers, and

community leaders. The long term objective of the Amahoro Foundation is to promote system changes in Rwanda.

i) Ukrainian Center for Holocaust Studies

<http://www.holocaust.kiev.ua/eng/index.html>

Kiev, Ukraine

The research direction comprises regional aspects of the Holocaust on Ukrainian lands; reflection of the Holocaust in the mass-media of the Nazi-occupied Ukraine; Nazi ideology and the mechanisms of its implementation, anti-Semitism and Holocaust denial, comparative research of the Holocaust and other cases of genocide.

j) INFORCE (International Forensic Centre of Excellence for the investigation of Genocide)

<http://www.inforce.org.uk/>

Dorset, United Kingdom

Inforce adopts a human rights-based approach to the application of forensic sciences in the aftermath of atrocity crimes and mass fatality incidents. Its philosophy ensures that the needs and dignity of the living are paramount. The Inforce Foundation is a UK based, but international and independent NGO (registered charity) whose aims are to provide the forensic expertise necessary for the scientific location, recovery, and identification of the victims of such crimes as genocide, crimes against humanity, and war crimes. It provides expert teams for specific projects but particularly specializes in providing training to those from post-conflict regions to empower them to undertake their own investigations and recover and identify their dead. Inforce believes that providing post-conflict regions with the ability to recover their dead and write their own histories is paramount to truth and reconciliation processes and a more peaceful future. Creating in-country forensic capacity also provides a deterrence that will save lives in the future, and by helping prevent future conflict we help in the fight for poverty reduction and in the creation of a safer world for our children.

k) Dokumentationsarchiv des österreichischen Widerstandes (Documentation Centre of the Austrian resistance)

www.doew.at

Vienna, Austria

Former resistance fighters, victims of Nazi persecution, and academics set up the Documentation Centre of Austrian Resistance in 1963. The target audience is researchers and Austrian school children and teenagers. The archives includes 62,000 names (http://www.doew.at/ausstellung/shoahopferdb_en.html) of Austrian Holocaust victims; documentation on the genocide of Austrian Jews and various other groups, including Roma and Sinti. The library includes 40,000 titles and 350 current periodicals related to Nazi crimes, the Holocaust, exile, concentration camps, resistance and persecution in Austria and Europe, right-wing extremism after 1945. The collection also include approximately 10,000 brochures and newspapers of Austrian resistance groups between 1934-1945, some 5,000 volumes on Austrian exile organizations, 5,000 volumes on European resistance, 1,000 volumes on the Spanish Civil War, and 2,500 volumes of Judaica.

l) The Danish Center for Holocaust and Genocide Studies

<http://www.holocaust-education.dk/Default.asp>

Copenhagen, Denmark

The purpose of this web-based teaching resource is to provide teachers and students at upper secondary education institutions with the best possible interactive tool for teaching and learning about the Holocaust.

m) Documentation Center of Cambodia

<http://www.dccam.org/>

Phnom Penh, Cambodia

Since its inception, the Documentation Center of Cambodia (DC-Cam) has been at the forefront of documenting the myriad crimes and atrocities of the Khmer Rouge era. DC-Cam was founded after the U.S. Congress passed the Cambodian Genocide Justice Act in April 1994, which was signed into law by President Clinton. That legislation established the Office of Cambodian Genocide Investigations in the U.S. State Department's Bureau of East Asian and Pacific Affairs in July 1994, which was charged with investigating the atrocities of the Khmer Rouge period (1975-1979).

iii) Holocaust & Genocide Studies Scholars

The list of scholars of genocide below is drawn from university websites, academic associations and their conferences, as well as recent bibliographies and publications. Scholars of genocide tend to be political activists as well as academics. Not only do they research and publish, they hold membership in associations ranging from Genocide Watch to the U.S. Holocaust Museum with missions to prevent, stop, and prosecute genocide in all forms -- from cultural repression to mass rape to killing. In July 2007, the International Association of Genocide Scholars held its biennial meeting in Sarajevo, and a good deal of academic work on the Bosnian Genocide (1992-1995) has now been published. The conference suggests that comparative genocide may help prevent future genocides by analyzing the socio-political conditions and warning signs that genocide is imminent. In the area of mental health, much work was presented at the conference on the minds of perpetrators -- what one scholar ironically called "the liberating joy of hate."

Survivors became active participants in the conference by both "witnessing" (sharing their genocide experience) and sharing their recovery through artwork. A Holocaust & Genocide Studies Center at the University of South Florida has the potential to attract interest and use from this large number of worldwide scholars. They in turn can serve as advisors and advocates for USF efforts.

Statistics on the list of genocide scholars below:

U.S. states represented: 24

Countries represented: 28

Scholars represented: 259

U.S. States

Alabama 1

Arkansas 1

California 17

Colorado 1

Connecticut 7

Florida 5

Georgia 5

Illinois 2

Indiana 2

Maryland 3

Massachusetts 10

Michigan 4

Minnesota 9

New Jersey 10

New Mexico 1

New York 11

North Carolina 3

Pennsylvania 6

Rhode Island 1

Texas 1

Virginia 5

Washington 3

Washington, DC 3

Wisconsin 3

Countries

Argentina 3

Armenia 3

Australia 10

Austria 3

Bosnia and Herzegovina 34

Brazil 1

Cambodia 1

Canada 8

Croatia 1

Denmark 5
Estonia 1
France 5
Greece 4
Germany 4
Indonesia 2
Ireland 1

Israel 9
Japan 1
The Netherlands 6
New Zealand 1
Norway 4
Rwanda 1
South Korea 1

Sweden 2
Switzerland 1
Uganda 1
United Kingdom 32
U.S. (113)

For a full list of international genocide scholars, their affiliations, contact information, and areas of expertise, see Appendix 3.

II. CURRENT STATUS OF HOLOCAUST & GENOCIDE STUDIES IN THE USF LIBRARIES

A. Collections

i) Monographs Supporting Holocaust & Genocide Studies

USF Libraries' holdings in the Holocaust, genocide, and related disciplines are considerable and are intended to support a wide range of academic course offerings, as well as graduate and faculty research; however, Library holdings fall short when compared to well-established collections at major ARL research institutions. On the RLG Collection Depth Indicator Scale of 1 (Minimal Information Level) – 5 (Comprehensive Level), USF's genocide collection is conservatively rated 3c (Advanced Study or Instructional Support Level). Such a collection will support master's degree level programs and some limited research.

A search of the USF Libraries OPAC by the keyword "genocide" retrieved 909 monographs, while a more focused search using genocide as a subject heading narrowed the list to 412 monographs. An OPAC search with "holocaust" as a keyword resulted in over 3,000 retrievals, while a subject heading search under "Holocaust, Jewish" pared that number down to 1,850. Similarly, USF Libraries' holdings number in the thousands for such diverse supporting disciplines as children and war, refugees, and human rights. Overall, holdings are widely scattered throughout the collection, with principle concentrations in history and the social sciences.

Most of USF Libraries' current genocide and genocide related holdings fall within or adjacent the Library of Congress Classifications below:

D803-805	WWII. Atrocities
DD	History of Germany
DK	History of Russia
DR	History of Balkan Peninsula
DS	History of Asia
DT	History of Africa
HM251-291	Social psychology
HQ784	Children. Child development
HV6322.7	Genocide
HV6431	Terrorism
JC571	Human rights

Analysis of Tampa Library's Curriculum Collection uncovered a substantial number of books dealing with the Holocaust (82 titles). Juvenile holdings under genocide were much lower than expected, given the number of titles found in WorldCat.

Library staff conducted a preliminary WorldCat quantitative subject analysis of library holdings in genocide and related disciplines during June 2008. The purpose of the analysis was to compare USF Libraries holdings in selected Library of Congress call numbers against the holdings of libraries at nine academic institutions in order to establish collection development benchmarks for future consideration. Quantitative benchmarking is one method for determining if a library has sufficient resources in a

particular discipline to support research and instruction, and the extent to which the library would have to acquire additional resources to meet those needs.

Selection of call numbers was based on a thorough analysis of the *Library of Congress Classification Schedules*. The intent was to include a representative selection of call numbers emphasizing the Holocaust, genocide studies in general, specific examples of genocide, the philosophical origins of violence, and the effects of violence and terrorism on children. In most instances, a single call number was identified for each subject analyzed. When the subject encompassed a range of call numbers, as was the case with World War II war crimes and atrocities, the analysis was limited to the “general works” numbers within the range.

Although this preliminary WorldCat analysis contains much useful information about the literature of genocide and USF’s collection strengths and weaknesses, it is not without its limitations. For instance, materials on genocide are scattered throughout the Library of Congress Classification System, and it would have taken nothing short of an exhaustive analysis of every class and subclass to identify every relevant title held by the USF Libraries. Instead, this analysis focused on just those call numbers where the bulk of USF Libraries’ genocide holdings are cataloged. The goal was to place the numerical holdings of the USF Libraries within the context of several of the nation’s largest academic libraries (e.g., UNC Chapel Hill, Columbia, Minnesota, and Florida). If USF relies on the ARL institutions as the benchmarks for Holocaust & genocide studies, indeed USF Libraries is deficient in many of the subjects analyzed. Overall, the USF Libraries own about one title for every three held at UNC Chapel Hill and Columbia, and about one title for every two held at Minnesota and Florida. However, it is worth noting that USF Libraries’ numerical holdings in psychology of violence, terrorism, and genocide are quite similar to the numerical holdings of University of Florida.

LC Call Number	Description	WorldCat	UNC Chapel Hill	Columbia Univ.	Univ Minnesota	Univ. Florida	USF
B105.V5	Philosophy of violence	35	9	11	4	6	2
BJ1406	Origin of evil. Depravity of human nature	281	34	35	26	21	17
BJ1459.5	Violence. Nonviolence.	60	9	11	7	6	5
BJ1469	Power over life and death	90	13	8	7	8	5
BM645.H6	Judaism - Holocaust	167	32	35	15	53	13
BP330	Baha'is - Iran	160	17	28	11	8	3
D803 - D805	WWII. Atrocities. War crimes. Holocaust. General Works.	464	48	36	29	27	19
D804.5.C45	Holocaust. Children.	7	0	0	0	0	0
DD253.5	Hitler Youth	207	36	30	17	12	8
DK267	Stalin - General works	2,105	320	584	345	190	132
DK505.77	Deportation of Lithuanians to Russia	164	8	23	9	4	2
DR1313	Yugoslavia. Yugoslav War 1991 - 1995	496	77	94	65	33	24
DS135.R92	Jews in Russia	665	140	183	104	191	33
DS195.5	Armenia. 1901 - General works - Biography and memoirs	985	71	262	54	28	20
DS395.5	Bangladesh - History - Revolution. 1971- Atrocities	742	46	516	161	13	6

LC Call Number	Description	WorldCat	UNC Chapel Hill	Columbia Univ.	Univ Minnesota	Univ. Florida	USF
DS554.8	Cambodia - General works - Biography and memoirs	771	123	154	107	63	46
DS786	Tibet. 1951-	2,682	381	384	309	141	85
DT159.6.D27	Darfur	122	19	21	13	17	4
DT407.4	Somalia - 1991 - General works	92	8	24	10	18	4
DT450.435	Rwanda - General works - Biography and memoirs	690	150	153	73	163	25
F2679.2.G9	Paraguay - Guayaki (Tribe)	38	7	7	6	6	3
F2849.2	Argentina - Special topics (General Works)	1,935	547	491	443	617	34
HM281	Social psychology. Violence	1,151	228	262	172	132	101
HQ784.T45	Children. Child development. Terrorism	23	0	0	0	0	0
HQ784.V55	Children. Child development. Violence	468	50	37	41	40	29
HQ784.W3	Children. Child development. War	347	43	54	35	46	20
HV6322	Offenses against individuals. Disappeared Persons	51	7	10	10	3	5
HV6322.7	Genocide (General)	421	108	82	68	64	60
HV6431	Terrorism. General works.	4,428	832	738	603	462	453
HV6499	Crimes and offenses - Collected works	47	1	2	4	0	7
JC571	Human rights	13,277	975	1,040	817	704	492
JV6346	Refugees	64	16	7	7	8	4
JX5418	Crimes against humanity	87	15	14	11	12	11
K5302	Criminal law. Genocide.	44	6	4	2	6	5
KZ1168.5	War crimes trials. General collections.	30	5	1	5	1	2
NX650.C68	Art - Concentration camps	9	0	0	0	0	0
NX650.H57	Art - Holocaust	46	6	11	7	6	3
PR830.H6	History of English literature - Prose fiction - Holocaust	0	0	0	0	0	0
PS310.H64	History of American literature - Poetry - Holocaust	1	1	1	1	1	1
PS374.H56	History of American literature - Prose fiction - Holocaust	8	3	2	2	3	3
PS595.H64	American literature - Poetry - Holocaust	5	2	4	2	2	2
UB418.C45	Child soldiers (Boys)	15	2	3	2	1	0
	Total	33,014	4,330	5,297	3,560	3,075	1,659

ii) Print and Electronic Journals Supporting Holocaust & Genocide Studies

The USF Libraries provide access to a large number of critical, peer-reviewed journals that chronicle the research and study of genocide and its allied disciplines. Most of these journals, including the titles listed below, are available online to USF students and faculty. The USF Libraries have relatively little remediation work in the area of print and electronic journals.

Title	USF has?
PATTERNS OF PREJUDICE	Y
TEMPS MODERNES	N
HISTOIRE	N
ESPRIT	N
JOURNAL OF PEACE RESEARCH	Y
AMERICAN JOURNAL OF INTERNATIONAL LAW	Y
THIRD WORLD QUARTERLY	Y
OSTEUROPA	Y
SLAVIC REVIEW	Y
ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE	Y
EUROPEAN JOURNAL OF INTERNATIONAL LAW	Y
INTERNATIONAL SOCIAL SCIENCE JOURNAL	Y
METAPHILOSOPHY	Y
AFRICAN AFFAIRS	Y
CRIME LAW AND SOCIAL CHANGE	Y
DISASTERS	Y
DISSENT	Y
ETHNIC AND RACIAL STUDIES	Y
FOREIGN AFFAIRS	Y
INDEX ON CENSORSHIP	Y
INTERNATIONALE POLITIK	N
JOURNAL OF CONFLICT RESOLUTION	Y
JOURNAL OF TRAUMATIC STRESS	Y
Action Report	N
Bulletin Trimestriel de la Fondation Auschwitz	N
Clio's Psyche	N
Dynamics of Asymmetric Conflict	Y
Genocide Studies & Prevention	N
History Today	Y
Holocaust and Genocide Studies	Y
Holocaust Studies	N
Idea: a Journal of Social Issues	Y
Institute for the Study of Genocide newsletter	N
International Journal of Contemporary Sociology	Y
Jahrbuch zur Geschichte und Wirkung des Holocaust	N
Jewish Political Studies Review	N
Journal of Political and Military Sociology	Y
New Internationalist	N
New World Times	N
Other Voices	Y
Post Holocaust and Anti-Semitism	N
Social Identities	Y
War Crimes, Genocide and Crimes against Humanity	Y
Journal of Genocide Research	Y

Title	USF has?
Electronic Journals	
African and Asian studies [electronic resource].	Y
Anxiety, stress, and coping.	Y
Basic and applied social psychology.	Y
BEHAVIOR AND SOCIAL ISSUES	Y
BEHAVIORAL AND COGNITIVE PSYCHOTHERAPY	Y
Behaviour [electronic resource].	Y
Conflict resolution quarterly [electronic resource].	Y
Criminal behaviour and mental health [electronic resource].	Y
Criminology [electronic resource].	Y
Critical sociology [electronic resource].	Y
CULTURAL DYNAMICS	Y
Cultural studies [electronic resource].	Y
Deviant behavior [electronic resource].	Y
E JOURNAL OF APPLIED PSYCHOLOGY	Y
Ethics & behavior [electronic resource].	Y
Ethnos [electronic resource].	Y
European journal of social psychology [electronic resource]	Y
GEORGETOWN JOURNAL OF INTERNATIONAL LAW	Y
HARVARD HUMAN RIGHTS JOURNAL	Y
HARVARD INTERNATIONAL LAW JOURNAL	Y
HOUSTON JOURNAL OF INTERNATIONAL LAW	Y
HUMANE MEDICINE	Y
Identities [electronic resource].	Y
INTERNATIONAL JOURNAL OF CLINICAL AND HEALTH PSYCHOLOGY	Y
INTERNATIONAL JOURNAL OF SOCIAL PSYCHIATRY	Y
INTERNATIONAL LEGAL PERSPECTIVES	Y
JOURNAL OF HUMANISTIC PSYCHOLOGY	Y
Journal of American ethnic history.	Y
Journal of clinical child and adolescent psychology.	Y
JOURNAL OF CLINICAL PSYCHIATRY	Y
Journal of community psychology.	Y
Journal of criminal justice [electronic resource].	Y
Journal of ethnic & cultural diversity in social work [electronic resource].	Y
Journal of ethnicity in criminal justice [electronic resource].	Y
Journal of ethnicity in substance abuse [electronic resource].	Y
Journal of ethnopharmacology <electronic resource>.	Y
Journal of experimental social psychology [electronic resource].	Y
Journal of genetic psychology [electronic resource].	Y
Journal of loss & trauma <electronic resource>	Y
Journal of personality assessment.	Y
Journal of research in personality [electronic resource].	Y
JOURNAL OF TRAUMA	Y
Justice quarterly [electronic resource] : JQ / Academy of Criminal Justice Sciences.	Y

Title	USF has?
Latin American and Caribbean ethnic studies [electronic resource].	Y
Mind, culture, and activity [electronic resource].	Y
Multivariate behavioral research.	Y
NETHERLANDS INTERNATIONAL LAW REVIEW	Y
Peace and conflict [electronic resource]	Y
Personality and individual differences [electronic resource].	Y
PSYCHIATRY PSYCHOLOGY AND Law	Y
Public health [electronic resource].	Y
REFUGEE SURVEY QUARTERLY	Y
Review of African political economy [electronic resource].	Y
Self and identity : the journal of the International Society for Self and Identity.	Y
Social identities <electronic resource>.	Y
Social networks [electronic resource].	Y
Social science & medicine [electronic resource].	Y
Social work in health care [electronic resource].	Y
Social work with groups [electronic resource].	Y
Sociological forum [electronic resource].	Y
Sociological perspectives [electronic resource].	Y
Souls.	Y
Symbolic interaction [electronic resource].	Y
The Journal for specialists in group work [electronic resource].	Y
The journal of communist studies and transition politics [electronic resource].	Y
The Journal of social psychology [electronic resource].	Y
The nation [electronic resource].	Y
The new republic [electronic resource].	Y
TRAUMA, VIOLENCE AND ABUSE	Y
UNIVERSITY OF PENNSYLVANIA JOURNAL OF INTERNATIONAL LAW	Y
Violence and victims.	Y
WASHINGTON UNIVERSITY GLOBAL STUDIES LAW REVIEW	Y
Women & criminal justice [electronic resource].	Y
YALE JOURNAL OF INTERNATIONAL LAW	Y

Print/print plus electronic titles

A Current bibliography on African affairs.	Y
African American review.	Y
African chronicle.	Y
African studies review.	Y
American ethnologist.	Y
American heritage.	Y
American history.	Y
American Indian culture and research journal.	Y
American journal of community psychology.	Y
American journal of health behavior.	Y
American journal of physical medicine & rehabilitation.	Y
American journal of public health / American Public Health Association.	Y

Title	USF has?
American legacy.	Y
American studies.	Y
Annual report for ... / International Committee of the Red Cross.	Y
Anthropology and humanism.	Y
Arab studies quarterly.	Y
Behavior research methods.	Y
Biological & pharmaceutical bulletin.	Y
Canadian journal of African studies. Journal canadien des études africaines.	Y
Canadian journal of criminology and criminal justice = Revue canadienne de criminologie a justice p	Y
Chemical & pharmaceutical bulletin.	Y
Commentary.	Y
Community mental health journal.	Y
Comparative politics.	Y
Congressional digest.	Y
Conscience.	Y
Criminal justice and behavior.	Y
Criminal law bulletin.	Y
Diaspora.	Y
Dispute resolution journal.	Y
Ethnicity & disease.	Y
Ethnology.	Y
Foreign policy.	Y
Free inquiry.	Y
German studies review.	Y
Health promotion practice.	Y
Human factors.	Y
Humanity & society.	Y
Interaction studies.	Y
International journal of African historical studies.	Y
International journal of comparative and applied criminal justice.	Y
International journal of health services.	Y
International journal of mental health.	Y
Israel exploration journal.	Y
Journal of African finance and economic development: JAFED.	Y
Journal of American Indian education.	Y
JOURNAL OF CHILD AND ADOLESCENT PSYCHOPHARMACOLOGY [ON ORDER]	Y
Journal of child psychology and psychiatry and allied disciplines.	Y
Journal of crime and justice.	Y
Journal of health and human services administration.	Y
Journal of health and social behavior: JHSB	Y
Journal of international affairs.	Y
Journal of mental health counseling.	Y
Journal of occupational and organizational psychology.	Y
Journal of pediatric psychology.	Y

Title	USF has?
Journal of psychopathology and behavioral assessment.	Y
Journal of social and clinical psychology.	Y
Journal of the American Academy of Child and Adolescent Psychiatry.	Y
Journal of the early Republic.	Y
Journal of transnational law & policy / Florida State University.	Y
Keesing's record of world events / Longman.	Y
Lituanus.	Y
MB membership. African Studies Association.	Y
MELUS.	Y
Millennium.	Y
National Museum of the American Indian.	Y
New Left review.	Y
OAH newsletter / Organization of American Historians.	Y
Österreichisches Jahrbuch.	Y
Perspectives: newsletter of the American Historical Association.	Y
Philosophia africana.	Y
Philosophy & public policy quarterly.	Y
Policy & practice of public human services.	Y
Policy review.	Y
Psychiatric rehabilitation journal.	Y
Psychiatric services.	Y
Psychology, public policy, and law.	Y
Public administration quarterly.	Y
Refugees.	Y
Research and diversity.	Y
Russian social science review.	Y
Russian studies in history.	Y
Savoy.	Y
Social behavior and personality.	Y
Social justice.	Y
Social psychology quarterly.	Y
Studies in American Jewish literature.	Y
Tarbits.	Y
The American journal of international law.	Y
The Black scholar.	Y
The Current digest of the post-Soviet press.	Y
The Hastings Center report.	Y
The Humanist.	Y
The immigration and ethnic history newsletter.	Y
The Journal of African American history.	Y
The Journal of conflict studies.	Y
The Journal of criminal law & criminology.	Y
The Journal of criminal law.	Y
The Journal of psychiatry & law.	Y
The Journal of the Ancient Near Eastern Society.	Y

Title	USF has?
The Link.	Y
The Middle East journal.	Y
The new crisis.	Y
The Polish review.	Y
The SAA archaeological record.	Y
The Slavonic and East European review.	Y
The Tibet journal.	Y
The Western journal of black studies.	Y
The William and Mary quarterly.	Y
Tikkun.	Y
Tsiyon.	Y
UN chronicle.	Y
University of Detroit Mercy law review.	Y
Yale journal of health policy, law, and ethics.	Y

iii) Electronic Collections Supporting Holocaust & Genocide Studies

The following is a list of current USF Libraries electronic resource holdings containing genocide studies-relevant content, including journal collections, books, conference proceedings, portals and other information formats.

The following is a list of current USF Libraries electronic resource holdings containing genocide-relevant content, including journal collections, online books, and databases.

Holocaust & Genocide Databases

USC Shoah Foundation Institute Visual History Archive
Testaments of the Holocaust

Genocide/General and Multidisciplinary Databases

Academic Search Premier	NetLibrary
AccessUN	OCLC Electronic Collections Online
Access World News	Oxford University Press Journals Online
Alternative Press Index	PAIS Public Affairs Information Service
Cambridge University Press Journals Online	Project Muse
Columbia International Affairs Online	ProQuest Dissertations and Theses Full Text
CQ Researcher	PsycInfo
Ethnic NewsWatch	Social Sciences Full Text
Expanded Academic ASAP	Social Sciences Research Network
Facts on File News Digest	Sociological Abstracts
Historical Abstracts	Web of Science
Hum. and Social Sciences Index Retrospective	Wilson Omnifile
Informaworld (Taylor & Francis Online Journals)	World News Connection
JSTOR	Worldwide Political Science Abstracts

Genocide and Mental Health, Trauma, PTSD, Psychology, Public Health

Academic Search Premier Cum. Index to Nursing and Allied Health

Ethnic NewsWatch
Francis
JSTOR
Medline
PsycBooks
PsycInfo
Psychiatry Online

ScienceDirect
Social Services Abstracts
Social Work Abstracts Plus
Sociological Abstracts
Sociology: A Sage Full Text Collection
Web of Science
Wiley InterScience/Blackwell Synergy

Justice; Human Rights (International), International Law; Public Policy

Academic Search Premier
Columbia International Affairs Online
Criminal Justice Abstracts
Criminal Justice Periodicals
Criminology: A Sage Full Text Collection
Ethnic NewsWatch
Expanded Academic ASAP
Francis
Global Legal Information Network
Hum. and Social Sciences Index Retrospective
JSTOR
Latinnews.com
Legal Periodicals Full Text
LexisNexis Academic
National Criminal Justice Reference Service
PAIS Public Affairs Information Service
Political Science: A Sage Full Text Collection
Social Sciences Full Text
Sociological Abstracts
SourceOECD
WDI Online (World Development Indicators
Online/World Bank)
Web of Science
Wilson Omnifile
Worldwide Political Science Abstract

iv) Government Documents Supporting Holocaust & Genocide Studies

Federal Documents

U.S. Department of State

Commission on Security and Cooperation in Europe

Office of War Crime Issues

Bureau of Democracy, Human Rights, and Labor

United States House of Representatives

House Committee on Foreign Affairs

Subcommittee on International Organizations, Human Rights, and Oversight

United States Senate

Senate Committee on Foreign Relations

Subcommittee on Democracy and Human Rights

Searching the online catalog for government documents, using the key word “genocide” yielded 57 documents. Most of these were congressional hearings or congressional research reports. Searching the Catalog of Government Publications, using the key work “genocide” resulted in a total of 68 documents (47 of these had the LC subject heading of “genocide.”) Based on these figures, USF owns most of the publications on genocide that have been distributed by the Federal Depository Library Program (FDLP).

If the subject emphasis is expanded to include the key words “human rights,” a search of the online catalog for government documents retrieved 1,049 documents on the topic. Searching the Catalog of Government Publications, using the same key words “human rights,” resulted in a total of 1,261 documents (760 of these had the LC subject heading of “human rights”). Based on these figures, USF owns most of the publications on human rights that have been distributed by the FDLP.

In both of these cases, the retrieval figures indicate that the USF Tampa Library has consistently selected most of the items distributed by the FDLP on the subject of genocide and human rights. Examining the corporate authors for these publications, it was determined that most of the publications are authored by the Department of State, the House Committee on Foreign Affairs (and pertinent Subcommittees), and the Senate Committee on Foreign Relations (and pertinent Subcommittees). Historically, the USF Tampa Library has focused collection development efforts on United States history and foreign relations, and the government documents collection reflects this collection emphasis with the historic collection of congressional hearings, congressional research reports, and State Department documents, especially the series *Foreign Relations of the United States*.

The USF Tampa Library maintains a historical collection of publications that chronicle laws, regulations, hearings, and court cases pertaining to genocide and human rights. These collections include: the *Congressional Record*, *Congressional Hearings*, the *Statutes at Large*, the *Federal Register*, and the *Supreme Court Reports*.

Federal documents can be integrated into any web presence or portal that is planned for the Holocaust & genocide studies initiative. Most State Department documents are already being digitized and archived by the University of Illinois at Chicago through the Department of State Foreign Affairs Network Electronic Collection (DOSFAN), but there may be other areas of emphasis that USF could digitize that would compliment these existing collections.

v) Media Collections Supporting Holocaust & Genocide Studies

Media resource holdings at the Tampa Library and the USF St. Petersburg Poynter Library are substantial and diverse. Holdings are representative of the major genocides that have occurred during the twentieth century, with emphasis on the Holocaust, Darfur, Rwanda, Khmer Rouge, children and war, and ethnic cleansing. OPAC retrievals for genocide and related terms are as follows:

Genocide	43 videos, all formats
Holocaust	113 videos, all formats
Human rights	135 videos, all formats
Refugees	97 videos, all formats
Violence	348 videos, all formats
Atrocities	40 videos, all formats
War and children	90 videos, all formats

Enhancement of media holdings would focus on those subjects where USF Libraries appeared deficient in the WorldCat collection analysis: 1) Darfur, and 2) the effects of war on children.

vi) Center for Research Libraries

USF Libraries holds a membership in the Center for Research Libraries (CRL), a consortium of North American universities, colleges, and independent research libraries. The consortium acquires and preserves newspapers, journals, documents, archives, and other traditional and digital resources for research and teaching. These resources are then made available to member institutions cooperatively, through interlibrary loan and electronic delivery. The Center's mission is to support advanced research and teaching in the humanities, sciences and social sciences by ensuring the survival and availability of the knowledge resources vital to these disciplines. The Center accomplishes this mission through cooperative action with its members and partners. A search for the keywords relevant to USF Libraries Holocaust & genocide studies collection initiative produced more than 500 results.

B. Services

Current library services supporting the genocide curriculum and genocide research include the following:

- Digitization
- Pronto Books and More (faculty office delivery of circulating books and media)
- Pronto Document Delivery (electronic delivery of journal articles to faculty)
- Research services and consultations
- Information literacy instruction (individualized, small group, and in-class)
- Interlibrary Loan Services (Illiad)
- General reference services

C. Community Engagement

The Libraries have not been engaged in programming to support the Holocaust & Genocide Studies Center; however, a formal affiliation agreement between USF and the Florida Holocaust Museum concluded several years ago does include mention of library involvement. Occasional genocide-related events occur in the USF Tampa Library sponsored by other USF organizations.

At USF, International Affairs, the African Student Association, STAND, and the Tampa Bay Community sponsored World Refugee Day 2008, “African Refugees: The Untold Story.” African refugees told of their experiences coming to the United States, followed by a panel of professionals who discussed their work with refugees.”

D. Facilities and Infrastructure

There exist no specifically dedicated facilities to support Holocaust & genocide studies; however, these collections are supported as part of the Libraries overall responsibility to provide technical support, public access, and instruction and programming space.

III. PROJECT SCOPE

A. Areas of Topical Interest

The USF Libraries seek to focus the Holocaust & Genocide Studies Center in two primary areas: genocide and justice, and genocide and public/mental health.

Genocide and Justice

Genocide constitutes a global crisis and requires policy implementation on an international scale. A wide variety of organizations (listed above) are engaged in preventing, stopping, or bringing to justice those engaged in genocidal activities. Genocide and Justice collections will provide information resources, services, and programming on the complex and evolving definitions of genocide; on efforts to educate world populations about past, present, and emerging genocides with a goal of ending genocide; and on international courts and tribunals charged with bringing those accused of genocide to justice. A focus on genocide and justice is well aligned with the emerging Africana Studies Department's plans for a genocide studies graduate program and the Dr. Kiran C. Patel Center's mission to become "the premier organization for facilitating solutions to today's most pressing global problems," and to "promote the transfer of new discoveries to on-the-ground realities."⁸

In collaboration with internal and external stakeholders, the Libraries will further refine the depth and breadth of its collections, services, and programs to meet current and emerging USF teaching and research activities and to strategically align the Libraries with the mission of identified partner organizations.

Genocide and Public/Mental Health

Genocidal events have a deep and longstanding impact on their victims. Dori Laub, principal investigator for Yale University's Holocaust Trauma Project, reports that in 1993 Holocaust survivors comprised 18 percent of Israel's psychiatric inpatient population. Laub hypothesizes that many of these patients could have avoided lengthy psychiatric hospitalizations if they had been enabled to more openly share their experiences. By bottling up their trauma, survivors suffered repeated and debilitating nightmares and flashbacks. Laub is recording and studying video testimony as a form of therapeutic intervention. She hopes that building a narrative for the traumatic experience will give it coherent expression and help in alleviating its symptoms.⁹

In the area of mental health and genocide, the USF Libraries seek to build upon the existing strengths and strategic goals for the Louis de la Parte Florida Mental Health Institute (FMHI), which constitutes one of thirteen mental health services research facilities in the United States. Established by the Florida legislature in 1974 to expand the state's knowledge about how best to serve the mental health needs of Florida residents, the Institute responds to the most pressing of all mental health issues, to solve real-world problems, and to direct its resources and those of its public and private partnerships toward meeting community needs. Home to five national research and training centers, the Institute conducts hundreds of community-based studies each year in close collaboration with consumers, family members, providers, and government partners throughout the United States.

⁸ "About The Patel Center for Global Solutions," University of South Florida, <http://www.patelcenter.usf.edu/AboutUs.php> (accessed 07-21-08).

⁹ "Holocaust Trauma Project: Video Testimony Pilot Study of Psychiatrically Hospitalized Holocaust Survivors," http://www.yale.edu/gsp/trauma_project/index.html (accessed 07-21-08).

The FMHI Research Library at the USF has supported mental health services and policy research since 1974. Its core monographic and serial collections focus on managed behavioral health, health care reform, outcomes and accountability, behavioral health services research, and public health policy. The FMHI collection was created for policy-makers, health services researchers, practitioners, and the consumer community with an interest in strengthening mental health systems, with a clear focus on translating research to practice, and best practice to policy.

The relationship between Genocide Studies and Public Health is most evident in reference to refugees. One inevitable result of genocide is the creation of refugees and displaced persons. As evidenced in Rwanda, refugee camps and tent cities were established by the fleeing victims and by relief organizations. Disease, infection, and epidemic, all of which are areas of research in the Public Health discipline, are unfortunate facts of life in these camps. At USF, the College of Public Health offers degrees and certificates in areas such as epidemiology, biostatistics, global health, and infection control.

Behavioral issues and substance abuse are also not uncommon among genocide survivors and genocide perpetrators. The Behavioral Health program at the USF College of Public Health conducts research and teaching in “the organization, financing, planning, evaluation, outcomes, policy, and services delivery needs for mental health and substance abuse services from a public health perspective.” In addition, “[t]he MPH in Socio-behavioral Health Sciences prepares students to apply the concepts and methods from social and behavioral sciences to public health research and practice in the areas of community needs assessment, analysis of the socio-behavioral context of health, development of culturally competent programs, evaluation of intervention outcomes, and formulation of social policies affecting health.”¹⁰

B. Collections

i) Acquisitions Strategy

Collection development librarians in all genocide studies-related research and subject areas will work collaboratively with appropriate faculty to identify and acquire new items and collections from established commercial channels. USF Libraries format specialists work directly with library and university faculty to discover and identify new collections in traditional and non-traditional arrangements.

The library maintains a well-established approval plan for most trade and professional presses of interest to genocide researchers, and has current subscriptions to the core research journals in most relevant fields. Additional collection emphasis through new titles published, hosted, or acquired are warranted. Retrospective purchases are done at faculty request, to replace items lost through theft and damage, or as part of a larger effort to remediate the collection. When it is appropriate to do so, donated materials are added to the collection.

The USF Libraries may acquire collections or access to collections through strategic partnerships. In affiliation with the Florida Holocaust Museum (FHM), USF will incorporate FHM’s considerable monograph and video holdings (approximately 5,000 items) into the genocide studies collection. Such an affiliation agreement requires a technical services investment by USF Tampa Library staff that will re-catalog the items in OCLC. This action will effectively incorporate FHM holdings into USF Libraries collection counts and make the items available via interlibrary loan to researchers worldwide.

¹⁰ See <http://hsc.usf.edu/publichealth/cfh/Behavioral+Health.htm> (accessed 07-23-08).

The genocide studies emphasis depends heavily on the acquisition of grey information and data. It will be essential to build collaborations with information producers who currently operate outside of the established commercial publishing channels – in some cases providing fiscal and operational support for their work in exchange for ownership of the information. Formal but flexible templates for these collaborations are in place for the Libraries’ existing open-access publishing ventures; these will need further refinement to cover all eventualities.

ii) Collection Areas

The USF Libraries cannot acquire all published materials on genocide or the Holocaust. Instead, the Libraries should focus collection efforts on the Library of Congress (LC) subject headings listed below and their subcategories:

- Armenian Massacre (1915-1923)
- Genocide -- Africa
- Genocide -- Bosnia and Herzegovina
- Genocide -- Cambodia
- Genocide -- Case studies
- Genocide -- Darfur (Sudan)
- Genocide -- Europe, Eastern
- Genocide -- Fiction
- Genocide -- Former Yugoslav republics
- Genocide -- Germany
- Genocide -- Government policy
- Genocide -- Historiography
- Genocide -- History
- Genocide in literature
- Genocide -- Moral and ethical aspects
- Genocide -- Political aspects
- Genocide -- Prevention
- Genocide -- Psychological aspects
- Genocide -- Rwanda
- Genocide -- Social aspects
- Genocide -- Sociological aspects
- Genocide -- Soviet Union
- Genocide -- Study and teaching
- Genocide -- Sudan
- Genocide -- Turkey
- Genocide -- Yugoslavia
- Holocaust, Jewish (1939-1945) -- Health aspects
- Holocaust, Jewish (1939-1945) -- Juvenile fiction
- Holocaust, Jewish (1939-1945) -- Juvenile literature
- Holocaust, Jewish (1939-1945) -- Personal narratives
- Holocaust, Jewish (1939-1945) -- Physiological aspects
- Holocaust, Jewish (1939-1945) -- Psychological aspects
- Holocaust, Jewish (1939-1945) -- Study and teaching
- Holocaust survivors -- Mental health
- Grandchildren of Holocaust survivors
- Holocaust survivors -- Psychology
- Holocaust survivors -- Social conditions

Holocaust survivors -- United States
Humanitarian assistance
International criminal courts
Refugee camps
Refugees
War (International law)
War crimes
War crime trials
War victims

USF Libraries faculty and staff will conduct a systematic evaluation of monographic and audio/visual holdings against standard bibliographies and aspirant libraries and will engage USF faculty involved in genocide studies-related subjects to remediate holes in the existing Tampa Library and FHMI Library collections in the subject areas listed above.

Further, efforts will be made to acquire foreign language primary and secondary materials in print, media, and electronic formats from North American and European publishers. Whenever possible, Tampa Library personnel will attend or send delegates to international book fairs, such the ones held annually in Jerusalem, Frankfurt, Cape Town, Nairobi, and Guadalajara. Business connections will be developed with antiquarian dealers in Paris, London, and other locales in Europe and Africa, who will be called upon to select relevant genocide materials for USF approval.

iii) Scope of Coverage

The Libraries Holocaust & Genocide Studies Center is focused on the 20th and 21st centuries and will collect all relevant materials regardless of publication date. The scope of genocidal events during the last 100 years will determine geographic guidelines and will include countries in Europe and Africa. English is the primary language for genocide studies research, though publications in European and African languages will be purchased when appropriate or when requested by researchers.

iv) Collection Depth Indicators

In the context of the RLG Conspectus model, it is recommended that the genocide studies collection initiative apply RLG Level 5 (Comprehensive) to the LC subject headings listed in the subject areas above.

v) Types of Materials Collected

a) Young Adult and Children's Literature

The USF Tampa Library's strong children's and young adult literature collections will be expanded to include a greater focus on cultural pluralism, religious and ethnic tolerance, and the Holocaust and other genocides. These materials will become a basis for teaching faculty who wish to integrate primary and secondary sources as well as literature about genocide into their research and teaching. The children's and young adult literature is intended to work in conjunction with the VHA testimonies, many of which are told from a child's or young adult's perspective.

Collection development librarians with expertise in children's and young adult literature will begin by assessing existing collections for their relevance to genocide studies. They will consult core bibliographies, conduct collection analysis against aspirant institutions, identify North American and international publishers and booksellers, and develop a plan to acquire current and rare materials. This work will be done in coordination with FMHI's children and trauma focus.

b) Archival Collections

Through a series of strategic acquisitions, USF will acquire the organizational or personal papers of select scholars, reporters, or institutions involved in Holocaust & genocide studies research or policy actions. The Libraries have already identified and made initial contact with several people to discuss their collections. Collections may be processed and housed in the Tampa or FMHI Libraries, as appropriate.

The Tampa Library has identified at least one potential archival collection and begun discussions regarding its donation. These discussions involve Rebecca Tinsely, a British journalist, humanitarian, and activist. She is the Director of [Waging Peace](#), a team member of [Network4Africa](#), and on the International Council on Human Rights Watch. Ms. Tinsely holds children's drawings and testimony from Darfur. She is also currently interviewing members of the Darfuri community in exile in Britain, and in the camps in Chad, with a view to writing a book. Ms. Tinsely is willing to discuss the possibility of USF Tampa Library as the permanent home for primary source materials collected over the years, to include the original children's drawings, petitions, testimonies, and photographs. She will be visiting the USF Tampa Library in January 2009 to discuss details regarding the collection, its future transfer to the USF Tampa Library, and Waging Peace's wishes for the care and use of the collection.

Less well developed were conversations in June 2008 between the USF Tampa Library Special Collections director and Mark Hanis, executive director of Genocide Intervention Network (<http://www.genocideintervention.net>). USF has invited discussions about serving as the repository for GIN papers.

c) United Nations Documents

Microform

USF library owns microform of the *Readex Index* to the United Nations Publications from 1946/1953-1981.

Databases

AccessUN database provides access to the Readex Index from 1998-2007, with some availability to full text. It supports reference to the USF microfiche collection. *United Nations System Pathfinder* is another database option that provides an index of major publications of the organizations within the UN system with links to on-line documents in some instances.

Journal of the United Nations

Current information about meetings of the General Assembly, Security Council, Economic and Social Council and other bodies. Past issues beginning from 1993 are available through the Official Document System of the United Nations.

UN Online Publications

Electronic newsletters and publications administered by the Department of Public Information, such as *Africa Renewal*, *UN Chronicle*, *UN Development Business*, *Image and Reality*, *The UN in Brief*, *Development Update*, *UN Briefing Papers: Human Rights Today* and *The UN in our Daily Lives* can be accessed on a central site.

UN Archives Collection Online

The UN Archives and Records Management Section (ARMS) hosts a searchable online catalogue for public access to the documentation (records and photographs) of the United Nations.

Official Documents of the United Nations

ODS covers the official documentation of the UN from 1993 to present. Also included are the resolutions of the main bodies of the UN system. This database is searchable in several languages.

UNBISnet

Access to bibliographic information about UN documents and publications can be retrieved using the Catalogue of United Nations indexed by the UN Dag Hammarskjöld Library and the Library of the UN Office at Geneva. Also included are commercial publications and other non-UN sources held in the collection of the Dag Hammarskjöld Library. UNBISnet covers the period from 1979 onward; however, older documents are being added to the catalogue on a regular basis as a result of retrospective conversion. UNBISnet also provides instant access to a growing number of full text resources in the six official languages of the UN (Arabic, Chinese, English, French, Russian and Spanish), including resolutions adopted by the General Assembly, the Economic and Social Council, and the Security Council from 1946 onward. Voting records for all the resolutions that have been adopted by General Assembly have been indexed from the 38th Session (1983) and the Security Council (beginning in 1946), with links to full text. Citations to speeches from General Assembly (from 1983-) and the Security Council (from 1983-), the Economic and Social Council (1983-) and the Trusteeship Council (1982-).

Alternative Media

UN Webcasts, UN TV and UN Radio provides multi-media sources for documenting UN actions in genocide related issues.

e) Oral Histories

In summer 2008 the USF Libraries acquired electronic access to The USC Shoah Foundation Institute's Visual History Archive (VHA) containing nearly 52,000 visual history testimonies of survivors and other witnesses of the Holocaust in 56 countries and in 32 languages. People interviewed include Jewish, homosexual, Roma and Sinti (Gypsy), eugenics policies, and Jehovah's Witness survivors; liberators and liberation witnesses, political prisoners, rescuers and aid providers, and war crimes trials participants. The VHA will be available to patrons via a valid USF IP address.

In addition to access to VHA holdings, USF will partner with the Florida Holocaust Museum (FHM) to preserve and provide access to approximately 230 oral history testimonies with Holocaust survivors living in the Tampa Bay area. Begun in the 1990s, these interviews are owned by the FHM and offer local content, some of which is not available in any other collection. Simultaneously, the FHM and USF will embark on an immediate plan to record approximately 30 interviews with Tampa Bay area survivors whose stories will be lost if not captured right away.

With funding provided by the FHM to support part-time, temporary staffing requirements, USF Tampa Library personnel will convert video recordings in several formats to digital files. In accordance with Shoah Foundation editing guidelines, the raw footage will be prepared for Internet access via the USF Libraries digital content management system (DigiTool). Abstracters will provide a general overview of subjects addressed in the interviews, and catalogers will create MARC records in OCLC, ALEPH, and DigiTool. Free and available to the public, these interviews will be searchable by Library of Congress subject headings and viewable via a media web browser.

FHM and USF Tampa Library personnel also will record new interviews with Tampa Bay Holocaust survivors in a race against time. Trained FHM volunteers will conduct the interviews in survivors' homes, with Library staff providing videography, abstracting, and cataloging support. The resulting oral history

interviews will comprise a signature collection in the Libraries Oral History Program and genocide studies initiative and serve as one example of the grey literature desired by educators and researchers.

This partnership actuates for the Libraries an October 2007 affiliation agreement between USF and FHM.

f) Grey Literature & Genocide Studies

The genocide studies collection will include both digital and print materials, with an emphasis on vetted grey literature produced by genocide scholars, research and cultural institutions, governments, international organizations, and NGOs. This collection will also alleviate the issue of duplication of effort that occurs when researchers tackle problems that have already been addressed by others -- a lack of awareness that is often the direct result of the inaccessibility of important genocide research.

On a national and global level, important information resources essential to genocide studies research are elusive. At times their existence is unknown outside a small circle of researchers or policy makers. The most comprehensive collections are usually in private hands and are generally focused on one or two specialized topics that are of primary interest to the creator. Some collections contain the only known copies of older resources, which place this information at risk of being lost completely. Establishing a centralized repository of physical and electronic genocide studies resources at USF not only streamlines the research process but also ensures long-term access to the resources as they are digitized and appropriately cataloged.

Libraries staff will actively engage internal and external stakeholders to develop partnerships in the coming months to further develop the precise scope of grey literature to be collected and made accessible. FMHI involvement will be central to this process. The USF Libraries Karst Portal will serve as a technical and business model for the endeavor.

g) Databases

USF currently does not provide access to the following databases related to the Libraries' Holocaust & genocide studies initiative.

Aluka (Ithaka Harbors, Inc.) - Focuses on African cultural heritage, African landscapes, and the struggles for freedom in Southern Africa with an initial concentration on: Angola, Botswana, South Africa, Namibia, and Zimbabwe. \$4000.00 annual fee

Conditions and Politics in Occupied Western Europe, 1940-45 (Gale/Cengage) - Selected from the PRO Class FO 371 files in the National Archives, London, resource features full-text documents received in the British Foreign Office from all European states under Nazi occupation during World War II. \$17,841.00, one-time payment and \$449.00 annual hosting fee

Digital National Security Archive (ProQuest) - The most comprehensive collection available of significant primary documents central to U.S. foreign and military policy since 1945. \$18,800 one-time and \$800 annual hosting fee

Europa World Plus (Routledge/Taylor & Francis) - First published in 1926, the year book is renowned as one of the world's leading reference works, covering political and economic information in more than 250 countries and territories, from Afghanistan to Zimbabwe. \$6240.00 annual fee

Oxford Constitutions of the Countries of the World Online (Oxford University Press) - Provides authoritative English translations of world constitutions by scholars familiar with the legal systems and languages of the foreign jurisdictions they cover. \$2415.00 annual fee

Oxford International Law in Domestic Courts (Oxford University Press) - Summarizes the most important international law issues being decided in domestic courts from around the world. \$1785.00 annual fee

Peace Research Abstracts (EBSCO) – Covers the literature on conflict resolution, international affairs, peace research and psychology. \$1575.00 annual fee

Politics and International Relations Resource (Routledge) - Includes Encyclopedia of the United Nations and International Agreements, Encyclopedia of Human Rights, Encyclopedia of Political Economy and the Dictionary of Modern Politics series. Covers terrorism, freedom fighting and terrorist funding; immigration policy and immunity. \$2510.00 annual fee

Post-War Europe: Refugees, Exile and Resettlement, 1945-1950 (Gale/Cengage) - Covers the international politics leading to the administration, care, repatriation and emigration of the Displaced Persons (DPs), as well as the plight of survivors, both Jews and non-Jews, of the Holocaust and World War II, and their reintroduction into life and community. \$10,584.00 one-time fee and \$265.00 annual hosting fee

Praeger Security International Online (Praeger/Greenwood) - Focus on international security issues with an interdisciplinary approach. Inclusive of rights, humanitarian aid, immigration, homeland security, war, and peacekeeping. \$6000.00 annual fee

PsycExtra (APA) - Indexes the grey literature in psychology/mental health and serves as a companion to the scholarly PsycINFO database.

Treaties and International Agreements Online (Oxford University Press) - Comprehensive, and accurate text for more than 11,500 treaties and international agreements, updated monthly. \$1995.00 annual fee

United Nations Treaty Collection Database (United Nations) - Full text of treaties and international agreements registered or filed with the UN since 1946. The collection currently contains over 50,000 treaties. The database also includes other treaty-related data including Status of Multilateral Treaties Deposited with the Secretary-General. \$3400.00

World Bank e-Library (World Bank) - Cross-searchable portal of over 4,500 World Bank documents, as one of the world's largest sources of development assistance. \$7718.00 annual fee

World Conflicts Today (ProQuest) - Explores protracted, unresolved conflicts that have important global implications. \$3237.00 annual fee

C. Research and Instructional Services

i) Specialized Research Assistance

The USF Libraries should be prepared to develop specialized literature review and research assistance in genocide studies in support of research projects, grant applications, technical reports, and scholarly publications.

ii) Collaborations with Holocaust & Genocide Programs, Institutes, Libraries, and Museums

The USF Libraries should identify, develop, and formalize cross-institutional services with existing genocide studies organizations and collections, which may include expanded interlibrary loan agreements, access to collections of all formats, and specialized research assistance. USF's relationship with the Florida Holocaust Museum offers an immediate opportunity in this area.

iii) Digital Collections

The Holocaust & genocide studies initiative offers rich opportunities to create digital collections of information sources held in print format by potential partner organizations.

In many cases the information producers are willing to contribute content in exchange for the USF Libraries' digitization and subsequent collection hosting services. DigiTool can serve as the long-term repository and management application for digital content, but a genocide studies discovery interfaces accomplished via API implementations are required to permit brand flexibility. If the information producers rely on the publications as sources of revenue for organizational activities; negotiations with some of these producers suggest that funding models not unlike that employed by the Stanford Encyclopedia of Philosophy will ensure benefit for all parties.

D. Community Engagement

The USF Libraries Holocaust & Genocide Studies Center programming will involve the public launch of The USC Shoah Foundation Institute's Visual History Archive and Gale's Testaments to the Holocaust and will expand in coordination with the development of internal and external partnerships in the coming months. Expected programming aspects will include symposia, lectures, workshops, summer institutes, and exhibitions at USF and partner sites. Future programming should revolve around the collection emphases in genocide and justice and public/mental health.

For 2008-2009, the USF Libraries have planned programs launching the initiative on all campuses and will work closely with relevant faculty to plan and implement activities. Initial ideas for the roll out of VHA and Testaments to the Holocaust include:

Tampa Campus – Demonstration of VHA, address by USF President Judy Genshaft, and lecture by noted Holocaust scholar on the importance of studying genocide.

Lakeland Campus – Featured speaker on the changing nature of technology and genocide – the ways in which technology has played a role in the prevention and perpetration of genocide. Examples might include the Hollerith machine used by the Nazis; Google Earth, cell phones, and the crisis in Darfur; and telegraphs and trains in the Armenian genocide.

Sarasota-Manatee Campus – Panel discussion on K-12 genocide education, with a focus on teaching teachers about the Holocaust and teaching history through children's eyes. These programs will include USF education faculty, area teachers, and genocide survivors and may occur in conjunction with partner organizations.

In addition to the proposed program above, an additional event featuring Rebecca Tinsely of Waging Peace is planned in coordination with Bonnie Greenball from USF Sarasota/Manatee. As the associate director of USF's Institute for Public Policy and Leadership, Ms. Greenball has worked on several Holocaust and genocide initiatives in Sarasota. They include Bernie Ehrlich from a local organization

called Humanity Working to End Genocide and Dr. Helen Fagan, who made a large donation to New College for holocaust initiatives there.

Ms. Tinsely's visit to USF Sarasota-Manatee will coincide with an exhibit of Darfuri children's drawings from her personal collection. She will speak on January 26, 2009, about the history of the region and how patterns of genocide begin and escalate. In addition, she will discuss the contents of the exhibit, including the children's drawings and their relevance as evidence to the International Criminal Court.

St. Petersburg Campus – Program surrounding USF's growing relationship with the Florida Holocaust Museum, to include Library affiliations, Holocaust oral history initiative, upcoming exhibitions, and internships. Opportunities may exist for the Libraries to partner with the Debbie and Brent Sembler Florida Holocaust Museum Lecture Series at the College of Education.

Much remains to be done to flesh out the genocide studies collections' relationship with other campuses. This work will occur through consultation and joint planning in the coming months.

E. Facilities & Infrastructure

Currently, the University of South Florida does not have the type or size building required to accommodate an international, world-class, 21st-century Holocaust and Genocide Studies Center. A new facility to house the Center and its related Special Collections will provide faculty, staff, students, and the general public with the state-of-the-art spaces needed for classes, collections, quiet study, collaboration, community engagement, exhibitions, and technological infrastructure. Designed to serve as an architectural centerpiece on the USF Tampa campus, the three-level building is projected to be 110,000 square feet.

IV. STAFFING REQUIREMENTS

The Holocaust & Genocide Studies Center necessitates additional staffing requirements in several areas: technology, information science, librarianship, and support for digital collections. Given the budgetary constraints likely in FY 2008-09, it may be necessary to accomplish staffing through reassignments, retraining, and outsourcing whenever existing personnel skills and knowledge are not amenable to reassignment.

A. Holocaust & Genocide Studies Center Curator

This position will develop, manage, and assess the USF Libraries' genocide studies collections in all formats. The curator will monitor global collection development trends and new forms of scholarly communication in the field of genocide studies; collaborate with librarians responsible for collection development in related disciplines; serve as liaison to institutional faculty teaching or conducting research in the field and to centers for genocide studies globally; create research guides and digital resources and provide consultation and instruction aimed at embedding information resources relevant to genocide studies in existing and emerging courses; design and lead programming initiatives to increase USF's impact and visibility in the field of genocide studies; and collaborate on grants and fundraising initiatives related to the collections. The incumbent is expected to participate in research and professional service consistent with appointment to a faculty position. Successful candidates will possess a Ph.D. in genocide studies or a related field with a dissertation topic relevant to the collection scope; two-year's postdoctoral experience in a relevant field; and demonstrated commitment to continual professional development through scholarly research relevant to the area of responsibility, including publications, presentations and participation and leadership in the work of relevant professional associations. Further preferred qualifications include an MLS from an ALA-accredited graduate program or employment in an academic library. Reading knowledge of French, German, Polish, Russian, Yiddish or an African language is desirable.¹¹

B. Refugee Scholars

First organized in the 1930s to identify and assist European scientists and scholars fleeing Nazi and Fascist regimes, refugee scholar programs rescue intellectual capital and share it with the world. The USF Libraries Holocaust & Genocide Studies Center will support refugee scholars by providing the institutional help they need to continue critical work and to educate USF students and the outside world about the history, culture, and plight of their homeland. As scholars-in-residence, they will conduct research, teach, develop library collections, educate the public, and assist governmental and non-governmental agencies in better understanding past genocides and responding to emerging crises. This effort builds upon the much-acclaimed Institute of International Education's Scholar Rescue Fund.

C. Graduate and Postdoctoral Fellows

Scholars and their work inform the public discourse and, over time, influence how society understands its

¹¹ Existing USF Libraries staff does not have the regional, national, or international reputation or expertise to move a genocide studies initiative forward quickly. Failure to hire a genocide studies scholar to lead this initiative will prevent development of the project reach and reputation essential for success in the requisite timeframe.

collective past, responds to current crises, and plans for the future. Graduate and Postdoctoral Fellowships will annually afford USF students and recent Ph.D. graduates from around the world the opportunity to work with senior scholars in their chosen academic discipline in order to develop new analyses of the causes, education, and prevention of genocide. Fellows will translate their research interests into practical applications at the Center through the development of unique digital collections (including oral histories and testimonies), implementing and assessing K-12 educational materials, planning public programs, teaching, and providing access to foreign language materials.

D. Database Developer/Administrator – Oracle

In coordination with other ARL collection initiatives, this position will manage a distributed 24x7 database environment employing multiple-site Windows and UNIX clusters. The individual will design and configure database architecture; manage the development process; perform monitoring and performance tuning; support Oracle tools and packages including reporting applications; perform database troubleshooting; and manage corruption, backup and disaster recovery. Successful candidates will minimally possess a Bachelor's degree in Computer Science or related field and five years experience in Oracle database administration administering Oracle 9i and 10g databases and Application servers. Further preferred qualifications include Oracle Enterprise Manager 10g Grid Control, Oracle Real Application Cluster, MS SQL 2000, 2005 and MySQL development and administration; database security and auditing, database architecture, database management, monitoring multiple databases, database performance management and tuning, database fault analysis and resolution, database backup and disaster recovery procedures, database security.

E. Metadata Librarian

In support of several ARL collection initiatives, this position will plan and manage metadata production for digital projects and collaborate with appropriate staff and working groups to advise on the application of current and emerging metadata schema to facilitate access to digital collections. The librarian will investigate and develop applications for improving access to digital collections and facilitate metadata scheme specification and adaptation and be responsible for metadata import and production. The librarian will also coordinate the formulation and implementation of policies and standards for descriptive, technical and administrative metadata that are used to support the production, management of and access to digital collections. Successful candidates will possess an MLS from an ALA-accredited graduate program and a minimum of two years' experience working with metadata in a digital library environment including a working knowledge of non-MARC metadata schemes, thesauri, ontologies, tools and formats such as XML, OAI, METS or VRA Core, etc. Further preferred qualifications include knowledge of institutional and open repository issues and metadata harvesting protocols.

F. Digital Librarian / Project Manager

In support of several ARL initiatives, this position will manage the content, policies, production, and bibliographic control of digital collections. The incumbent will research, evaluate, test and recommend various methodologies, standards, and software used in the creation of digital collections and their long-term preservation; contribute to best practice documentation; provide expertise to others in the library and in the university in the creation of digital collections; and participate in grant writing and training initiatives. A major focus of the position is project management. The incumbent will define the scope of work for assigned projects and develop statements of work, work breakdown structures, task estimates,

and specific tasks and milestones; identify assumptions and constraints (technical, schedule, resource, and budget) for the project; define performance expectations and provide feedback to team members and provide input for performance appraisals; develop risk assessments and response plans for the project; manage relationships with the project team; manage the project budget; facilitate team and stakeholder meetings; communicate all pertinent information to the Libraries' administration and all stakeholders; and monitor, control, and communicate to the Libraries' administration the status of projects, with attention to resource utilization, project costs, risk management, and the performance of the project team. Successful candidates will possess an MLS from an ALA-accredited graduate program and a minimum of two years' experience building successful digital collections and managing complex projects. Further preferred qualifications include formal training or certification in project management skill and techniques.

G. Library Specialist/Digitization Support

At present, it is difficult to estimate the number of FTE required to meet the demand for digitization that will emerge as the genocide studies collection emphasis develops. The need may become substantial, perhaps requiring as many as two-three full time employees. These positions will digitize materials for inclusion in the collections as defined by the digital librarian in collaboration with stakeholders.

V. IMPLEMENTATION PLAN

A. Major Actions & Important Milestones

Requirement	Year 1 (2008)				Year 2 (2009)				Year 3 (2010)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Complete business planning process including faculty vetting and revisions.												
Hold public launch of USC Shoah Foundation Visual History Archives and Gale Testaments to the Holocaust.												
Actuate agreement with Florida Holocaust Museum to integrate its monograph and media collections into the USF Library System.												
Record, edit, catalog, and make accessible via DigiTool oral history interviews with Tampa Bay area Holocaust survivors in partnership with Florida Holocaust Museum.												
Reformat, edit, catalog and make accessible via DigiTool previously recorded oral history interviews with Tampa Bay area Holocaust survivors in partnership with Florida Holocaust Museum.												
Modify existing approval plan and standing order profiles to ensure appropriate acquisitions in the topical areas of focus.												
Remediate monograph and media titles in directions consistent with topical areas of focus.												
Expand journal and database acquisitions in directions consistent with the topical areas of focus.												
Conduct search and hire Holocaust & Genocide Studies Center curator												

Requirement	Year 1 (2008)				Year 2 (2009)				Year 3 (2010)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Conduct search and select Refugee Scholar					■	■						
Conduct search and select graduate and postdoctoral fellows									■	■		
Identify and negotiate formal collaborations with potential partners.					■	■	■	■				
Identify, acquire, and process select archival and manuscript collections in topical areas of focus			■	■	■	■	■	■	■	■	■	■
Create instructional content to serve in collaborations with willing academic departments.							■	■				
Host summit to discuss genocide studies portal with faculty, students, and partner organizations.					■							
Identify, digitize (if necessary), and create metadata for digital content suitable for genocide studies portal.							■	■	■	■	■	■
Actuate and test portal design and functionality.						■	■					
Finalize database architecture, functionality, and content requirements.								■	■			
Conduct comprehensive assessment of the work to date and revise strategy as needed.											■	■

B. Risk Analysis

Despite the many imperatives driving the need for this collection emphasis, success is not guaranteed, but many of the challenges are manageable with preventative measures. Because the Holocaust & genocide

studies emphasis is heavily dependent upon collection remediation, staff subject expertise, and a digital presence for the desired impact, the potential risks are as follows:

Risk Level	Mid-Course Correction Potential	Risk	Preventative Measures
Medium	Medium	<p>Low or unexpectedly high user receptivity/participation.</p> <p>Low or unexpectedly high usage.</p>	<p>Accurate assessment of potential markets, with particular emphasis on trend analysis.</p> <p>Selecting and establishing strong strategic partnerships with institutional faculty.</p> <p>Establishing strong linkage to interdisciplinary, global, engaged research agendas.</p> <p>Effective marketing and promotion.</p>
High	High	Challenges to fund RLG Conspectus 5 for materials remediation and expansion.	Aggressive fundraising, grants, and/or E&G budgetary inputs.
High	Moderate	Selecting and managing grey information sources.	Recruit and retain a qualified genocide studies scholar with broad subject expertise and strong networks within the research community.
Moderate	Moderate	Fundamental changes in information delivery technology, which require investment in new infrastructure.	Prepare and maintain contingencies to outsource technology requirements whenever economically feasible.

Risk Level	Mid-Course Correction Potential	Risk	Preventative Measures
High	Low	Archival collections expand beyond current storage and staffing capacity.	Plan for additional storage and contract for project staffing needs.
Moderate	Moderate	Redefinition of project scope by external stakeholders.	Develop a robust communications strategy based upon USF faculty input.

VI. BUDGET & FINANCIAL PROJECTIONS

Budget and financial projections are difficult to project given the uncertainties that accompany this draft document. Once further librarian and research faculty input is available, it should be possible to improve these estimates.

One important note: a substantial proportion of the anticipated expenditures are driven by personnel requirements. These may be accomplished in a variety of ways including reassignment of existing personnel, new hires, outsourcing, or combinations thereof.

A. Expenditures

A preliminary estimate of funds needed to meet ideal levels of support for the Holocaust & Genocide Studies Center is summarized below. Personnel costs are substantially lower if coordinated with the needs of other ARL collection initiatives.

Monograph & Media Collections	\$78,050
Print Journal Collections	2,500
Electronic Collections	43,964
Personnel (median annual salaries)	563,056
Programming	100,000
ESTIMATED RECURRING COSTS	\$787,570

Holocaust Oral Histories w/FHM	\$45,000
Monograph Remediation	534,818
Electronic Resources Acquisitions	47,225
ESTIMATED ONE-TIME COSTS	\$627,043¹²

i) Collections

With WorldCat and Yale University's Genocide Studies Program as benchmarks, the following table establishes USF's cost to remediate current genocide collections as well as recurring costs to keep up with annual publishing rates.

¹² This figure does not include the approximately \$40 million required to construct a Genocide Studies & Special Collections Library.

LC Subject Heading	WorldCat Record Total	Yale University WorldCat Holdings Total	USF Libraries WorldCat Holdings Total	Titles USF must add to equal Yale Total	USF Cost to Remediate to Yale Equivalency	WorldCat titles published in 2007 ¹³	USF Cost to Continue at WorldCat 2007 Publishing Rate ¹⁴
Armenian Massacre (1915-1923)	2,169	193	32	161	\$8,050	35	\$1,750
Genocide - Africa	60	19	5	14	\$700	3	\$150
Genocide - Bosnia Hercegovina	167	34	11	23	\$1,150	2	\$100
Genocide - Cambodia	107	22	5	17	\$850	5	\$250
Genocide - Case studies	66	13	7	6	\$300	6	\$300
Genocide - Darfur	86	9	2	7	\$350	13	\$650
Genocide - Europe, Eastern	14	3	2	1	\$50	1	\$50
Genocide - Fiction	89	18	6	12	\$600	9	\$450
Genocide - Formerly Yugoslav Republic	0	0	0	0	\$0	0	\$0
Genocide - Germany	140	31	15	16	\$800	3	\$150
Genocide - Government policy	37	6	4	2	\$100	5	\$250
Genocide - Historiography	45	16	8	8	\$400	4	\$200
Genocide - History	1,523	386	92	294	\$14,700	70	\$3,500
Genocide in literature	73	14	7	7	\$350	5	\$250
Genocide - Moral and ethical aspects	74	20	10	10	\$500	6	\$300
Genocide - Political aspects	123	34	12	22	\$1,100	5	\$250

¹³ Number de-duplicated and excluding non-Romance language titles

¹⁴ Costs to remediate USF Libraries holdings to equivalency with Yale University Library (a national benchmark), and costs to continue were computed for all but one subject heading by multiplying the number of titles with the average cost in U.S. dollars of books published in the social sciences. The average cost of a social science book published in 2008, as reported in the YBP Library Services database, is roughly \$50.00. The single exception was the subject heading War (International war). In this instance, the average cost of a book was \$118.00. YBP Library Services is a subsidiary of the Baker & Taylor Company.

LC Subject Heading	WorldCat Record Total	Yale University WorldCat Holdings Total	USF Libraries WorldCat Holdings Total	Titles USF must add to equal Yale Total	USF Cost to Remediate to Yale Equivalency	WorldCat titles published in 2007¹³	USF Cost to Continue at WorldCat 2007 Publishing Rate¹⁴
Genocide - Prevention	208	16	24	0	\$0	12	\$600
Genocide - Psychological aspects	94	29	14	15	\$750	7	\$350
Genocide - Rwanda	878	194	35	159	\$7,950	42	\$2,100
Genocide - Social aspects	66	19	9	10	\$500	4	\$200
Genocide - Sociological aspects	60	12	3	9	\$450	1	\$50
Genocide - Soviet Union	50	13	2	11	\$550	1	\$50
Genocide - Study and teaching	88	3	4	0	\$0	3	\$150
Genocide - Sudan	124	11	5	6	\$300	15	\$750
Genocide - Turkey	239	28	3	25	\$1,250	10	\$500
Genocide - Yugoslavia	76	19	3	16	\$800	2	\$100
Holocaust, Jewish (1939-1945) - Health aspects	42	15	6	9	\$450	1	\$50
Holocaust, Jewish (1939-1945) - Juvenile fiction	296	26	25	1	\$50	12	\$600
Holocaust, Jewish (1939-1945) - Juvenile literature	792	46	34	12	\$600	34	\$1,700
Holocaust, Jewish (1939-1945) - Personal narratives	9,091	2,403	291	2,112	\$105,600	145	\$7,250
Holocaust, Jewish (1939-1945) - Physiological aspects	0	0	0	0	\$0	0	\$0
Holocaust, Jewish (1939-1945) - Psychological aspects	698	173	52	121	\$6,050	14	\$700

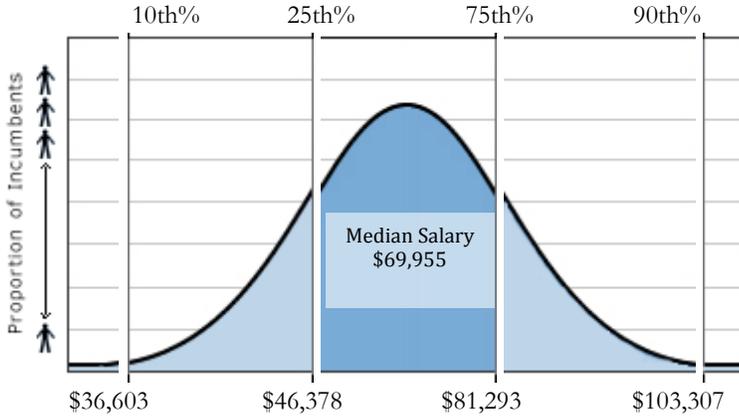
LC Subject Heading	WorldCat Record Total	Yale University WorldCat Holdings Total	USF Libraries WorldCat Holdings Total	Titles USF must add to equal Yale Total	USF Cost to Remediate to Yale Equivalency	WorldCat titles published in 2007 ¹³	USF Cost to Continue at WorldCat 2007 Publishing Rate ¹⁴
Holocaust, Jewish (1939-1945) - Study and teaching	1,160	129	48	81	\$4,050	18	\$900
Holocaust survivors - Mental health	49	16	6	10	\$500	1	\$50
Grandchildren of Holocaust survivors	35	6	1	5	\$250	2	\$100
Holocaust survivors - Psychology	388	68	14	54	\$2,700	8	\$400
Holocaust survivors - Social conditions	48	20	2	18	\$900	1	\$50
Holocaust survivors - United States	577	107	58	49	\$2,450	17	\$850
Humanitarian assistance	2,584	260	84	176	\$8,800	111	\$5,550
International criminal courts	896	63	10	53	\$2,650	44	\$2,200
Refugee camps	788	86	14	72	\$3,600	16	\$800
Refugees	35,078	5,282	1,035	4,247	\$212,350	450	\$22,500
War (International law)	8,004	1,016	215	801	\$94,518	100	\$11,800
War crimes	2,833	478	96	382	\$19,100	100	\$5,000
War crime trials	3,256	443	58	385	\$19,250	37	\$1,850
War victims	2,073	225	57	168	\$8,400	45	\$2,250
Total	73,256	11,844	2,395	9,458	\$534,818	1,392	\$78,050

ii) Personnel

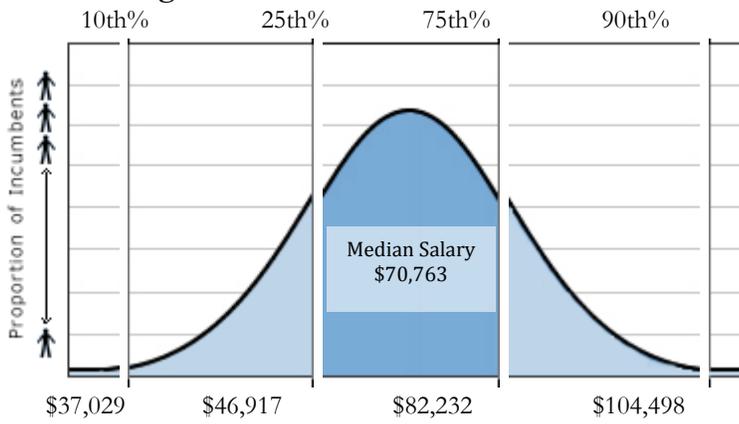
Personnel costs are the basis for all of the service enhancements and much of the material acquisitions needed to advance genocide studies collections.

Salary estimates for the positions required to advance the genocide studies collection emphasis were obtained from *Salary.com* (<http://www.salary.com/>) using search parameters for the Tampa Bay area. Data were accurate as of July 2008. Salary estimates do not include benefits.

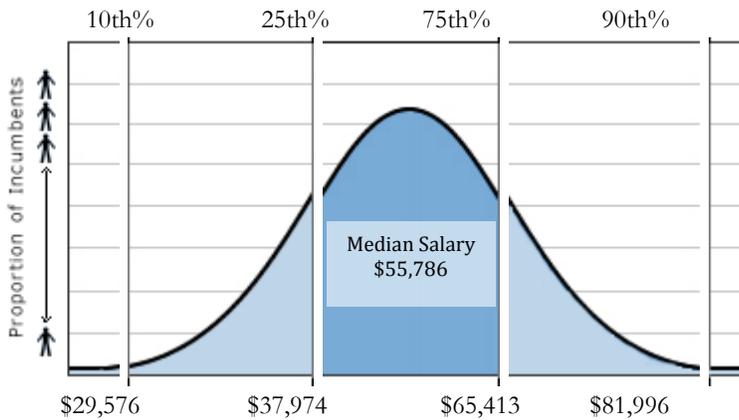
Genocide Studies Collection Curator



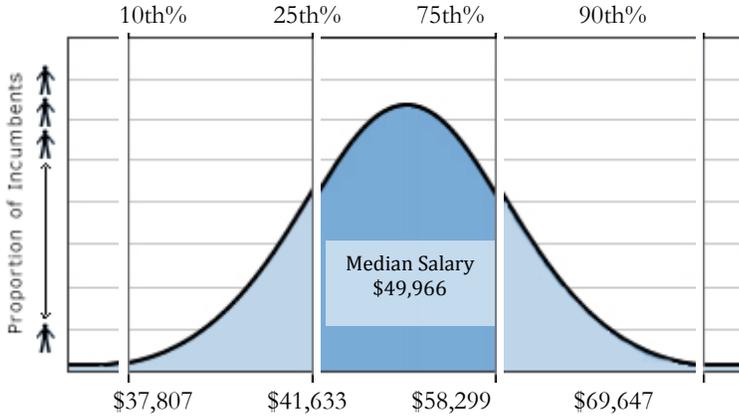
Refugee Scholar



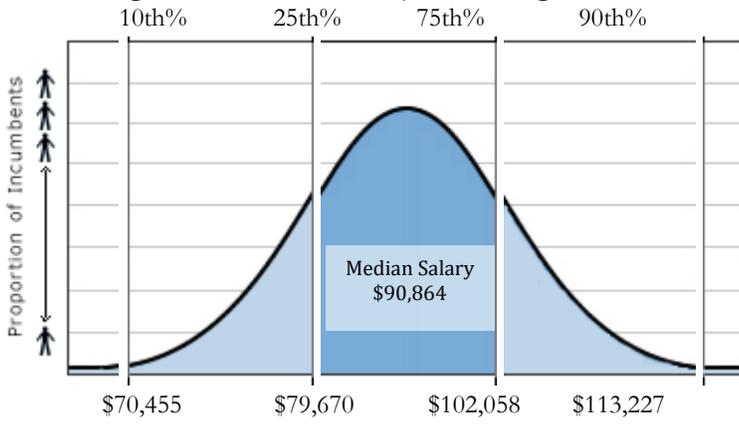
Postdoctoral Fellow



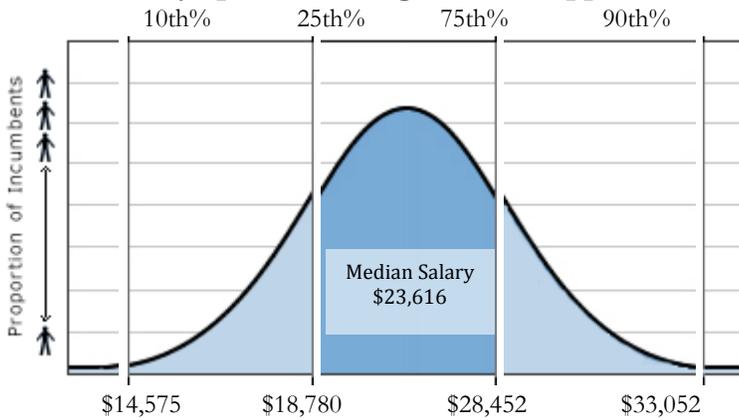
Metadata Librarian

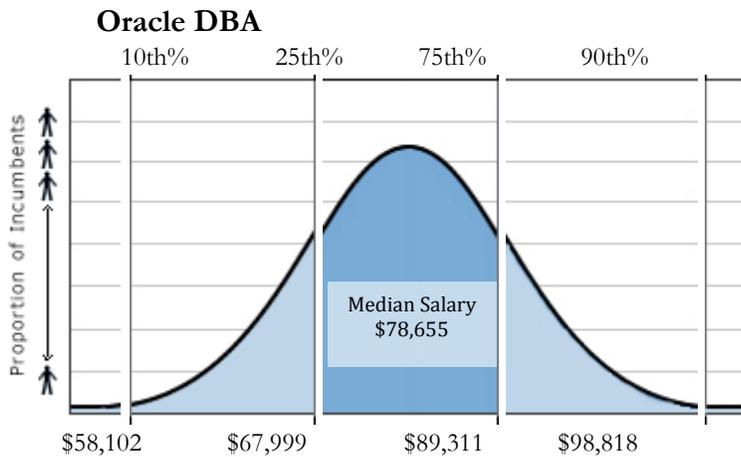


Digital Librarian / Project Manager



Library Specialist / Digitization Support





iii) Community Engagement

In order to support community engagement in the Tampa Bay region and via the Internet to people worldwide through an annual international conference, regular lectures, symposia, exhibitions, teacher training, K-12 curriculum development, and opportunities for public service, the Holocaust & Genocide Studies Center will require operating funds of approximately \$100,000 annually. Programs will build upon existing partnerships; for example, USF’s formal affiliation with the Florida Holocaust Museum and USF Libraries’ relationship with Waging Peace.

iv) Facilities and Infrastructure

A new facility to house the Center and its related Special Collections will provide faculty, staff, students, and the general public with the state-of-the-art spaces needed for classes, collections, quiet study, collaboration, community engagement, exhibitions, and technological infrastructure. Designed to serve as an architectural centerpiece on the USF Tampa campus, the three-level building is projected to be 110,000 square feet gross and will cost approximately \$40 million.

B. Inputs

i) Charitable Giving and Grants

In keeping with both the University of South Florida’s vision of membership in AAU, and the Libraries vision of becoming a world-class research library, it is essential to create an environment that fosters the exchange of nationally distinct resources. To create this environment, a broad-range initiative to acquire special collections, gain expertise, and engage in community outreach and programming in the field of Genocide Studies is underway.

USF Libraries Holocaust & Genocide Studies Center seeks to become a national presence for research and resources in genocide and justice and public and mental health through education, collections, and community engagement.

The USF Libraries Holocaust & Genocide Studies Center offers many opportunities to seek charitable gifts through the Libraries development office and the USF Foundation, Inc. Development staff and their faculty and staff partners uncover the shared values of potential and existing donors, engage them in a dynamic strategic relationship with the organization, bring them to an understanding of the impact of their

philanthropic investment, steward the relationship, and effectively market USF's impact on the community.

To date, the USF Libraries Office of Development has identified potential donors for solicitation in FY 2008-2009, including seven foundations, one corporation, a number of individuals, and five project partners. They represent a combined fundraising potential totaling more than \$1.1 million and have been identified based on their stated goals, interests, and capacities. As the Holocaust & Genocide Studies Center grows in scope and impact, so too will opportunities for identifying potential donor-investors. Funding opportunities will be pursued with a focus on major gifts of \$100,000 and above.

ii) Sponsored Research Grants

Need faculty input

VII. MARKETING & DISSEMINATION

A comprehensive marketing communications campaign will announce the USF Libraries Holocaust & Genocide Studies Center initiative throughout the 2008-2009 academic year and beyond as the genocide studies collection, services, and programs grow. Communications will target multiple audiences:

- **The USF community: students, faculty, staff, and alumni**
 - Feature article in fall/winter 2008 Libraries faculty newsletter (PDF)
 - Periodic update postings to USF-NEWS
 - Press releases to *The Oracle* and *USF Alumni Voice* magazine
 - News feature linked from Libraries website home page and RSS feed
 - Signage in poster-frame stands in first floor lobby and outside Special Collections

- **Tampa Bay and the broader Central Florida region**
 - Pitch press releases to media outlets large and small, working with University Communications and Marketing
 - Newspapers large and small in USF service area
 - Commercial television stations as well as WUSF TV and City of Tampa Television shows *Mayor's Book Talk* or *Spotlight Tampa*)
 - WUSF 89.7 – pitch for local short segment
 - *Tampa Bay Magazine* and other local non-daily formats
 - *Creative Tampa Bay*, *Sticks of Fire*, and other broad-interest Tampa newsletters and blogs
 - A printed announcement of related events will be distributed at each roll-out event

- **National and International**
 - Press releases to academic and Library special interest publications
 - Press releases targeting Non-Governmental Organizations, policy groups, and other non-profits with an interest in Holocaust and genocide studies
 - Elegant printed announcement to be sent to ARL directors and member libraries
 - A one-time email announcement to Holocaust and genocide studies scholars with an Internet presence will be considered

VIII. ASSESSMENT

Assessment of the Holocaust & Genocide Studies Center should follow established collection- and user-based methodologies to ensure that the results can be compared across collection areas and institutional boundaries. These methodologies will at minimum include the following quantitative and qualitative protocols:¹⁵

	Collection Based Methodologies	User-Base Methodologies
Quantitative	Collection size/growth. Materials budget size/growth. Collection size standards, formulas.	Interlibrary loan statistics. Circulation statistics. In-house use statistics. Document delivery statistics. Shelf-availability statistics.
Qualitative	List checking. Verification studies. Citation analysis. Direct collection checking. Collection mapping (assigning conspectus levels). Brief tests of collection strength.	User opinion surveys. User observation. Focus groups.

The USF Libraries can benchmark its collection development efforts against the established genocide programs the universities listed in the table above (II. A. i)

¹⁵ Peggy Johnson, *Fundamentals of Collection Development & Management* (Chicago: ALA Editions, 2004), 270.

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X. APPENDICES

A. Appendix 1

USF Undergraduate Courses Related to Holocaust & Genocide Studies

AFA 2000 Introduction to the Black Experience [In Africa and Its Diaspora] 6A AF (3) AS AFA
Fundamental perspectives on the nature and significance of the Black Experience in Africa and black communities in the Americas.

AFH 3100 African History to 1850 HP AF (3) AS HTY

An outline survey of pre-colonial African history including a prefatory introduction to the use of primary sources (such as archaeology, oral tradition, cultural anthropology, comparative linguistics, documents) in reconstructing the African past.

AFH 3200 African History since 1850 HP AF (3) AS HTY

Survey of the Colonial and post-colonial history of Africa. Emphasis on the impact of European and other alien influences on the continent, emergence of independent African states, and post-independence problems of nation building and economic development.

AFS 2250 Culture and Society in Africa 6A AF (3) AS AFA

Topics include: African religion, value systems, art and the aesthetics, family and life-cycle, impact of Islam and Christianity and conflict of cultures.

ANT 4285 Oral History (3) AS ANT

PR: ANT 2410 or DPR. A survey of the history, methods, and current applications of oral history research, primarily in the anthropological study of culture, but with reference to allied disciplines. Students will become familiar with oral history through intensive analysis of selected case studies as well as guided field projects.

COM 4020 Communicating Illness, Grief, and Loss 6A (3) AS SPE

PR: COM 2000 with C or above or consent of instructor (CI). Focus on stories of illness, grief, and loss to make sense of these experiences; to understand the cultural and rhetorical influences on how stories are told; and to explore the context of everyday life, romantic relationship, families, institutions, and culture in which they occur.

COM 4710 Writing Lives 6A (3) AS SPE

PR: Junior/Senior standing or CI. Emphasizes writing stories about our lives and the lives of others as a way to understand, cope with and communicate social experiences.

CPO 4204 Government and Politics of Africa SS AF (3) AS AFA

Designed to provide the information and analytical tools necessary to interpret current Sub-Saharan African politics. Survey of political organization in traditional African societies; politics under colonial rule; the struggle for independence, and post-independence politics.

GEO 1930 Geography of Current Events SS (4) AS GPY

Application of basic geographic principles to the analysis of contemporary events in various parts of the world.

GEO 2400 Introduction to Human Geography SS (4) AS GPY

Systematic treatment of human activities on earth; population, settlement, agriculture, industry, trade, transportation, and political aspects are among those considered.

HIS 3308 War and Society MW (3) AS HTY

An examination of the ways in which societies have organized themselves for war and how societies are changed by war. Also explores gendered expectations in war, and the changing conduct of war. Does not count for History major or minor credit.

HUM 3252 Studies in Culture: The Twentieth Century HP (3) AS HUM

PR: HUM 2210 or HUM 2230. Analyses of selected works of twentieth century art, including films, paintings, music, and literature, in the context of major political, social, and economic events, such as war, depression, totalitarianism, and technological change.

INR 3081 International Issues and Actors (3) AS INT

Departmental approval required. For majors and minors in INT only. An examination of the most important issues in international affairs. The course analyzes the behavior of major foreign policy actors in the international arena, including nation states, non-governmental and international organizations.

INR 3084 International Terrorism SS AF (3) AS INT

A study of contemporary international terrorism and its causes, ranging from national liberation movements to networks of philosophical anarchists.

INR 3202 International Human Rights MW (3) AS INT

This course explores the evolution of international rights from the Greeks to the present. It examines human rights issues in major regions of the world.

INR 4083 Conflict In The World MW (3) AS INT

PR: Junior/Senior standing. An interdisciplinary course examining theories of conflict, conflict resolution processes and strategies, theories and peacemaking strategies, and the concept of Early Warning Systems related to the outburst of conflict.

INR 4254 Africa in World Affairs MW (3) AS INT

An examination of Africa's place and role in world affairs, including an analysis of the impact of external forces, international relations in post-colonial Africa, the relations of African states with the major world powers, the U.N. and its agencies.

NR 4403 International Law SS (3) AS POL

Examines essential components of the international legal system; recognition; succession; sea, air and space law, treaties, diplomats, International Court of Justice; laws of war, etc. Introduces the student to legal reasoning as employed in the international context.

INR 4502 International Organizations SS AF (3) AS POL

Study of the operations and structure of international organizations and effects on world politics; background and achievement of the UN; regional organizations and multi-national corporations.

PHI 2630 Contemporary Moral Issues SS (3) AS PHI

Open to all students. A study of contemporary moral issues concerning racism, sex, sexism, abortion, poverty, crime, war, suicide, and human rights in general.

POT 4661 The Politics of Identity, Difference and Inequality MW (3) AS POL

PR: POT 3003. An analysis of how relationships of social identity and difference become the basis of social, political and economic inequality in modern society. It incorporates both contemporary and classical discussions of inequality.

REL 2306 Contemporary World Religions HP (4) AS REL

This course will explore the unity and diversity of religious traditions in our contemporary global context in order to understand the mutual interactions between religions and cultures. Emphasis will be placed on the role of religions in shaping human values, which can either create or resolve social conflicts, and the impact these values can have on issues of race, ethnicity and religious diversity in a multicultural world.

REL 4670 Judaism and Christianity After the Holocaust 6A MW LW (4) AS REL

This course will explore the impact of the Holocaust on Jewish and Christian thought and identity in the light of the history of religious and cultural anti-Semitism in Western civilization.

SOP 4514 The Holocaust, Social Prejudice, and Morality (3) AS PSY

PR: PSY 2012. Examines the Holocaust from social, psychological, and communication/language perspectives. Reviews root causes of prejudice, the manifestations of hatred in language, relationships, and the ultimate impacts on victims and survivors and rescuers.

SPC 4632 Rhetoric and Social Change 6A MW (3) AS SPE

PR: SPC 3230 or SPC 3681. This course examines how social change is symbolized and motivated in the rhetorics of institutions, campaigns, social movements and individuals.

YD 3700 Racial and Ethnic Relations SS HP (3) AS SOC

Comparative study of interracial relations, social tensions, attitudes, and modes of adjustment in various areas of the world.

SYO 4300 Political Sociology (3) AS SOC

PR: SYG 2000 or CI. An examination of the social factors that affect government, politics, and political behavior.

B. Appendix 2

USF Graduate Courses Related to Holocaust & Genocide Studies

AFA 5935 Issues in Africana Studies

Variable topics course focusing on the history, culture, and lived experiences of Africans, African American, and/or other peoples of African descent worldwide.

AFA 6390 The Global Challenge of Diversity

This course focuses on human differences arising from social, cultural, and genetic origins and how they lead to social inequality. Genocide and the depletion of natural resources are used as models for ethical decision making.

CPO 6036 Politics of Developing Areas

Advanced study of ideologies, politics, political institutions, and the socio-economic conditions that influence them in developing nations.

HIS 4936/6939 “Coming to Terms with the Past”: History and Memory in Germany

HIS 3930/6925 or EUH 3462 The German Question: Gender, Politics and Society in Modern Germany

LAE 5462 Young Adult and World Literature for Teachers

A study of the types of literature read by adolescents, including literature representative of other cultures with emphasis upon the criteria for the choice of good books and knowledge of available books and teaching materials.

LAE 6316 Trends in Literature in a Diverse Society

Focuses on the examination of historical and contemporary multicultural children's literature in order to help teachers and students gain a pluralistic perspective of society. Instructional programs are designed to lead school-age children to a broader understanding, respect, and appreciation of all persons representing various cultural, ethnic, and societal groups.

LIS 5937 Librarians and Human Rights: A Seminar

This seminar presents a historical and cultural analysis of the role of librarians vis-à-vis human rights as defined by the 1948 *Universal Declaration of Human Rights*. The course highlights the stated goals of the profession and the work librarians must do to achieve a more equitable society in the United States and a compassionate nation among others.

MHS 6420 Multicultural Counseling with Diverse Populations

Counseling strategies applied to diverse populations including the use of school and community resources. Each student will select a specific population group for supervised research.

MHS 6421 Counseling Children

Nature of the counseling process with an emphasis on theoretical approaches, supervised practice, and application. Focus on work with elementary age children and consultations with parents, teachers and other professionals.

PHC 6186 Public Health Emergencies in Large Populations (PHLEP)

To develop or improve the skills of persons interested in providing emergency health services in humanitarian emergencies. The course is divided into two parts: 1) meeting health needs large populations and 2) the humanitarian and ethical issues of refugees and displaced people. Topics covered include food and nutrition, water and sanitation, providing health services, reproductive health, control of communicable diseases, humanitarian law, human rights, ethics, and the geopolitical issues related to population displacement particularly from conflict.

PHC 6230 Foundations of Humanitarian Assistance

This course is designed to develop or improve the skills of persons interested in providing emergency health services in international humanitarian emergencies.

SPC 6728 Communicating Grief, Loss, and Illness

How illness and loss disrupt our stories of self and relationships and lead to construction of new stories, also cultural patterns of stories. Topics include critical illness and relationships, dying, bodies, emotions, care giving, aging, and divorce.

C. Appendix 3

International Genocide Scholars

i) Comparative Genocide Scholars

Abazovic, Mirsad, Criminology and Political Science, University of Sarajevo (Bosnian Genocide)

Akcam, Taner, Visiting Professor of History, University of Minnesota (Armenian Genocide)

Apuuli, Kasaija Phillip, Political Science, Makerere University, Kampala, Uganda
kasaijapi@yahoo.com (Rwanda)

Balakian, Peter, English, Colgate University, Hamilton, New York, U.S.,
PBalakian@mail.colgate.edu

Batha, Elizabeth, Christian Solidarity Worldwide, London, England, U.K. elizabeth@csw.org.uk
(North Korean Genocide Against Christians)

Bartov, Omer, Brown University (Holocaust)

Baum, Steven K., Psychology, College of Santa Fe, Santa Fe, New Mexico, U.S.,
skbaum@comcast.net (Genocide and antiaemitism)

Becirevic, Edina, Political Science, University of Sarajevo (concentration camps)

Becirevic, Hajriz, Institute for Research of Crimes Against Humanity and International Law, University of Sarajevo (Bosnian Genocide)

Besirevic-Regan, Jasmina, Sociology, Yale University, New Haven,
U.S.jasmina.besirevic@yale.edu (Bosnian Genocide)

Bixby, Martha Heinemann, Government, Georgetown University, Washington, D.C., U.S.
mjh.bixby@gmail.com (Darfur)

Blum, Rony, Visiting Scholar, Hebrew University-Hadassah School of Public Health and Community Medicine, Jerusalem, Israel (Ethnic Cleansing terminology)

Boersema, Jacob R., Development Studies, University of Amsterdam, The Netherlands,
jacobboersema@yahoo.com (Rwandan Genocide)

Borovinsky, Tomás, University of Buenos Aires, Argentina, tomasboro@yahoo.com.ar (Genocide and modernity)

Bosco, Mutangana Jean, Prosecutor with National Jurisdiction, Rwanda,
pleader33@yahoo.com (Rwanda)

Bringa, Tone, Anthropology, University of Bergen, Norway Tone.Bringa@sosantr.uib.no
(Bosnia)

Brivati, Brian, Kingston University, London, U.K., B.Brivati@Kingston.ac.uk

Byamukama, Shivon, Glasgow Caledonian University, Scotland, U.K.,
shivonbk@yahoo.com (Rwanda)

Cameron, Hazel, Soc/Criminology, University of Stirling, Scotland, U.K., hmc1@stir.ac.uk
(Rwanda)

Čekić, Smail, Ph.D., Director of the Institute for Research of Crimes Against Humanity and International Law, University of Sarajevo

Chalk, Frank, History, Concordia University, Montreal, Canada, drfrank@alcor.concordia.ca
(comparative genocide, defining genocide)

Chaouat, Bruno, University of Minnesota (Jewish Studies)

Charny, Israel W., Ph.D., former president of IAGS (Holocaust)

Chary, Meena, Public Administration, Florida Atlantic University, Boca Raton, Florida, U.S. meena@charyconsulting.com (Genocide and Sexual Violence in Bosnia)

Davidheiser, Evelyn University of Minnesota (Russia)

Debnath, Angela, Hebrew & Jewish Studies, University College, London, U.K., a.debnath@aur.edu (Sexual Violence, Bangladesh)

Degirmencioglu, Ani, Political Science, University of Vienna, Austria, anid@su.sabanciuniv.edu (Armenian genocide)

Demirovic, Ramajana Hidic, History, Indiana University, Bloomington, U.S. rhidicde@indiana.edu (Bosnian Genocide)

Demoyan, Hayk, Armenian Genocide Memorial Museum and Institute, Armenia, demoyan@yahoo.com (Armenian)

Drouin, Marc, History, Université de Montréal, Canada madrouin@hotmail.com (Guatemalan atrocities)

Dwyer, Leslie, Anthropology, Haverford College, Haverford, Pennsylvania, U.S., ldwyer@haverford.edu (Indonesia)

Eide, Trine, Anthropology, University of Bergen, Norway, Trine.Eide@student.uib.no

Eltringham, Nigel, Anthropology, University of Sussex, Brighton, U.K., n.p.eltringham@sussex.ac.uk (Rwanda and film)

Eng, Kok-Thay, Documentation Center of Cambodia, Phnom Penh, Cambodia and Rutgers University, Newark, New Jersey, U.S. kokthay@pegasus.rutgers.edu (Cambodia)

Esmat, Nora, International Studies, San Francisco State University, San Francisco, U.S., nornor@sfsu.edu

Esparza, Marcia, Criminal Justice, John Jay College, New York, U.S., mesparza@jjay.cuny.edu (Latin America)

Feierstein, Daniel, Center of Genocide Studies, Universidad Nacional Tres de Febrero, Argentina, dfeierf@telplin.com.ar (Argentina)

Filipovic, Muhamed, Contemporary Philosophy, University of Sarajevo; former ambassador of BiH to Switzerland and the United Kingdom (Bosnian)

Goldenberg, Myrna, Holocaust Studies Program, Montgomery College, Maryland, U.S. myrnagoldenberg@hotmail.com (Holocaust and Women)

Halo, Thea, Sano Themia Halo Pontian Heritage Foundation, theahalo@notevenmyname.com (Hellenocide)

Hardi, Choman, Holocaust and Genocide Studies, Uppsala University, Sweden, choman@choman.fsnet.co.uk

Heco, Faid, Institute for Research of Crimes Against Humanity and International Law, University of Sarajevo (Bosnian Genocide)

Hilker, Lyndsay McLean, Development Studies/Social Anthropology, University of Sussex, Brighton, U.K. lyndsay@freesurf.fr (Rwandan children)

Hitchcock, Robert Karl, Anthropology, Michigan State University, East Lansing, Michigan, U.S., hitchc16@msu.edu

Hochmann, Thomas, Law, University Paris 1 Panthéon-Sorbonne, France, thetomhoc@yahoo.fr (Genocide and antisemitism)

Holcom, Andrew, Anthropology, Western Washington University, Bellington, Washington, U.S., theholcom@yahoo.com

Hollan, Doug, Anthropology, University of California, Los Angeles, U.S., dhollan@anthro.ucla.edu (Indonesia)

Hovannisian, Richard G., History, University of California, Los Angeles, U.S. hovannis@history.ucla.edu (Armenian Genocide)

Jarvis, Helen, Chief of Public Affairs, Extraordinary Chambers in the Courts of Cambodia, Phnom Penh, Cambodia Helen.jarvis@eccc.gov.kh; helenjarvis@online.com.kh (Cambodia)

von Joeden-Forgey, Elisa, History, University of Pennsylvania, Philadelphia, Pennsylvania, US jvon@sas.upenn.edu (Genocide and Sexual Violence)

Johnson, Kathryn V., Religious Studies, University of North Carolina, Charlotte, North Carolina, U.S., kvjohnso@email.uncc.edu (Rwanda)

Jones, Adam, Genocide Studies, Yale University, New Haven, U.S., Adam.jones@yale.edu (Genocide definitions and Sexual Violence)

Juhl, Kirsten, Social Sciences, University of Stavanger, Stavanger, Norway kirsten.v.juhl@uis.no (missing persons)

Kalayjian, Anie, Fordham University, New York, U.S. kalayjiana@aol.com (Armenian Genocide)

Kapor, Miodrag, Economics, Rutgers University, Newark, New Jersey, U.S. miodrag75@yahoo.com (Bosnian Genocide)

Kartika, Putri Astrid, Institute for Policy Research and Advocacy, Jakarta, Indonesia, putri@elsam.or.id, (Indonesia)

Kennedy, Ellen J., Interim Director, University of Minnesota Center for Holocaust and Genocide Studies, ekennedy@umn.edu

Kimura, Akio, International Business and Management, Kanagawa University, Yokohama, Japan theakio@aol.com, (Genocide and literature)

Kissi, Edward, Africana Studies, University of South Florida, Tampa, Florida, U.S., ekissi@cas.usf.edu (comparative genocide)

Klonowiecka-Milart, Judge Agnieszka, International Judge, UN Mission in Kosovo klonowiecka-milart@un.org (Bosnian Genocide)

Kok-Thay Eng (Global Affairs, Rutgers University, Newark, New Jersey, U.S., kokthay@pegasus.rutgers.edu, kokthay@yahoo.com (Conceptualizing Genocide)

van Koningsveld, P.S., Leiden Institute for the Study of Religions, Faculty of Theology, Leiden University, Leiden, The Netherlands, p.s.van.koningsveld@let.leidenuniv.nl (Genocide, antisemitism and anti-Islamism)

Kovac, Nikola, and Kyrtzopoulos, Vassilios, Associations of Constantinopolitans, Hellas, Greece, bk97875@yahoo.co.uk (perpetrators)

Kuperman, Alan J., LBJ School of Public Affairs, University of Texas at Austin, U.S., akuperman@mail.utexas.edu (Serb atrocities)

Lemarchand, René, History, University of Florida, Gainesville, Florida, U.S., Renelemar@aol.com (comparative genocide, Burundi)

Lemelson, Rob, Anthropology, University of California, Los Angeles, U.S., roblem1@aol.com (Indonesia)

Leydesdorff, Selma, Oral History and Culture, University of Amsterdam, The Netherlands, s.leydesdorff@uva.nl (Bosnian Genocide)

Lin, Sylvia Li-Chun, Notre Dame University (Taiwan Atrocities)

Lindert, Jutta, Public Health, University of Ludwigsburg, Germany mail@jlindert.de (Kosovo)

Lipstadt, Deborah, Emory University (denial of Holocaust)

Macic, Becir, Institute for Research of Crimes Against Humanity and International Law, University of Sarajevo (concentration camps)

Maitles, Henry, Faculty of Education, University of Strathclyde, Glasgow, Scotland h.maitles@strath.ac.uk (genocide and education)

Malkidis, Theofanis, Languages, University of Thrace, Greece fmalkidi@bscc.duth.gr, fmalkidis@yahoo.com (Hellenocide)

Marcano, Richard, Political Science, University of North Carolina, Charlotte, U.S. ramarcan@uncc.edu

McCullough, Rachel, History, Scripps College, Claremont, California, U.S. rmccullo@scrippscollege.edu (comparative genocide, Algeria and El Salvador)

McKinney, Stephanie, History, Claremont Graduate University, Claremont, California, U.S.smckinne@sbcglobal.net (Rwanda)

Meierhenrich, Jens, Government and Social Studies, Harvard University, Cambridge, Massachusetts, jmeierhenrich@gov.harvard.edu

Melson, Robert, Holocaust and Genocide Studies, Clark University, Worcester, Massachusetts, U.S. Melsonrf@aol.com (comparative genocide)

Meng-Try, Global Affairs, Rutgers University, Newark, New Jersey, U.S. mengtry@pegasus.rutgers.edu (Cambodia)

Mennecke, Martin, Holocaust and Genocide Studies, Danish Institute for International Studies, Copenhagen, Denmark mmn@diis.dk (defining Genocide)

Midlarsky, Manus I., Political Science, Rutgers University, New Brunswick, New Jersey, U.S. midlarsk@rci.rutgers.edu

Milanovic, Ante, University of Sarajevo (Bosnian Genocide)

Muratovic, Rasim, Institute for Research of Crimes Against Humanity and International Law, University of Sarajevo

Parson, Rebecca, University of Mary Washington, Fredericksburg, Virginia, U.S. rebeccaparson@gmail.com (Rwandan genocide)

Perroomian, Rubina, Ph.D. University of California, Los Angeles, U.S., Rubinap@aol.com (Armenian Genocide)

Pettigrew, David, Philosophy, Southern Connecticut State University, New Haven, U.S. Pettigrewd1@southernct.edu (Bosnian Genocide)

Pipinelli, Artemis, Walden University, U.S. apipinelli@verizon.net (Armenian Genocide)

Pomakoy, Keith, History, Adirondack Community College, Queensbury, New York, U.S., kpomakoy@nycap.rr.com, pomakoyk@sunyacc.edu

Popovic, Petar, University College London, U.K., petar.popovic@excite.com (Serbian politics)

Porter, Jack Nusan, Spencer Institute, West Newton, Massachusetts, U.S., jacknusan@earthlink.net (Genocide and antisemitism)

Reid, Ruby, Social Welfare, University of California, Berkeley, U.S., rubymw@gmail.com (Genocide and Sexual Violence)

Sagi, Shira, Faculty of Law, Hebrew University, Jerusalem, Israel

Samuels, Shimon T., International Relations, Simon Wiesenthal Centre, Jerusalem, Israel

101752.2126@compuserve.com (Genocide, Terrorism)

Sarukhanyan, Tigran, Visiting Research Fellow at the Public Record Office (PRO), London, U.K.)
tsarukhanyan@yahoo.com

Schaller, Dominik, Humanities, University of Berne, Switzerland, ricksafe@bluemail.ch
(Defining genocide)

Schoefeld, Eugen, Georgia State University
(Holocaust)

Shaw, Martin, International Relations and Politics, University of Sussex, Brighton, U.K.
m.shaw@sussex.ac.uk (forced migrations, 20th century genocides)

Spencer, Philip, Kingston University, London, U.K., P.Spencer@kingston.ac.uk (Holocaust and comparative genocide)

Shaw, Martin, International Relations, University of Sussex, Brighton, U.K., m.shaw@sussex.ac.uk
(defining Genocide)

Sheftel, Anna, History, Oxford University, U.K.
anna.sheftel@stx.ox.ac.uk (reconstruction in Bosnia-Herzegovina)

Shorash, Shakhawan, Political Science, University of Copenhagen, Denmark, sshorash@yahoo.dk
(Anfal Genocide)

Sivakumaran, Sandesh, School of Law, University of Nottingham, U.K.
sandy.sivakumaran@gmail.com (Genocide and Sexual Violence)

Stolhandske, Bekah A., London School of Economics, London, U.K.,
bekita.stolhandske@gmail.com

Straus, Scott, Political Science, University of Wisconsin, Madison (Rwanda and Darfur)

Staines, Deborah, Critical and Cultural Studies, Macquarie University, Sydney, Australia
dstaines@scmp.mq.edu.au (Holocaust)

Staveteig, Sarah, Sociology and Demography, University of California, Berkeley, U.S.
s_stave@berkeley.edu (Genocide and Sexual Violence)

Straus, Scott, Political Science, University of Wisconsin, Madison, U.S. sstraus@wisc.edu,
(Kosovo)

Tahirovic, Murat, former association of concentration camp detainees in the municipality of Cazin (Bosnian Genocide)

Tatiossian, Hasmig, Global Affairs, New York University, U.S. Hasmig.Dreambig@gmail.com

Tauber, Eli, Editor-in-chief, *Jewish Voice*
(Holocaust and Bosnian Genocide)

Termiz, Dzevad, Political Science and Institute for Research of Crimes Against Humanity and International Law, University of Sarajevo
(comparative genocide)

Thakur, Vijaya, International Relations, Bryn Mawr College, Bryn Mawr, Pennsylvania, U.S.
vthakur@brynmawr.edu (Burundi)

Tucakovic, Semso, Political Science, University of Sarajevo (Bosnia and mass media)

Ungor, Ugur Ümit, History, University of Amsterdam, The Netherlands u.ungor@chgs.nl
(Armenian Genocide)

Uzunoglu, Nicolas, National Technical University of Athens, Greece, nuzu@ece.ntua.gr
(Hellenocide)

Várady, Tibor, Law School, Emory University
(Bosnian genocide)

Waddington, Lorna, International History, University of Leeds, U.K.,
L.L.Waddington@leeds.ac.uk

Wagner, Sarah, Anthropology, Harvard University, Cambridge, Massachusetts, U.S.,
sewagner@fas.harvard.edu (genocide and theology)

Weeks, Gregory, International Relations,
Webster University, Vienna, Austria
weeks@webster.ac.at (Holocaust)

Weitz, Anna, Independent Scholar/Filmmaker,
Sweden anna.weitz@rafilm.se (Europe and
genocide)

ii) Genocide and Justice Scholars

Akombe, Roselyn Kwamboka, United Nations,
akombe@un.org (Genocide prevention and
Africa)

Apsel, Joyce, Humanities, New York University,
U.S. jaa5@nyu.edu (Genocide education)

Arnaut, Meldijana, Institute for Research of
Crimes Against Humanity and International Law,
University of Sarajevo (genocide and media
preparation)

Balorda, Jasna, Research Assistant, Institute for
Research of Crimes Against Humanity and
International Law, University of Sarajevo (Mass
Rape)

Barnett, Michael, Stassen Professor, Humphrey
Institute of Public Policy, University of
Minnesota (Humanitarianism)

Bartoli, Andrea, International Conflict
Resolution program, Columbia University, New
York, U.S. and Institute for Conflict Analysis and
Resolution, George Mason University, Fairfax,
Virginia, U.S.ab203@columbia.edu (Genocide
prevention and education)

Bartrop, Paul R., History Bialik College,
Hawthorn East, Australia,
pbartrop@hotmail.com (Genocide Prevention)

Blum, Morgan, Holocaust Center of Northern
California, San Francisco, California, U.S
mblum@hcnc.org (Genocide prevention and
education)

Weitz, Eric, Charlotte and Arsham Chair in
History, University of Minnesota,
weitz004@umn.edu (Holocaust)

Blum, Rony, Visiting Scholar, Hebrew University-
Hadassah School of Public Health and
Community Medicine, Jerusalem, Israel
roblum@cc.huji.ac.il (genocide prevention)

Boarer, Sam, Chairperson, Aegis Students &
University of Derby, U.K.,
Chair@aegisstudents.org (students and activism)

Bower, Jonathan, National Coordinator, Aegis
Students & Oxford University, U.K.,
jonathan.bower@st-hughs.ox.ac.uk (students and
activism)

Buckley-Zistel, Susanne, Peace Research
Institute, Frankfurt, Germany, [buckley-
zistel@hsfk.de](mailto:buckley-zistel@hsfk.de) (reconciliation and Rwanda)

Carpanezzi, Mariana, International Relations,
University of Brasília, Brazil,
umarimari@gmail.com (Human Rights and
Rwanda)

Carpenter, Charli, Graduate School of Public and
International Affairs, University of Pittsburgh,
Pittsburgh, Pennsylvania, U.S.
charli.carpenter@gmail.com (children born from
genocidal rape)

Cengic, Nejra Nuna, Interdisciplinary Studies,
University of Sarajevo nejrac@cps.edu.ba (post-
genocide reconciliation)

Conway, Paul, Political Science, SUNY College at
Oneonta, New York, U.S.
conwaypg@oneonta.edu (post-Genocide
reconciliation, Rwanda and Bosnia)

Cigar, Norman, Research Fellow, Marine Corps University, Quantico, Virginia, U.S. (intervention)

de Condappa, Pamela, Archaeology, Cambridge University, U.K., pameladecondappa@hotmail.com (cultural genocide)

DiCaprio, Lisa, History, Boston College, Chestnut Hill, Massachusetts, U.S., empzoe@juno.com (prevention and intervention)

Earl, Hilary, History, Nipissing University, North Bay, Ontario, Canada, hearl@nipissingu.ca (prosecuting genocide)
Eastwood, Maggie, Law, Edge Hill University, Ormskirk, Lancashire, U.K., Eastwoom@edgehill.ac.uk (Genocidal Rape)

Frieze, Donna-Lee, Deakin University, Victoria, Australia, Donna-lee.frieze@deakin.edu.au (warnings of genocide)

Gariban, Sévane, Intl Criminal Law, University of Paris, France sevane.garibian@noos.fr (Genocide and International Law)

Garkawe, Sam, Law and Justice, Southern Cross University, Lismore, New South Wales, Australia, sgarkawe@scu.edu.au (reparations to victims)

Gigliotti, Simone, History, Victoria University of Wellington, New Zealand Simone.gigliotti@vuw.ac.nz (chronicling genocide)

Hartmann, Florence, florencehartmann@hotmail.com (genocide prevention)

Hinton, Alex, Ph.D, Second Vice-President, IAGS, Rutgers University, Newark, NJ, USA, ahinton@andromeda.rutgers.edu

Hirsch, Herbert, Government and Public Affairs, Virginia Commonwealth University, Richmond,

Virginia, U.S. hhirsch@vcu.edu (Genocide prevention)

Hitchcock, Robert Karl, Anthropology, Michigan State University, East Lansing, Michigan, U.S., hitchc16@msu.edu (Genocide and the UN Convention)

Holcom, Andrew, Anthropology, Western Washington University, Bellington, Washington, U.S. theholcom@yahoo.com (exposing genocide)

Houwink ten Cate, Johannes, Holocaust and Genocide Studies, University of Amsterdam, The Netherlands (Anne Frank)

Ibrahimagic, Omer, Political Science, University of Sarajevo (UN safe areas)

Jacobs, Ben, College of Education, University of Minnesota, (Teaching the Holocaust)

Jacobs, Steven Leonard, Ph.D, First Vice-President, IAGS, University of Alabama, Tuscaloosa, AL, sjacobs@bama.ua.edu

Jessee, Erin, History, Concordia University, Montreal, Canada erinjessee@hotmail.com (genocide prevention)

Kilpatrick, Alan, Theatre in the Square, Marietta, Georgia, U.S., education@theatreinthesquare.com

Klinkner, Melanie, Bournemouth University, Bournemouth, U.K. mklinkner@bournemouth.ac.uk (Genocide and International Law)

Klonowski, Eva, International Commission on Missing Persons of Bosnia and Herzegovina, (proof of genocide)

Komsic, Ivo, Sociology, University of Sarajevo (peace plans)

Levinger, Matthew, Genocide Prevention, United States Holocaust Memorial Museum,

Washington, D.C., U.S. MLEvinger@ushmm.org
(Genocide prevention and education)

Lindert, Jutta, Public Health, University of
Ludwigsburg, Germany, mail@lindert.de
(genocide prevention)

Macgregor, Isabelle, Sociology, Australian
National University, Canberra, Australia
Isabelle.Macgregor@anu.edu.au (prevention and
intervention)

Masovic, Amor, the Director of the Institute on
Missing Persons of Bosnia and Herzegovina,
(proof of genocide)

Mastalic, Zilha, Institute for Research of Crimes
Against Humanity and International Law,
University of Sarajevo (children and Sarajevo)

Mayersen, Deborah, History, University of
Melbourne, Australia,
d.mayersen@pgrad.unimelb.edu.au (genocide
prevention)

Meierhenrich, Jens, Government and Social
Studies, Harvard University, Cambridge,
Massachusetts, U.K.
jmeierhenrich@gov.harvard.edu (Genocide and
International Law)

Mizuno, Hiromi, History, University of
Minnesota (Japan, Human Rights and
International Laws)

Newell, Richard, Campaigns Officer, Aegis
Students & Kingston University, London, U.K.,
campaigns@aegisstudents.org (students and
activism)

Nielsen, Gitte Almer, Danish Institute for
International Studies, Copenhagen, Denmark
gan@diis.dk (genocide education)

Novinec, Simona, Social Sciences, University of
Copenhagen, Denmark, s_novinec@hotmail.com
(International Law and Genocide, Bosnia)

O'Meara, Richard M., Global Affairs, Rutgers
University, Newark, New Jersey, U.S.,

omearar@msn.com (War Crimes and
International Law)

Pajevic, Izet, University of Tuzla, Tuzla, Bosnia
and Herzegovina (Mass Rape)

Phillipson, Robert (children, genocide and
language)

Pejanovic, Mirko, Political Science, University of
Sarajevo (peace plans, Bosnia)

Porter, Jack Nusan, Ph.D. Treasurer, IAGS,
jacknusan@earthlink.net

SaCouto, Susana, War Crimes Research Office,
American University, Washington, DC, U.S.,
ssacouto@wcl.american.edu (Genocide and
International Law)

Sarajlic, Nermin, International Commission for
Missing Persons of Bosnia and Herzegovina
(documenting genocide)

Sausele, Elizabeth J., Education, Trinity
International University, Deerfield, Illinois, U.S.,
esausele@comcast.net (Rwandan genocide and
children)

Sherman, Marc I., MLS, Secretary, IAGS,
Institute on the Holocaust and Genocide
Jerusalem, Israel, marc_sherman@mail.com

Sherratt, Jackson, Wilfred Laurier University,
Waterloo, Ontario, Canada,
jackson@jacksonsherratt.com (Genocide
intervention)

Stanton, Gregory H., Ph.D. President,
International Association of Genocide Scholars
(IAGS); President, Genocide Watch,
IAGSPresident@aol.com

Stone, Marla, History, Occidental College, Los
Angeles, California, U.S., mstone@oxy.edu
(Genocide intervention)

Thuge, Stine, Danish Institute for International Studies, Copenhagen, Denmark, sth@diis.dk (Genocide education)

Timmermann, Wibke Kristin, Human Rights, University of Ireland, Galway, Ireland, wibke.timmermann@gmail.com (Hate Speech and Genocide)

Totten, Samuel, Co-Editor, *Genocide Studies and Prevention: An International Journal* at stotten@@uark.edu

Wachala, Kas, Law, Edge Hill University, Ormskirk, Lancashire, U.K., wachalak@edgehill.ac.uk (Genocidal Rape)

Weiss, Ann, Education, University of Pennsylvania, Philadelphia, Pennsylvania, U.S. annweiss18@hotmail.com (Holocaust)

Weiss-Wendt, Anton, Norwegian Holocaust Centre, Oslo, Norway, anton.weiss-wendt@hlsenteret.no (Genocide and education)

iii) Genocide and Public/Mental Health Scholars

Adams, Ron, Residential Services, LaTrobe University, Victoria, Australia, r.adams@latrobe.edu.au (genocide and memory)

Becirevic, Edina, Political Science, University of Sarajevo (trauma, long-term effects)

Bhavnani, Ravi, Political Science, Michigan State University, East Lansing, Michigan, U.S. bhavnani@msu.edu (perpetrators)

Brown, Rupert, Psychology, University of Sussex, Brighton, U.K. r.brown@sussex.ac.uk (victims)

Bryan, Nicole, Global Affairs, Rutgers University, Newark, New Jersey, U.S. nbryan@nicos.com (post-genocide reconciliation, Bosnia)

Wells, Phyllis E., Political Science, Florida Atlantic University, Boca Raton, Florida, U.S., phylliswells@gmail.com (post-genocide reconciliation, Rwanda)

Woolford, Andrew, Sociology, University of Manitoba, Winnipeg, Canada, woolford@cc.umanitoba.ca (Genocide Prevention and treaties)

Yehonatan Alsheh, Sociology, The Open University, Israel, yehonatan@openu.ac.il (Regulating Genocide)

Ziga, Jusuf, Sociology, Political Science, University of Sarajevo (International responsibility and Bosnia)

Zorbas, Eugenia, Development Studies, London School of Economics and Political Science, U.K. E.Zorbas@lse.ac.uk (reconciliation and Rwanda)

Zülch, Tilman, President of the German and the International Association for Threatened Peoples (International responsibility and genocide, Bosnia)

Byamukama, Shivon, Glasgow Caledonian University, Scotland, U.K. shivonbk@yahoo.com (post-genocide reconciliation)

Carpenter, Charli, Graduate School of Public and International Affairs, University of Pittsburgh, Pittsburgh, Pennsylvania, U.S. charli.carpenter@gmail.com (perpetrators)

Castano, Emanuele, Psychology, New School for Social Research, New York, U.S. castano@newschool.edu (Bosnian Genocide)

Cehajic, Sabina, Psychology, University of Sussex, Brighton, U.K. s.cehajic@sussex.ac.uk (Bosnian)

Dizdarevic, Ismet, Philosophy, University of Sarajevo, (Psycho-social Aspects of Genocide in Bosnia and Herzegovina)

Dong-Choon, Kim, Standing Commissioner, Truth and Reconciliation Commission, SOK & Sociology, SungKongHoe University, Soeul, South Korea, dckim@skhu.ac (victims' distortions)

Ehn, Erik, Theater, California Institute of the Arts, Valencia, California, U.S., shadowtackle@sbcglobal.net (Genocide and Art)

Evans, Ambassador John, Former U.S. Ambassador to the Republic of Armenia, U.S., evansinusa@aol.com (genocide denial)

Filloux, Catherine, Playwright, New York, U.S., fillouxdaggett@mindspring.com (genocide and drama)

Frostig, Karen, Social Sciences, Lesley University, Cambridge, Massachusetts, U.S. karenfrostig@comcast.net (Genocide and art)

Frechette, Nicole, International Relations, Webster University, Vienna, Austria, elise05@aol.com (Rwandan Genocide and the Psychology of Evil)

Grajower, Fay, Studio Artist, Boston, Massachusetts, U.S., faygrajower@aol.com (Genocide and art)

Halilovich, Hariz, Anthropology University of Melbourne, Australia h.halilovich@pgrad.unimelb.edu.au (genocide and memory)

Hinton, Alex, Anthropology, Rutgers University, Newark, New Jersey, U.S., ahinton@andromeda.rutgers.edu (perpetrators, Cambodia)

Hochmann, Thomas, Law, University Paris 1 Panthéon-Sorbonne, France, thetomhoc@yahoo.fr (genocide denial)

Hudnall, Amy C., Peace Studies, Appalachian State University, Boone, North Carolina, U.S. hudnallac@appstate.edu (genocide recovery)

Kartika, Putri Astrid Institute for Policy Research and Advocacy, Jakarta, Indonesia putri@elsam.or.id (perpetrators and Indonesia)

Kern, John, Theater, California Institute of the Arts, Valencia, California, U.S. johnkern@gmail.com (Genocide and Art)

Kienzler, Hanna, Anthropology, McGill University, Montreal, Canada, hanna.kienzler@mail.mcgill.ca, (trauma and survivorship)

Kontra, Miklós (children, genocide and language)

Kovach, Karen, Family Medicine, Mercer University, Atlanta, Georgia, U.S., KOVACH_KA@Mercer.edu, (genocide's aftermath)

Lang, Slobodan, Social Medicine, Croatian National Institute of Public Health, Zagreb, Croatia, slobodan.lang@hzjz.hr

Lambrichs, Louise L., Independent Scholar/Writer, France louise.lambrichs@noos.fr (genocide recovery)

Lee Lee, Independent Artist, Denver, U.S., leelee@virtualvoices.org (Genocide and Art)

Linn, Ruth, Faculty of Education, University of Haifa, Israel rlinn@construct.haifa.ac.il (collective memory)

Loga, Slobodan, Arts and Sciences, University of Sarajevo (psycho-social disorders)

Majian, Edward S., Philosophy, Saint Peter's College, Jersey City, New Jersey, U.S., e.majian@verizon.net (perpetrators)

Maclean, Pam, History, Deakin University, Victoria, Australia, maclean@deakin.edu.au (Holocaust and memory)

Marquart, Sharon, Romance Languages,
University of Michigan, Ann Arbor, Michigan,
U.S., smarquar@umich.edu (witnessing genocide,
comparative genocide)

Marsoobian, Armen T., Philosophy, Southern
Connecticut State University, New Haven, U.S.,
marsoobiana1@southernct.edu (genocide
recovery)

McKinney, Stephanie, History, Claremont
Graduate University, Claremont, California, U.S.,
smckinne@sbcglobal.net (genocide recovery)

Miller, Paul B., History, International University
of Sarajevo and Mc-Daniel College,
Westminister, Maryland, U.S.,
pmiller@mcdaniel.edu (art, genocide and
memory, Bosnia)

Milicevic, Aleksandra Sasha, Sociology and
Anthropology, University of North Florida,
Jacksonville, Florida, U.S., a.milicevic@unf.edu
(perpetrators)

Miliscic, Senija, Institut of History, Sarajevo,
Bosnia and Herzegovina, celeb3x@bih.net.ba
(denial of genocide)

Nuhanovic, Samra, Institute for Research of
Crimes Against Humanity and International Law,
University of Sarajevo, (cultural genocide)

Paskin, Julia, Theater, California Institute of the
Arts, Valencia, California, U.S.,
loonarlisa@aol.com (Genocide and Art)

Pettigrew, David, Philosophy, Southern
Connecticut State University, New Haven, U.S.,
pettigrewd1@southernct.edu (Witnessing
Genocide, Bosnia)

Pipinelli, Artemis, Walden University, U.S.,
apipinelli@verizon.net (genocide and
forgiveness)

Porter, Jack Nusan, Spencer Institute, West
Newton, Massachusetts, U.S.

jacknusan@earthlink.net (perpetrators)

Rannut, Mart (children, genocide and language)

Richter, Elihu D., Genocide and Violence
Prevention Program, Center for Injury
Prevention, Braun School of Public Health and
Community Medicine, Hebrew University-
Hadassah, Medical Center, Jerusalem, Israel
elir@cc.huji.ac.il (genocide prevention)

Savage, Rowan, Sociology, University of Sydney,
Australia, rsav9465@mail.usyd.edu.au
(perpetrators)

Semelin, Jacques, Political Science, Center for
International Research and Studies-Centre
National de la Recherche Scientifique- Paris-
France (CERICNRS), [semelin@ceri-sciences-
po.org](mailto:semelin@ceri-sciences-po.org) (perpetrators)

Senjak, Marijana, MA Women's Therapy Center
Medica Zenica, Bosnia-Herzegovina (genocidal
rape victims)

Sheftel, Anna, History, Oxford University, U.K.
anna.sheftel@stx.ox.ac.uk (genocide and
memory)

Skloot, Robert, Theatre and Drama, University
of Wisconsin-Madison, U.S., rsklroot@wisc.edu
(genocide prevention and drama)

Skutnabb-Kangas, Tove (children, genocide and
language)

Smeulers, Alette, PhD, Criminal Law and
Criminology, VU University Amsterdam, The
Netherlands a.l.smeulers@rechten.vu.nl
(perpetrators)

Stone, Marla, History, Occidental College, Los
Angeles, California, U.S. mstone@oxy.edu
(Holocaust and memory)

Strange-Hansen, Ulla, Holocaust and Genocide
Studies, Danish Institute for International
Studies, Copenhagen, Denmark
mastraha@tiscali.dk (Holocaust memorials)

Strecker, Catherine, Theater, California Institute of the Arts, Valencia, California, U.S., cstrecker@msn.com (Genocide and Art)

Taub, Emmanuel, Social Sciences, University of Buenos Aires, Argentina, emmanuel_taub@yahoo.com.ar (Genocide and social policy)

Verdeja, Ernesto, Government, Wesleyan University, Middletown, Connecticut, U.S., everdeja@wesleyan.edu, (genocide aftermath)

Waller, James, Psychology, Whitworth University, Spokane, Washington, jwaller@whitworth.edu (perpetrators)

Weine, Stevan, Psychiatry, University of Illinois, Chicago, U.S. (witness statements)

Welzer, Harald, Center for Interdisciplinary Memory Research, Essen, Germany Harald.Welzer@kwi-nrw.de (perpetrators)

List of scholars derived from International Association of Genocide Scholars, Biennial Meeting 2007, <http://www.genocide.ba/> (accessed July 20, 2008); Genocide Studies Program, Steering Committee," Yale University, <http://www.yale.edu/gsp/steering.html> (accessed July 20, 2008); Task Force for International Cooperation on Holocaust Education, Remembrance and Research, Minutes Archive, 2007, <http://www.holocausttaskforce.org/about/index.php?content=whoweare/languages/english.htm> (accessed July 20, 2008); American Political Science Association, Task Force on Political Violence and Terrorism, http://www.apsanet.org/section_571.cfm (accessed July 20, 2008); University of Minnesota, Center for Holocaust and Genocide Studies, Occasional Papers, <http://www.chgs.umn.edu/histories/occasional/> (accessed July 20, 2008); University of California/Berkeley, War Crimes Studies Center, Rwanda, UC Berkeley, <http://socrates.berkeley.edu/~warcrime/RW.htm> (accessed July 20, 2008); Gendercide Watch, Gendercide in Darfur, <http://www.gendercide.org/darfur01.htm>, (accessed July 20, 2008); Genocide Watch, Articles by Dr. Gregory Stanton, <http://www.genocidewatch.org/resources/bydrgregorystanton.html> (accessed July 20, 2008); International Network of Genocide Scholars, <http://www.inogs.com/> (accessed July 20, 2008).

XI. CONTRIBUTORS

This report would not have been possible without the assistance of a large group of dedicated faculty and staff.

I am particularly indebted to members of the Libraries genocide studies business plan task force, who contributed advice and/or written content to the draft business plan:

Larry Heilos, co-chair
Janine Awai
Barbara Cardinale
Virginia Cunningham
Claudia Dold
Ardis Hanson
Andrew Huse
Barbara Lewis
Donna Menendez
Jane Pinzino
Audrey Powers
Tom Taylor
Eileen Thornton

I would also like to thank Carol Ann Borchert, Todd Chavez, Kimberly Constantine, William Garrison, Virginia Gates-Fowler, Charles Gordon, Edward Kissi, Helen Levine, Cheryl McCoy, Rue McKenzie, Monica Metz-Wiseman, Phyllis Ruscella, who contributed content and/or advice for this plan.