



NATIONAL ENDOWMENT FOR THE

**Humanities**

OFFICE OF CHALLENGE GRANTS

## **Narrative Section of a Successful Application**

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Challenge Grant program application guidelines at [http://www.neh.gov/grants/guidelines/challenge\\_2yr.html](http://www.neh.gov/grants/guidelines/challenge_2yr.html) for instructions. Applicants are also strongly encouraged to consult with the NEH Office of Challenge Grants staff well before a grant deadline.

**Note:** The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

**Project Title:** Kupferberg Holocaust Resource Center and Archives at Queensborough Community College

**Institution:** CUNY Research Foundation, Queensborough Community College

**Project Director:** Arthur Flug

**Grant Program:** Challenge Grants for Two-year Colleges

## Narrative

### Overview of the Proposed Project

Memory and history, justice and responsibility, despair and hope, are enduring, interrelated themes of humanistic inquiry, which the often horrific events of the twentieth century have cast in an unforeseen light. In a twenty-first century America, scholars and educators have a duty to bring these events and their significance to life for an increasingly diverse and globally interconnected population. The Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives (KHRCA), located on the campus of Queensborough Community College (QCC) in Queens, New York, is uniquely poised to accomplish this. Situated on one of the nation's most diverse community college campuses, its genesis and history have brought together the living testimony of survivors from across the greater New York City metropolitan area with the experiences and cultural referents of a remarkable range of students and the scholarship of a uniquely qualified faculty.

Elie Wiesel, in his preface to the new translation of *Night*, writes that “for the survivor who chooses to testify, it is clear: his duty is to bear witness for the dead *and* for the living. He has no right to deprive future generations of a past that belongs to our collective memory. To forget would be not only dangerous but offensive; to forget the dead would be akin to killing them a second time.” The KHRCA was born in part as a “grass-roots” recognition of this truth. It grew organically out of a community of Holocaust survivors who came together to offer one another moral and emotional support, but who also shared a common vision of the pedagogical potential their narratives carried to broaden the perspective of future generations. With the aid and support of QCC faculty and administrators, they came together to preserve memory and awaken the conscience of the young. As explained by Ethel Katz, a survivor and resident of

Queens whose testimony is featured in the KHRCA permanent exhibit, “If you listen to your conscience... you will respect the humanity of your fellow man.”

In the past decade, that early vision for the KHRCA has taken on flesh, with a full-time professional staff, a new building, an endowment fundraising campaign, a permanent exhibit, historical exhibits on a variety of topics relating to the Holocaust and other genocides, a hate crimes program that situates the Holocaust and its lessons within a spectrum of violence and prejudice, and an internship program that regularly brings community college students in contact with the remaining community of survivors. Yet these Holocaust survivors, whose engagement with the KHRCA and with QCC students has been one of our most valuable educational resources to date, are now very advanced in age, and dwindling. Ensuring that those who died are not killed a second time demands timely action to create new connections and resources that will endure in perpetuity.

It is imperative that we develop a durable and replicable model for Holocaust education that establishes the curricular relevance of Holocaust and Genocide Studies to humanistic learning for future generations of a diverse and variable population. Through this Challenge Grant we will do so by enabling systematic research and curricular development by our own faculty, by bringing first-rate scholars to our campus, and by refreshing and renewing humanistic inquiry in each new year and generation.

We are requesting a \$500,000 Challenge grant, with a commitment to matching fundraising of at least \$1,000,000, to create a spend-down fund and endowment dedicated to enriching the scholarly rigor and pedagogical timeliness of KHRCA resources. In each year, QCC faculty will apply competitively to serve as a Faculty Coordinator for KHRCA Challenge Grant activities. The Faculty Coordinator, selected by QCC’s Committee on Cultural and

Archival Resources and advised by KHRCA staff and an Advisory Committee of distinguished external scholars, will devote 30% effort in each academic year and summer to preparing the year's activities as proposed, supported by course-release and summer salary—essential for the productivity of community college faculty with a regular 5-4 course load. (The Faculty Coordinator is referred to in the singular throughout this proposal, however interdisciplinary teams of two or more faculty will be encouraged to apply as well, provided their proposal includes a Project Management Plan with clear delineation of responsibilities.) Each year's activities, which will vary in theme and format, are referred to collectively as KHRCA Colloquia and will include a combination of seminars, guest lectures, films, curriculum development, exhibits, faculty development and/or conferences. To enable these events, each Faculty Coordinator will have available funds budgeted for guest speakers and/or performers; travel costs for research and/or dissemination; print and media materials for seminar participants; and funds for purchasing, developing or reproducing books, archival materials, or digital humanities resources that will become part of the KHRCA's permanent collection. Upon completion of the first year of fundraising and review of the first round of faculty proposals, the first annual KHRCA Colloquium will begin at the inception of the 2012-2013 academic year.

The NEH Challenge Grant Project Director will be Dr. Arthur Flug, who has served as Director of the KHRCA since 2005. Dr. Flug's career includes 30 years as classroom teacher and administrator for New York City's public schools; serving as District Administrator for U.S. Congressman Gary L. Ackerman focused on constituent services; budget design, legislative development, fund raising and community relations; serving as Executive Director of the Metropolitan Region of the American Jewish Congress; and working for a New York City Council member in the areas of community relations and citywide budget allocations.

### **Intellectual Significance of the KHRCA and the Humanities at QCC**

Why QCC, and why the KHRCA? Queens is the nation's most diverse county in terms of national origin, and second only to Miami-Dade, Florida in the percentage of foreign-born residents. Our students originate from more than 135 different countries, and almost half speak a language other than English at home. This diversity mandates that the KHRCA reach out to multiple communities to achieve its broad mission of educating generations to come about the ramifications of prejudice, racism and stereotyping, and encourage an awareness of the value of diversity in a pluralistic society. Thus the KHRCA teaches the Holocaust within the larger context of genocide, not merely as an extreme outcome but as part of a continuum of everyday acts of bigotry and oppression.

Exemplary of the intellectual significance of the KHRCA's approach are its original exhibits that while reflecting the needs of our local, diverse audience within Queens and New York City have resonated with the national and international audiences to which they are disseminated. Past exhibits have included *Where Have All the Children Gone?* featuring the stories of children who have survived the Holocaust; *A Genocidal Century*; *Sosúa, the Dominican Republic: A Refuge from the Holocaust in the Tropics*; *The Art of Samuel Bak*; and our current exhibit, *Goose Stepping on Long Island: Camp Siegfried*, illustrating a small village in Long Island – less than 50 miles from QCC's campus – in which the German-American Bund established a summer camp in the 1930's where Nazi sympathizers gathered regularly. Each of the exhibits has an accompanying catalog that is disseminated upon request to educational and cultural institutions across the U.S., in Israel and most recently, Johannesburg, South Africa; in a turn toward the digital humanities, we are now making them accessible via "Flipping Book" technology on the KHRCA website.

Many students arrive at QCC with little or no knowledge of the Holocaust, yet many do come from regions of the world with histories or current conditions of ethnic and cultural conflict, including genocide. This makes the KHRCA's potential as a learning laboratory particularly meaningful. The community of local Holocaust survivors who first inspired the Center's founding supports a creative program that educates QCC students about the history of the Holocaust and genocide. For the past five years, the KHRCA has offered a semester-long internship for students, which culminates in an interview with a survivor. Students learn about interview methods, the value of oral histories and the relevance of the Holocaust to their own personal and collective histories before interviewing a local survivor. The histories and memories of the Center's survivors are direct narratives of their experience of a historic past, and are essential in conveying the urgency in educating about crimes against humanity.

One important aspect of the KHRCA's new facility is an interactive student screen that is a key feature of the permanent exhibit and that presents audio-video recordings of student interviews. Students describe their experiences as interns and speak about their reactions to survivor accounts and the ways in which these interactions have changed them. The reaction of students to these interactive screens has served to demonstrate the power of narrative. After viewing this exhibit, for example, one student who had also interviewed a survivor spoke of her own memories of having been an outsider and the impact this had on her personal identity. "I cannot imagine an entire nation being cast as outsiders", she said in her final presentation, as she affirmed the importance of treating individuals with respect and humanity.

The student internship program has produced oral, video and written testimony of QCC students themselves, a unique resource for scholars researching intercultural and intergenerational understanding of the Holocaust. For example, the testimony of Johnathan

Melendez, included in the KHRCA permanent exhibit, is intrinsically valuable for his own insights, but also for capturing several of the broad themes whose investigation will be made possible by the Challenge Grant. In reflecting on why it was important to learn about the Holocaust, he gave several reasons: First, “it’s human cruelty at its worst. It’s important to know that something like that went on ... to see how far humanity can go.” Second, “it is possible to survive something like that, given the stories these people have to share. It is possible to find strength and dignity in times of horror.” And finally, in relation to countering racism and other forms of prejudice today, “The way we look at how we differ only adds to the benefits of unity amongst humanity.”

Through its programs, the Center encourages individuals to think critically about their own history and identity. Students create meaningful connections between their own experience and the Holocaust and begin to discern commonalities and differences between our own time period and the years that saw the rise of Nazism. The lessons of the Holocaust resonate with a younger generation and immigrant population when explicit links to their own lives are formed, and the humanities help forge those links.

To reach a broader community base with the lessons of the Holocaust, we launched our Hate Crimes Program launched in 2008, in partnership with the New York State Division of Human Rights, New York City Department of Education, New York Police Department, Office of the Queens District Attorney and Office of the Borough President of Queens. Created by Dr. Arthur Flug, executive director of the Kupferberg Center, in response to a number of hate crimes that were perpetrated in Queens against members of the Sikh and gay communities and at the request of several legislators and community leaders, the Hate Crimes Program aims to educate secondary school personnel about the nature and definition of hate crimes and ways in which

they can be prevented and combated in different environments. Through a half-day training program, teachers and administrators participate in lectures, workshops and presentations that closely examine real-life scenarios and foster teaching and learning about civic dialogue. In 2009, the KHRCA expanded the program beyond Queens to Brooklyn, Staten Island and Manhattan, and has educated approximately 700 teachers and administrators to date, with plans to expand further to the Bronx.

In these ways the KHRCA approaches the Holocaust as a human story extending beyond the boundaries of any single discipline. The lessons of the Holocaust, particularly as contextualized within education about other genocides and crimes against humanity, offer an unparalleled opportunity to address through the humanities the cultural, educational and civic needs of our diverse community. QCC's large urban student population, its location in New York City, which is replete with resources to support the study of the Holocaust and genocide, and its connection to broad regional and national networks assure the project's capacity to serve as a model of excellence for other community colleges.

Queensborough provides a rich general education core, with the college's highest degree program enrollment in the A.A. in Liberal Arts and Sciences. Queensborough is characterized by superior academic programs as well as a high level of faculty scholarship and innovation. Almost 60% of faculty members – three times the national average for community colleges – have received their doctoral degree. QCC faculty members include Fulbright Scholars, a Pulitzer nominee, a recipient of the Carnegie Foundation's Outstanding Professor of the Year, and a Rome Prize recipient. Largely as a result of this academic excellence, QCC's retention rate of 70% is a full 10% higher than the national average for full-time public community colleges (Source: IPEDS). As part of the City University of New York (CUNY), QCC faculty can draw



readily upon the academic resources and networks of a major, urban university system that includes 11 senior and graduate colleges, six professional schools and six community colleges.

Multiple humanities-based strategies are embedded in the College's innovative Freshman Academy model, through which every first-time, full-time student is now enrolled in discipline-specific cohorts that progress toward graduation together. Two writing-intensive courses are required for graduation. Other high-impact strategies include service learning and using e-portfolios to link remedial students, students enrolled in a Freshman Composition class and students in upper-level courses. The Freshman Academy initiative, launched in fall 2009, was the basis for QCC's recent selection by the Association of American Colleges and Universities (AAC&U) as one of twelve community colleges nationwide to take the lead in its Roadmap Project for Community Colleges. As part of its Liberal Education and America's Promise (LEAP) initiative, AAC&U's Roadmap project is learning from best practices at multiple institutions to create an integrated approach supporting student persistence and higher levels of academic achievement.

QCC's Pedagogical Research Challenge Grant program, which has been in place since 2002, also demonstrates the commitment of faculty to teaching and scholarship as well as to advancing and disseminating humanistic knowledge. The most recent round of faculty presentations on research conducted last year included studies on "Using Visual Literacy to Develop and Enhance English language and Critical Thinking Skills in ESL Learners" and "e-Portfolio as Student Learning Space: The interdisciplinary e-portfolio Wiki Collaboration Project." Other humanities initiatives and activities at QCC include the recent NEA-funded Big Read, which engaged thousands of individuals and agencies across NYC in readings and discussions, as well as the ongoing Presidential Lecture Series, which has brought distinguished

speakers to campus each semester since the spring of 2001. Several of these lectures have spoken to the strong community interest in Holocaust and Jewish Studies, such as that of Dr. Louise Mirrer, President and Chief Executive Officer of the New York Historical Society, whose expertise is in literature and the lives of Medieval Jews, and Dr. Ann Kirschner, University Dean of CUNY's Macaulay Honors College, author of *Sala's Gift: My Mother's Holocaust Story*.

### **Long-Range Plans for Advancing Humanistic Knowledge**

The challenge we now face is consistently integrating the KHRCA as a locus for memorialization and community outreach with the drive of our humanities faculty for academic and educational excellence. In October 2009, the KHRCA relocated to a new 9,000 square feet facility at the main entrance of the College and established a dramatic physical presence with its clad glass, steel and sand-colored limestone structure comprising modern architectural qualities and visual motifs that evoke the memory of the Holocaust. This dynamic space and platform for interdisciplinary exploration of private and collective histories has become a catalyst for faculty interest in the KHRCA as a learning laboratory, which is at its highest point to date; faculty from disciplines as varied as History, Economics, Nursing, Biology, Journalism, Literature, and Art and Design have begun to integrate aspects of Holocaust education into their curriculum utilizing the KHRCA's resources. In fall 2009, the QCC Academic Senate launched the Committee on Cultural and Archival Resources to liaise between the KHRCA and the faculty with the goal of integrating educational and cultural programs with classroom pedagogy. What has thus far been an *ad hoc* approach will be given continuity and structure through the Challenge Grant.

In addition to coordinating the call for proposals and selection process each year, the Project Director will work closely with the lead faculty to schedule, implement and evaluate colloquia activities and events. Each fall, the Project Director will release a call for proposals to

plan and facilitate the following year's Colloquia, and host question and answer sessions for interested applicants to discuss the KHRCA's resources and selection criteria and then preliminarily review all applications for adherence to the guidelines, completion, etc. To ensure the continuing relevance of the KHRCA and the Challenge Grant activities to the mission and governance of QCC, the Committee on Cultural and Archival Resources will be charged with selecting from among faculty proposals for the annual Colloquia. Criteria that will be included in the call for proposals and considered for selection include:

- The relevance of the applicant's background and proposed topic to the study of the Holocaust and genocide as well as to the humanities (as defined by the 1965 National Foundation on the Arts and the Humanities Act).
- The ability of the project team to carry out the proposed work.
- The intellectual rigor and depth of proposed activities in terms of strengthening the humanities at QCC.
- The degree to which the proposed activities integrate the KHRCA and the humanities at QCC (i.e., the number of faculty/courses involved, KHRCA resources utilized, etc.)
- The quality and scope of any curricula/instructional materials to be produced within the year and proposed method of dissemination to QCC faculty and students.
- The degree to which assessment is included in the proposed plan and the capacity of the assessment plan to measure the impact of the events/activities on the humanities at QCC.
- The reasonableness of the proposed timeline and budget.

Reviewers will be aided in this by a distinguished advisory committee of external scholars, whose current members are: Dr. Eduardo J. Martí, former president of QCC and current CUNY Vice-Chancellor for Community Colleges; Dr. Robert Melson, professor emeritus of

political science and member of the Jewish studies program at Purdue University, President of the International Association of Genocide Scholars (2003-2005), and the *Cathy Cohen-Lasry Distinguished Professor* in the Strassler Family Center for Holocaust and Genocide Studies at Clark University (2006 and 2007); Dr. Michael Berenbaum, former director of the United States Holocaust Museum Research Institute, and President of the Survivors of the Shoah Visual History Foundation; Dr. David Altshuler, President of The Trust for Jewish Philanthropy; and Rabbi Isidoro Aizenberg. This NEH Challenge Grant Advisory Committee has helped guide development of our plans throughout the past year and will play a continuing role by reviewing yearly colloquia plans and recommending resources and speakers. As necessary, new advisory committee members may be appointed by the KHRCA Director Director to ensure perpetual continuity.

The interest in and commitment of QCC's current faculty to the KHRCA are demonstrated by those who have already played an active role in the development of this proposal. Dr. Susan Jacobowitz, associate professor of English, holds both a Ph.D. from Brandeis University and an MFA from Mills College. Her MFA thesis, "Far From Childhood: A Holocaust Memoir," explores the story of her father's survival and her own experience growing up in a survivor family. It received the 1994 Mary Tanenbaum Award for Literary Non-Fiction. Dr. Jacobowitz has been the recipient of numerous grants from the PSC-CUNY Research Award Program to expand her work on second-generation Holocaust experience through research in the Ukraine, Hungary, Germany, and Poland. Dr. Jacobowitz currently teaches a course at QCC on the Holocaust and Second Generation Literature, exploring works by Holocaust survivors and their sons and daughters. Second generation literature is her specialty, in which she has also published widely. She also teaches a class exploring graphic genres, in which graphic texts

covering war and genocide focus on the Holocaust, Bosnia and Rwanda. She has also developed an upper-level division elective, *The Literature of the Palestinian-Israeli Conflict*, through research pursued on a fellowship at the Brandeis Summer Institute for Israel Studies. It also seeks to explore the effects of devastating regional conflicts on different ethnic populations.

Assistant Professor Sarah Danielsson of the Department of History teaches courses on the History of Genocide in the Twentieth Century, History of the Holocaust, History of the Nation-State and Nationalism, and surveys in Modern History. She is the Associate Editor of *Journal of Genocide* research - a peer-reviewed scholarly journal - and is currently working on her second book, *The End of Genocide? The Uses and Abuses of 'Genocide,' 1944-2004*.

Dr. Emily Tai (Ph.D. Harvard University), associate professor of history, has used KHRCA resources from the beginning of her time at QCC, drawing upon its library to reintroduce a course originally developed by the Center's founder, Dr. William Shulman, after his retirement in 1996: History 195 - History of Judaism, Christianity and Islam. Dr. Tai includes a site visit to the Center in her curriculum. Since the development of the Student Internship Program, she has also encouraged students to enroll and report upon their experience for Honors Credit in History 195 at the annual QCC Honors Convocation. Students in her course on Women in World History (History 152) have drawn upon the resources of the Center to explore gender in Holocaust and genocide experience in papers on topics as diverse as the Korean comfort women and Hannah Senesh.

Faculty members whose research does not relate directly to the Holocaust, genocide studies, or Jewish studies have also been working to enrich different programs outside of their disciplinary training, promoting the KHRCA and QCC philosophy on various levels. For example, for the past two semesters, Dr. Amy Traver (Ph.D. SUNY Stony Brook), assistant

professor of sociology, has incorporated service learning and used the Center's library resources, survivor members and exhibits to educate her students about the value of the tolerance of cultural and national diversity using the study of the Holocaust as a platform for examining the nature of prejudice and hate across cultures. Several of Dr. Traver's students have also participated in the internship program, which brought much of the conceptual work of the class to life, particularly in studying identity, collective identity, group-making and the institutionalization of prejudice.

*QCC and the KHRCA as a Model of Excellence* – This Challenge Grant has unique potential to serve as a model of excellence, first as a model for faculty-led efforts to integrate a community college's cultural offerings and humanities programs. The Colloquia and resulting curriculum and other educational materials will be digitally archived to the extent possible and made available free of charge to interested community colleges nationwide. Faculty Coordinators will be encouraged to present at relevant annual conferences, including the American Association of Community Colleges, to disseminate information about the project and available materials, with funds included in the budget to support such dissemination efforts.

### **Impact of the Challenge Grant**

*Impacts on QCC Faculty* - The Challenge Grant will stimulate critical thinking and innovative research and pedagogy on the part of a wide range of QCC's humanities faculty, including some who previously have only engaged with the KHRCA in a limited way. The following sample Colloquia developed by Drs. Jacobowitz, Danielsson and Tai are illustrative of the scholarly merit of the activities resulting from the Challenge Grant's fruitful provocation:

**1) "The Aftermath of Genocide: The Holocaust and Second Generation Experience" – Dr. Susan Jacobowitz, Associate Professor, Department of English**

One question that often arises after students learn about the Holocaust or watch a striking film like “Schindler’s List” is: “what came after?” What happened to survivors after the war? What was it like for their children? There have been projects that have focused on the trials and travails of DPs and refugees. Dr. Jacobowitz’s interest and research grows out of and relates to that focus but presses further, into second and now third generation experience. Exploring themes of identity, inheritance, immigration, assimilation, religion/faith, continuation, survival and trauma, she will propose a program of Colloquia incorporating the areas of graphic work, performance art, faculty development and a public conference.

Graphic Work – The publication of *Maus* was a watershed event, both in terms of second-generation literature and book-length graphic projects tackling serious subjects and themes. Dr. Jacobowitz will direct a book group that will meet throughout the year and explore the texts, beginning with *Maus* and moving forward to include works by Bernice Eisenstein, Martin Lemelman, Miriam Katin, Joe Kubert and Ari Folman. She will finish with two works looking at more recent violence: Joe Sacco’s *Safe Area Gorazde* about the killing of Muslims in Bosnia and Jean-Philippe Stassen’s *Deogratias: A Tale of Rwanda*. Round-table discussions will be open to students, faculty/staff and the community.

Performance Art – There is a growing body of second-generation performance art that fuses history, sociology, psychology and anthropology with theatre. Dr. Jacobowitz will host a seminar that focuses on performance art and review work by Naava Piatka, Sonia Pilcer, Lisa Kron and Deb Filler. Filler will come to QCC to offer a master class to students, who will help her mount a production of one of her plays for the local community.

Faculty Development – A series of faculty development seminars that focus on how an instructor can incorporate a Holocaust text – fiction, memoir, poetry, non-fiction, testimony,

film, art – into an established class. The focus will be on history, background and context, providing instructors with a framework to create confident connections between students, work reflecting and incorporating aspects of the Holocaust and genocide as well as the KHRCA.

Conference – An end-of-the-year conference featuring presentations from outside speakers and scholars, faculty, staff and students will include presentations, graphic work, publications, research and lectures that can be used for further educational purposes.

**2) “Seminar and Lecture Series: Problems of Identity” – Dr. Sarah K. Danielsson,  
Assistant Professor, Department of History**

The defining of groups to be victimized is central to acts of mass violence or genocide. The identification and proliferation of “the other” is a necessary step in targeting a group for oppression or, in extreme cases, extermination. Understanding identity formation and how it is disseminated, altered and continually transmitted is a vital part of teaching about and understanding mass violence or genocidal acts. As Rogers Brubaker put it so eloquently in his groundbreaking article (and later book) entitled, “Ethnicity Without Groups,” scholars and scholarship have not been innocent in unquestioned construction and reification of problematic identity patterns. Several scholars have taken up Brubaker’s challenge to critique assumptions made about identity; their work shows that the groupings are often a combination of selective, often imaginary, historical, cultural and political memory.

Lectures will be centered on historical constructions of racial, ethnic, cultural, political, sexual and other identities, and focus on the dynamic character of identity construction and the ways in which identity construction is contextually reliant. Lectures will also look concretely at the consequences of “essentializing” identity and investigate the particular causes for potential and real violence in each historical case. The aim is to further critical analysis among students,



faculty and the local community of assumptions and realities of identity construction. The ultimate goal is to discover patterns of problematic and potentially lethal behavior with the aim of finding points of prevention and intervention. Much study needs to be done in a variety of fields to accomplish such a lofty goal; this series will contribute to that scholarly work.

The first set of lectures will tackle historical perspectives on identity construction. Lectures will be partly theoretical, drawing on the vast amount of scholarly work on the theory of identity construction, with lectures by leading scholars in the area. The second segment of lectures will deal with current problems of targeted “groups.” One example is the European Roma population. The resulting treatment is instructive in how the long-term constructions of identity form the basis for conflict. A third segment of lectures will look at the aftermath of ethnic conflict. One example is the work of the Guatemalan commission for truth and reconciliation. We will address questions such as, how can an area that has been ravished by ethnic conflict overcome this past and move beyond its ethnic divisions?

### **3) Possible Colloquia Topics, Dr. Emily Tai, Associate Professor, Department of History**

Dr. Tai’s teaching fields in the history of religion and gender have led her to a series of Colloquia topics she will propose. The first will combine historical, literary, and philosophical texts to explore visions of the “other” in the history of the three Abrahamic religions, with an emphasis upon interactions that could lend insight into the ramifications of prejudice. Faculty participants in the seminar would be responsible for creating course modules that would support the incorporation of philosophical and literary texts into history courses, or of historical background to such texts in literature and philosophy courses. A series of lectures and a film series will also offer treatments of this subject that will be open to students and the community.

A second set of Colloquia on the topic of the interaction between gender and genocide would be informed by a similar approach. While the history of recent genocides—in Bosnia and Rwanda—have tragically dramatized the particular significance of rape as a weapon of genocide, scholars such as Liebman Jacobs have questioned the ethics of isolating gender in Holocaust research. Does differentiation between male and female change the interpretation of sources for genocide or intervention attempts? Is there a “feminist perspective” on the history of genocide? Is there a “gender” component to the treatment/rescue/reconciliation of victims and survivors? A faculty seminar on this topic will not only explore academic and textual “case studies” as in the seminar on religious history, but will enable seminar participants to address the ethical issues raised by the collection of oral histories and ethnographies among traumatized populations.

Finally, Dr. Tai’s research on the history of piracy informs her interest in a third topic, on the history of international human rights law. Just as the punishment of the pirate, as *hostis humani generis*, has brought nations together since the eighteenth century to condemn purveyors of extra-territorial violence, the articulation of standards for the definition of genocide as a “crime against humanity” has challenged the sovereignty of polities within the peer-polity system, raising questions about the role and reach of international law. Has the articulation of a “standard” for evaluating genocide as a set of criminal acts worked to prevent genocide, as Lemkin and others had hoped it would when they coined the term in 1941? Or have legal instruments such as the United Nations Genocide Convention on the Prevention and Punishment of the Crime of Genocide (1948) merely worked to “norm” genocide? This last seminar will have guest speakers specializing in the history of international law and human rights, in cooperation with John Jay College of Criminal Justice’s Center for International Human Rights, the United Nations and the New York State Division of Human Rights.

*Institutional and Community Impacts* - The annual Colloquia will strengthen and improve knowledge and understanding of the humanities by engaging students and faculty in intellectually rigorous activities around a central theme relevant to the Holocaust and genocide studies; grant funds will enable continual renewal of these efforts through the establishment of an endowed fund to support future Colloquia. In those cases where curricula and instructional materials are purchased or developed in conjunction with the Colloquia, they will become part of the KHRCA's resource library and become available to faculty at QCC and other educational/cultural partners, thereby expanding the ability of the Center to engage additional audiences, integrate its resources into various courses at QCC and develop future specialized exhibits on selected themes. Events will be scheduled to accommodate student/faculty (course) schedules as well as, when appropriate, community participation and attendance, and will be recorded and digitally archived or posted/published on the KHRCA website. In the short-term, existing humanities courses will be integrated into the Colloquia through faculty embedding events and activities into students' coursework and assignments. Over the longer term, faculty or faculty teams will also develop new courses around proposed topics or themes. Taken together, these will result in the following impacts for key constituencies:

- **Faculty:** The Challenge Grant will enable and stimulate the activity of QCC humanities faculty in research, public programming, and curricular development, and encourage new interdisciplinary collaborative efforts.
- **Students:** Community college students will be exposed to challenging questions posed by major historical events, and will gain exposure to the broader humanities community through interactions with distinguished guest scholars.

- **Community Partner Organizations:** The KHRCA, with the help of faculty, will develop new curricula suitable for a diverse, multicultural audience such as that in Queens, using the Holocaust and other experiences of genocide to stimulate provocative questions on the nature of civic engagement and citizenship in a democratic society.
- **Holocaust Survivors:** Their testimonies will become part of a growing body of knowledge that serves as a lasting tribute to their experiences and sacrifices, thus becoming a lasting feature of the public discourse in their adoptive nation.
- **Funders:** By demonstrating QCC's lasting commitment to an inclusive KHRCA with programming of a high scholarly caliber and strong community relevance, the Challenge Grant will re-invigorate past funders and open new sources of potential fundraising.

*Plan for Assessing Impact* - Each set of Colloquia will, from the proposal stage, include customized assessment plans and tools to gauge the impact of the year's activities on the humanities at QCC. The project director will assist Faculty Coordinators in designing, incorporating and implementing assessment tools and protocols into each year's activities. QCC's current engagement in a rigorous assessment of the Freshman Academy model creates a solid foundation for evaluation grounded in best practices, including such resources as course rubrics, surveys and program review/course objectives guidelines. These will complement the broad qualitative and quantitative efforts for the Colloquia, which will focus on:

- Attendance at all events-total numbers and student/faculty/community member breakdowns.
- Faculty and student feedback on the Colloquia and the impact of activities and events on their experiences within courses and/or across the year.
- Increased usage of KHRCA facilities and resources by QCC faculty and students, including new faculty/courses and repeat visits by previously engaged faculty.

- Number/quality and usage of “products” (curricular materials, research publications, etc.) developed as a result of the Colloquia.
- Increases in student knowledge and understanding of the Holocaust and genocide.
- Enhancement of the endowment to support programming in perpetuity.

The NEH Challenge Grant Project Director will work closely with the Faculty Coordinator to analyze and summarize assessment data from each event and disseminate any pertinent findings to the College community and/or future applicants. All evaluation outcomes will also be incorporated into the KHRCA’s Year-End Report. The success of the fundraising component of the Challenge Grant will also be evaluated, with a focus on the fundraising strategy/type of appeal and 1) number and response of prospects; 2) percent success (divide response # by number of prospects asked); amount raised (including gross and net average gift); assessment of who participated; and evaluation of what worked and what did not.

*Delineation of Expenditures* - As of 2012 and upon the completion of Year 1 fundraising and release of NEH matching funds, approximately \$50,000 per year will be expended to plan and facilitate the annual colloquia. Funding will come from the spend-down portion through August 2017, after which endowment income will be used. We have elected the combined/spend-down mechanism, rather than bridge funding, to initiate programming, in order to maximize the portion of the Challenge Grant invested in the endowment. From the spend-down funding:

**Exemption 4**

, an annual expenditure of \$50,000 will cover:

- Faculty release-time salary ( academic-year effort for Faculty Coordinator = 8 credit-hours/year at /credit-hour =
- Faculty summer salary (30% summer effort for Faculty Coordinator = );

Exemption 6

- Fringe benefits on summer and on academic year = ; Honoraria for guest speakers and performers = ;
- Travel costs for guest speakers = \$2,000;
- Travel costs for faculty fellow (research and/or conference presentation) = \$1,000;
- Materials for seminar participants (books and duplicated materials) = \$5,000;
- Archival acquisitions and/or curricular materials development (books, archival materials and digital humanities resources) = \$7,058.

From the endowment:

**Exemption 4**

projected annual expendable income is \$50,740. Anticipated uses of annual endowment income are as above, with the \$740 difference applied to archival acquisitions.

**Plan for Raising Funds**

QCC and the KHRCA have an established track record of successful fundraising. Capital funds in excess of \$5.5 million were secured to build the new 9,000 square-foot permanent home for the Center and its invaluable archives and programs. In 2005 and as part of CUNY’s \$1.2 billion dollar fundraising campaign, QCC also committed to establishing a \$5 million endowment to expand and support the KHRCA’s programs in perpetuity. (CUNY reached its \$1.2 billion goal three years ahead of schedule and subsequently expanded the campaign goal to \$3 billion by 2015.) The campaign has already received approximately \$1.8M toward this goal, including the College’s first \$1 million gift from the late Mrs. Harriet Kupferberg. In addition to endowment funding, QCC raised more than \$410,000 during the past five years for programmatic support. In conjunction with these efforts, the following are in place and will support NEH Challenge Grant success: an established mission and clear strategic plan for KHRCA; College commitment and sufficient funding to cover annual expenses, including

KHRCA staff and ongoing operating expenses; a new high-profile facility with adequate resources and space to support educational, scholarly and cultivation/fundraising activities; a solid infrastructure to support the campaign; QCC Fund board commitment; software to handle pledges, donations and reports; established gift acceptance policies; and qualified staff.

The NEH Challenge Grant Fundraising Plan will build on, expand and revitalize this ongoing campaign. The plan will primarily focus on: 1) major donor cultivation through naming opportunities (see Appendix X for the case statement and naming opportunities) and planned giving initiatives; 2) seeking and cultivating new individual donors, including QCC faculty, staff and alumni as well as individuals and communities who may feel a particular kinship with the annual Colloquia topics; and 3) private foundations and corporate sponsors from whom NEH Challenge Grant funding inspires support. Assessment and cultivation of the donor/prospect pool of individual donors will be undertaken by the Director and Assistant Director of the KHRCA in collaboration with QCC's Director of Development. Assessment and cultivation of foundation/corporate prospects will be undertaken by the Office of Sponsored Programs, which includes a dedicated Corporate & Foundation Relations Manager on staff, in collaboration with the Kupferberg Center's Director and Assistant Director. QCC anticipates that current donors will be energized by the NEH Challenge Grant and inspired to increase their giving. New prospects will also be motivated by the Challenge Grant, both through an expansion of the programming and scholarship and because of the match. For instance, QCC has not yet strategically reached out to local second-generation survivors in terms of major gifts or planned giving, and is excited about the new potential to involve them in both the Colloquia and supporting the KHRCA's long-term sustainability.

*Leadership* – The Director of the KHRCA is responsible for developing the program and exhibits of the KHRCA and managing its daily operations. He will oversee the fundraising component of the Challenge Grant with the support of the leadership team described below. The following Office for Institutional Advancement staff will support the Challenge Grant:

- **Rosemary Sullivan Zins, Vice President for Institutional Advancement**, will coordinate all activities relating to the fundraising campaign, the President and the QCC Fund, Inc., and oversee the setting of priorities for cultivation and solicitation. Ms. Zins' career of more than 25 years has been exclusively in the area of fundraising and external relations for community colleges in Rhode Island, California and New York. Since joining QCC in 2005, Ms. Zins has established the Institutional Advancement division, which coordinates Development, Sponsored Programs, Marketing and Communications, Legislative Affairs, the KHRCA, the Art Gallery and Performing Arts Center. Under her leadership, total private philanthropy fundraising has increased to \$3 million per year, total grants activity has increased to \$4 million per year, and legislative lobbying yields \$3-4 million per year.
- **Edward Lally, Director of Development**, as the senior development professional, is charged with identifying and building profiles on lead prospects, and soliciting and securing major gifts. Mr. Lally joined QCC in November 2010 with a 23-year track record of raising more than \$250 million for institutions of higher education and other non-profit organizations throughout the New York Metropolitan Area. With his most recent experience at organizations such as the Hospice Care Network, the Roman Catholic Diocese of Brooklyn, and St. John's University, Mr. Lally brings extensive knowledge of local donor communities and a history of meeting or exceeding financial goals even in economically challenging times. He will be assisted by an Assistant Director of Alumni Development with five years of



experience at QCC, and a Database Specialist with more than eight years experience with the coding and tracking of gifts and generation of mailings.

- **Christina Johnson, Director of Sponsored Programs**, is responsible for the pre-award and post-award administration of all grants and sponsored programs at QCC. She will coordinate the identification of private foundations and corporations likely to support Challenge Grant fundraising and the crafting of proposals, and will liaise with the Research Foundation of CUNY to establish procedures for the administration of Challenge Grant funds. Ms. Johnson has more than 18 years of experience in grant proposal development. She has been at QCC since 2005, and has a cumulative six years of experience in grants management at CUNY. In her tenure, annual grants activity at QCC has increased by 30%. She will be aided by an Assistant Director with more than seven years of cumulative experience in post-award grants management within CUNY, and a new Corporate and Foundation Relations Manager who will focus on securing new funding for the KHRCA.

QCC is fortunate to have a distinguished and committed Fund Board, which will be instrumental to the success of fundraising efforts. Participation in the campaign will extend beyond the President, QCC Fund, Inc., Alumni Association, and Institutional Advancement staff to the college's senior administration, department chairs, faculty, students, alumni and a vast array of volunteers to forge a successful fundraising team.

### **The Future of the KHRCA and the Meaning of the Challenge Grant**

The work of Elie Wiesel's known to us as *Night* was first published in his mother-tongue, Yiddish, many of whose native speakers had just perished in the camps, under a title best translated as *And the World Remained Silent*. It ends with a deeply pessimistic passage that was

excluded from the French version and all subsequent translations, “Those who kept silent yesterday will remain silent tomorrow.”

We can point today to institutions such as Yad Vashem in Jerusalem, the U.S. Holocaust Memorial Museum in Washington or the momentous Jewish Museum in Berlin as just a few examples of the world no longer remaining silent about those who died in the Holocaust, or about the rich culture and history of European Jews that their executioners tried so hard to extirpate. And, yet, what comfort still remains to be offered to the survivors of more contemporary genocides, in such places as Bosnia, Rwanda or Darfur? Is there a way to engage future generations in meaningful discourse about the Holocaust while also combating the silence surrounding other genocides?

The history and mission of the KHRCA respond with a firm “Yes.” We do so with a faculty, a student body and a base of community support that truly comes from and represents the world. The Colloquia supported by the Challenge Grant will be rigorous enough to keep historical memory alive, flexible enough to respond to both current events and scholarly controversy, and geared toward a multiplicity of discursive styles—academic, pedagogical, and public—in a culturally sensitive manner. The results will enrich the humanities content knowledge and civic engagement of QCC students, deepen the engagement of our faculty with both the international scholarly community and our local community, and create models of teaching and learning for institutions nationwide. These efforts will last, in perpetuity, so our community and world will never fall silent again.