



INTERNATIONAL  
**HOLOCAUST  
REMEMBRANCE**  
ALLIANCE

**A MATTER OF COMPARISON:  
THE HOLOCAUST, GENOCIDES AND  
CRIMES AGAINST HUMANITY**  
AN ANALYSIS AND OVERVIEW OF  
COMPARATIVE LITERATURE AND  
PROGRAMS

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## About the IHRA

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The International Holocaust Remembrance Alliance (IHRA) is an intergovernmental body whose purpose is to place political and social leaders' support behind the need for Holocaust education, remembrance and research both nationally and internationally.

The IHRA (formerly the Task Force for International Cooperation on Holocaust Education, Remembrance and Research, or ITF) was initiated in 1998 by former Swedish Prime Minister Göran Persson. Persson decided to establish an international organisation that would expand Holocaust education worldwide, and asked former president Bill Clinton and former British prime minister Tony Blair to join him in this effort. Persson also developed the idea of an international forum of governments interested in discussing Holocaust education, which took place in Stockholm between 27-29 January 2000. The Forum was attended by the representatives of 46 governments including; 23 Heads of State or Prime Ministers and 14 Deputy Prime Ministers or Ministers. The Declaration of the Stockholm International Forum on the Holocaust was the outcome of the Forum's deliberations and is the foundation of the International Holocaust Remembrance Alliance.

The IHRA currently has 31 Member Countries, 10 Observer Countries and seven Permanent International Partners. Membership is open to all democratic countries, and members must be committed to the Stockholm Declaration and to the implementation of national policies and programs in support of Holocaust education, remembrance, and research. Member countries are encouraged to develop multilateral partnerships and to share best practices.

The national government of each Member Country appoints and sends a delegation to the IHRA meetings that is composed of both government representatives and national experts. In addition to the Academic, Education, Memorials and Museums, and Communication Working Groups, specialized committees have been established to address antisemitism and Holocaust denial, the situation of the Roma and the Roma genocide, comparative genocide, and special challenges in Holocaust education. The IHRA is also in the process of implementing a Multi-Year Work Plan that focuses on killing sites, access to archives, educational research, and Holocaust Memorial Days.

The IHRA has an annually rotating Chairmanship, and the appointed Chair is responsible for the overall activities of the organisation. The Chairmanship is supported by the Executive Secretary, who is the head of the Permanent Office located in Berlin. The IHRA also has an Honorary Chairman, Professor Yehuda Bauer, and an Advisor to the IHRA, Professor Steven Katz.

One of the IHRA's key roles is to contribute to the funding of relevant projects through its grant strategy. The purpose of the Grant Programme is to foster international dialogue and the exchange of expertise, increase government involvement in program creation, and target projects with strong multilateral elements in order to create sustainable structures for Holocaust education, remembrance, and research.

### **Committee on the Holocaust, Genocide and Crimes Against Humanity**

The Committee on the Holocaust, "Genocide and Crimes Against Humanity" was established to work on how best to support teachers who choose to relate the Holocaust to other genocides and crimes against humanity. A central accomplishment of the Committee was the publication of the series of documents *The Holocaust and Other Genocides*<sup>1</sup>, which offers ideas and recommendations to educators teaching about the Holocaust and its relationship to other genocides and crimes against humanity.

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<sup>1</sup> [holocaustremembrance.com/sites/default/files/EWG\\_Holocaust\\_and\\_Other\\_Genocides.pdf](http://holocaustremembrance.com/sites/default/files/EWG_Holocaust_and_Other_Genocides.pdf), accessed 19 May 2016.

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## **Preface**

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At the International Conference on Genocide Prevention that took place in Brussels from 31 March–1 April 2014, Yehuda Bauer stated that “The Holocaust is not unique; it is unprecedented, and that means that it is a precedent that can be repeated (though not in the same way), unless we prevent that”. Inspired by his urgent call the Committee on Holocaust, Genocide and Crimes against Humanity (CHGCH) took the initiative to gather information on organizations worldwide that work on the Holocaust using a comparative approach, as well as literature devoted to the topic. As such, we wish to inform and inspire the IHRA to share its unique expertise on Holocaust education, remembrance, and research with organisations and governments that are committed to genocide prevention.

The Committee on Holocaust, Genocide and Crimes Against Humanity (CHGCH) is therefore proud to present to the IHRA and other interested parties the results of this first survey “A Matter of Comparison: The Holocaust, Genocides and Crimes Against Humanity; An Analysis and Overview of Comparative Literature and Programs”. The survey consists of an overview of programs on Holocaust, Genocide and Crimes against Humanity in the fields of Education, Remembrance and Research. This overview includes universities and government and nongovernment institutions in both the IHRA and non-IHRA countries.

### **Team**

Initiated during the session of the CHGCH in Manchester (December 2014), the CHGCH further defined the outline of the survey, including the appointment of a supervising team and discussion of the scope and goals. The appointed supervising team is comprised of Annemiek Gringold (Memorials and Museums Working Group (MMWG), The Netherlands), Veerle Vanden Daelen (Academic Working Group (AWG), Belgium) and Niels Weitkamp (Communication Working Group (CWG), The Netherlands). They prepared the survey and appointed and coached the two independent researchers who were hired by the Permanent Office to carry out the survey and draft the report. Carse Ramos and Koen Kluessien conducted the research

between October 2015 and January 2016. During the IHRA meetings in November 2015 in Debrecen Hungary, Ramos and Kluessien presented their preliminary results and received feedback and guidance from the CHGCH.

### **Focus**

Within the limitations of the research proposal, assigned to us by the IHRA Plenary in Budapest (June 2015), choices had to be made. The supervising team decided that all inhabited continents had to be included in the research, as well as all fields of expertise within the IHRA.

The Holocaust, of course, is the starting point of this survey. That meant that only programs that deal with the Holocaust in comparison to (an)other mass atrocity (or atrocities) – with the exclusion of genocidal events that took place during the World War Two in Europe, such as the genocide of the Roma – would be included. Programs included in the survey would not be validated or ranked but simply be described in the same way the respective organizations describe themselves and their initiatives. The organizations were classified according to country, continent, and field of expertise (education, remembrance and/or research).

### **Method**

The survey was conducted mainly via online desk research. The researchers – experienced in internet data mining – used not only internet sources but also actively approached institutions and government officials through email, and posted calls for information on professional networks such as teachers' forums. The IHRA delegates were invited through Yammer to provide input and share names and contact details of relevant institutions. After an initial month of research, the researchers presented their preliminary results to the CHGCH at the Debrecen Plenary. At that session, members were invited to present preliminary information for this survey and to introduce the researchers within their own networks. This resulted in additional information.

### **Outcome and Recommendations**

The survey resulted in an inventory of 119 organisations worldwide that address the Holocaust in a comparative approach in the course of their work, as well as a bibliography on the topic consisting of 200 titles. The survey shows that in education, remembrance, and research the Holocaust is regularly related to other genocides, although not in every part of the globe. We also learned that the worldwide exchange of (good) practice programs is not common practice and that an online platform – available to all – to exchange information about programs is not available.

Following the Stockholm Declaration, which states “With humanity still scarred by genocide, ethnic cleansing, racism, antisemitism and xenophobia, the international community shares a solemn responsibility to fight those evils,” we recommend that:

- each IHRA Delegation shares this overview within their respective countries;
- given the overview is a work-in-progress, each IHRA delegation updates the online version of the overview with in depth national information, preferably on a yearly basis;
- the overview of organizations and literature be made available on the IHRA website, in close cooperation with the Permanent Office;
- the following question is included in the country-reporting format: “Please indicate the institutions within your country that offer programs on the Holocaust in relation to other Genocides and/or Crimes against Humanity in the fields of Education, Remembrance and Research”;
- the IHRA continue its ambition to share its unique expertise and knowledge on Holocaust Education, Remembrance and Research within International and Intergovernmental Bodies that deal with Responsibility to Protect (R2P) and Genocide Prevention (GP).

April 2016

Annemiek Gringold (Chair CHGCH), Veerle Vanden Daelen, Niels Weitkamp



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## **A Matter of Comparison – Introduction**

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Recognizing the growing trend toward learning from the Holocaust to prevent further atrocities, this survey looks at comparative initiatives from all over the world. Both the programs included and the literature listed in this overview shed light on the various ways the Holocaust is compared or contextualized in multiple settings and both contribute as well to ongoing discussions in the areas of education, remembrance, and research.

In 2010, the IHRA's Education Working Group published a paper asking "Why relate the Holocaust to other genocides and crimes against humanity?" The answer suggests that "a clear and well-informed understanding of the Holocaust, the paradigmatic genocide, may help educators and students understand other genocides, mass atrocities, and human rights violations."<sup>1</sup> The present report, commissioned by the IHRA Committee on the Holocaust, Genocide, and Crimes Against Humanity (CHGCH), takes this as a point of departure and offers an overview of comparative programs, projects, and literature on the Holocaust, genocide, and crimes against humanity in the fields of education, remembrance, and academic research. The aim is to provide the readers with a global perspective into the comparative focus with regards to the Holocaust.

### **Working Method**

In preparing the report, we looked at more than 500 institutions and organizations. The final list at the time of publication is comprised of around 120 entries, including academic institutions, memorial centers and programs, educational organizations and governmental bodies. The research was primarily undertaken online, beginning with investigating organizations on a number of lists compiled by others from Holocaust or genocide studies institutions and initiatives.<sup>2</sup> Most of these were not comparative in nature, but nonetheless served as a good starting point for the

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<sup>1</sup> [holocaustremembrance.com/sites/default/files/EWG\\_Holocaust\\_and\\_Other\\_Genocides.pdf](http://holocaustremembrance.com/sites/default/files/EWG_Holocaust_and_Other_Genocides.pdf), accessed 11 March 2016.

<sup>2</sup> Examples include lists compiled by the IHRA, International Association for Genocide Scholars, Genocide Watch, Auschwitz Institute for Peace and Reconciliation, Salzburg Global Seminar, and the Association of Holocaust Organizations.

researchers. This was then expanded by a second round of in-depth internet research and information provided by IHRA Member Countries and the researchers' own extensive networks. The output varied in form, ranging from certified primary and secondary school curricula, to memorial exhibits, to course syllabi and originated from all over the world. As a supplement, the researchers also prepared a list of comparative literature, which includes theoretical and methodological work, as well as comparisons drawn between a number of other genocides, crimes against humanity, and current events. Though the compilation of organizations and literature is intended to be global and topically wide-ranging in scope, it is neither comprehensive nor exhaustive.

As stated in the foregoing introduction, this survey is meant to encompass projects, organizations, and literature that have a comparative focus in the arenas of education, academic research, and remembrance. Each deals with the Holocaust and at least one additional case. However, the treatment of the Holocaust within these institutions, organizations and programs varies. In consultation with the supervising team, we identified three "positions" into which we categorized the projects: 1) those that present both the Holocaust and genocides or crimes against humanity, which are sometimes compared and sometimes not; 2) those that take the Holocaust as a paradigmatic case against which others cases can be compared or particular histories discussed; and 3) and those that take the Holocaust as one among many cases for comparison. However, the purpose of this survey is not to assert that one category is preferable to another. Rather, we are attempting to gather information on the numerous ways in which the Holocaust is taught, studied, and used in memorialization alongside other cases in a comparative context in order to provide an overview of how such comparisons are being drawn and by whom.

### **A Shift in Focus**

This project reflects a growing trend in recognizing the importance of a more proactive collective role in preventing genocide and mass atrocities. Particularly, it responds to the call to better understand the Holocaust in order to contextualize other atrocities, with an eye toward prevention. Driven by the ideal to "make the world a better place", recent years have seen the establishment of the UN Special Advisors on the Prevention of Genocide (2004) and the Responsibility to Protect (R2P) (2010), as well as the Holocaust and United Nations Outreach Programme (2005), which focuses on "Remembrance and Beyond".<sup>3</sup> The IHRA, too, has taken steps in this direction, beginning with its adoption of the Stockholm Declaration in 2000 as the basis of its organization – recalling in particular points three and eight, which call upon the international community's collective responsibility to fight the evils of "genocide, ethnic cleansing, racism, antisemitism and xenophobia" (paragraceph 3) and to "reaffirm humanity's common aspiration for mutual understanding and justice" (paragraph 8). This is further evidenced by both the IHRA's

establishment of the Committee on the Holocaust, Genocide and Crimes Against Humanity in 2014 and the organization's support of the Salzburg Global Seminar.<sup>4</sup>

Similarly, among a number of newer organizations, we have found a growing trend of working on any number of different projects in the areas of genocide prevention and the promotion of human rights, while conceptualizing all of these as interrelated and part of the same agenda. The Holocaust then appears in a variety of ways, very often serving as an entry point to begin discussion about sensitive contemporary issues. The Auschwitz Institute for Peace and Reconciliation (AIPR)<sup>5</sup>, for example, has many relevant programs, such as the Lemkin Seminar, which brings together a small group of government officials from all over the world for a genocide prevention training based in Auschwitz, using what they call “the power of place” to promote a richer immersion and commitment from the participants; training for military personnel; curricular development programs; and a publication series. In a similar vein, the Budapest Centre for the International Prevention of Genocide and Mass Atrocities<sup>6</sup> leads informal educational trainings for the country representatives of the Visegrád Group (V4: Czech Republic, Hungary Poland and Slovakia) alongside civil society representatives and educators based in these countries. In this training a historical module is included in which genocides and mass atrocities are contextualised into a continuum ranging from Sparta to present-day Sudan, throughout which the Holocaust is frequently evoked as a common point of departure and reference for participants. The Budapest Centre also hosts a series of graduate level seminars on R2P and genocide prevention and is working on new initiatives for applying R2P and prevention frameworks to the current refugee crisis.

### **The Controversy of Comparison**

Referencing the Holocaust in any comparative fashion remains contentious across sectors and among communities of researchers and practitioners. Some argue that comparing the Holocaust diminishes its importance, or otherwise distorts history altogether.<sup>7</sup> There is a common claim of Holocaust uniqueness, which some interpret to mean that such comparisons are improper, if not impossible. On the other hand, proponents of comparative work argue that such comparisons help our understanding of how genocides and mass atrocities come about and are both useful and necessary in working towards prevention, while at the same time these comparisons do not dispute that the Holocaust was unprecedented.<sup>8</sup> Perhaps unsurprising, according to our findings, not only are these debates an issue in academic literature, but also in the policies and politics of many Holocaust organizations.

<sup>4</sup> [salzburgglobal.org](http://salzburgglobal.org), accessed 11 March 2016.

<sup>5</sup> [auschwitzinstitute.org](http://auschwitzinstitute.org), accessed 10 March 2016.

<sup>6</sup> [genocideprevention.eu](http://genocideprevention.eu), accessed 09 March 2016.

<sup>7</sup> For example, Dan Michman and Deborah Lipstadt.

<sup>8</sup> For example, work by Yehuda Bauer, Adam Jones, and Sheri Rosenberg.

## **Observations and Trends**

### **Cross-Sector Programming**

Perhaps the most striking thing about the survey results is the high degree of overlap between the sectors of education, remembrance, and academic research. This is particularly the case with comparative education and memorialization. Many, if not most, of the informal education projects we were introduced to are either based in or partnered with a memorial center. A noteworthy example of this is the Centro Ana Frank in Buenos Aires,<sup>9</sup> which offers trainings for students in the military on the Holocaust and the traumas of Argentina's dictatorial past.

### **Academic Programming**

Another trend is that many academic courses and programs, particularly in North America, tend to teach the Holocaust not only as comparative to other genocides and crimes against humanity, but also as a framework for understanding racism, xenophobia, and current events.<sup>10</sup> Programs like the Cardozo Law Institute in Holocaust and Human Rights<sup>11</sup> and the Center for Holocaust and Genocide Studies at the US Military Academy at West Point,<sup>12</sup> for example, use this framework to achieve their own agendas – human rights advocacy and atrocity prevention, and military strategic planning, respectively, the latter of which emphasizes understanding the history and politics of mass atrocities in the context of intervention.

### **Geographic Distribution**

The intent of the survey was to capture a global snapshot. To this end, we attempted to look across continents and across languages. Nonetheless, the survey results are unbalanced. We found that both projects and information were more prevalent in certain areas, such as the United States and throughout much of Western Europe, and scarce in other places.

Africa is largely absent from our survey, despite some African countries arguably being among the highest-risks areas worldwide. Although we spent a great deal of time both researching and trying to mobilize our networks there for information, we did not find many programs, with the exception of Rwanda and South Africa. The specificities of the situations in these two countries, combined with the international attention and funding that has flowed in, could in part explain this exceptionalism. Both Rwanda and South Africa have much exposure to narratives of genocide and Holocaust studies and work closely with international organizations, which focus on the Holocaust and are interested in drawing comparison.<sup>13</sup>

<sup>9</sup> [centroanafrank.com.ar](http://centroanafrank.com.ar), accessed 11 March 2016.

<sup>10</sup> For example, according to their website, the Holocaust and Genocides Studies program at Keene State College, the only university in the United States to offer an undergraduate degree in this area, combines “historical background with an interdisciplinary exploration of both the Holocaust and other genocidal events [...] with an understanding of such issues as prejudice, discrimination, and racism, students are equipped to analyze contemporary political situations, think critically about ethical responsibility, and respond actively to injustice.” ([keene.edu/academics/programs/hgs](http://keene.edu/academics/programs/hgs), accessed 20 March 2016).

<sup>11</sup> [cardozo.yu.edu/CLHHR](http://cardozo.yu.edu/CLHHR), accessed 15 March 2016.

<sup>12</sup> [usma.edu/chgs/SitePages/Home.aspx](http://usma.edu/chgs/SitePages/Home.aspx), accessed 20 March 2016.

<sup>13</sup> AEGIS and the USC Shoah Foundation are, among others, such international organizations with a comparative focus.

Experts with whom we had contact over the course of our research confirmed that relevant organizations on the rest of the African continent, however, are virtually non-existent. There could be any number of reasons for this. First, a recent UNESCO report on Holocaust education in secondary schools found that the Holocaust is only referenced directly in textbooks or curricula in Côte d'Ivoire, Ethiopia, Namibia, and South Africa.<sup>14</sup> Partial or context-only references were common throughout the rest of the continent. In most countries surveyed, there was no reference to the Holocaust at all. The literature found was consistent with these findings. However, as noted above, we were only able to locate organizations and programs in Rwanda and South Africa. Even in Namibia, a former German colony and the site of the first genocide of the 20th century (the Herero and Namaqua Genocide, 1904–1908), where literature suggests a stronger basis for comparison, we found plans for only one project.<sup>15</sup> This was also the case with Ethiopia; despite their active efforts to teach about and memorialize the Red Terror<sup>16</sup>, no comparative programs were found.<sup>17</sup> Another possible reason is the sensitive and charged political dynamics surrounding the history of many African countries, as well as the state of history education in Africa in general. Nigeria serves as a good example here. While there continues to be discourse on the Igbo people as the “Jews of Africa,”<sup>18</sup> we found no formal education on the Holocaust. Nor was the Holocaust used in any formal capacity when discussing, teaching, or memorializing the Nigerian-Biafran war of the late 1960s. Finally, and intuitively, some of this disparity can also be accounted for through an absence of a web presence for many organizations on the continent. While not something that came up specifically in the context of our search and correspondence, there is a general acknowledgement in other literature, such as that of development studies, of the frequent difficulties of locating smaller organizations online.

Similar constraints were encountered in Asia, where we were told by multiple researchers that the Holocaust simply was not on the radar throughout much of the continent. This, too, is consistent with the previously-mentioned UNESCO report, which did not find direct references to the Holocaust in the curriculum and textbooks in any country except for Armenia, the Philippines, the Russian Federation, and Turkey.

There are more organizations listed from Latin America. However, the majority of these programs, projects, and relevant literature are clustered in and around Argentina. This is hardly surprising, due to the current focus by the government and other organizations based there on dealing with the country's own post-dictatorship past. There is also a large, firmly established and active Jewish community in Argentina, as well as an interesting post-WWII connection (Eichmann lived just

<sup>14</sup> Peter Carrier, Eckhardt Fuchs, and Torbin Messinger, *The International Status Of Education About The Holocaust: A Global Mapping Of Textbooks And Curricula* (Paris: UNESCO, 2015). Available at: [unesdoc.unesco.org/images/0022/002287/228776e.pdf](https://unesdoc.unesco.org/images/0022/002287/228776e.pdf)

<sup>15</sup> For example, Jürgen Zimmerer, “Colonial Genocide: The Herero and Nama War (1904–1908) in German South West Africa and its Significance,” in *The Historiography of Genocide*, ed. Dan Stone (New York: Palgrave MacMillan, 2008) and Reinhart Kössler, *Namibia and Germany: Negotiating the Past* (Oxford: African Books Collective, 2015).

<sup>16</sup> The violent campaign executed by the communist regime in Ethiopia between 1977-1978.

<sup>17</sup> For example, the “Red Terror” Martyr’s Memorial Museum: [rtmmm.org/redterror.html](http://rtmmm.org/redterror.html), accessed 11 March 2016.

<sup>18</sup> For example, Lasse Heerten and A. Dirk Moses, “The Nigeria-Biafra War: Postcolonial Conflict and the Question of Genocide,” *Journal of Genocide Research* 16 (2014): 178–179.

outside of Buenos Aires until his capture in 1960), making the Holocaust a common reference for understanding mass atrocities. These programmatic and research initiatives, however, are slowly spreading to other countries. Regional organizations like La Red<sup>19</sup> are working in partnership with the Auschwitz Institute for Peace and Reconciliation, on genocide prevention projects that link the Holocaust and local transitions from often brutal dictatorships. While Argentina has been at the forefront of such initiatives, countries such as Chile, Costa Rica, El Salvador, Guatemala, Mexico, Paraguay, Peru, and Uruguay are beginning to take a more proactive role. Similarly, the Anne Frank House and their local partners work together on developing educational programs through traveling exhibitions in Costa Rica, El Salvador, Argentina, Peru, and Colombia. In these exhibitions, connections are made with current issues such as discrimination and racism (Costa Rica) and with the violent collective past of the region.<sup>20</sup> Ecuador is also making strides in this area. Working together with the Albert Einstein Experimental School in Quito, the Ministry of Education developed a curriculum entitled “Human Rights, the Holocaust, and Recent Genocides”.<sup>21</sup>

## **Limitations**

### **The Nature of Desk Review**

This survey was largely a desk review, which necessarily limits the availability of information. There was no travel budget allocated to this project; therefore, while we benefitted from the knowledge and expertise of many individuals, the majority of information was acquired online and, at times, through networks of contacts across the world. This explains the varying amounts and types of information available for each program. Where online information proved insufficient for obtaining the requisite information, the researchers attempted to contact the individual organizations in question. However, even when contact was made, the information obtained was frequently not comprehensive. This also made meaningful synthesis difficult. Therefore, the trends suggested earlier in this report should be interpreted as observations rather than conclusions.

### **Time Limitations**

Research for a survey such as this one could be done indefinitely, and indeed, as discussed in the next section, our ultimate vision is for a larger ongoing and dynamic project. However, this initial phase of the survey, on which the present document is based, ran only for a period of four months between October 2015 and January

<sup>19</sup> La Red Latinoamericana para la Prevención del Genocidio y Atrocidades Masivas, see [redlatinoamericana.org](http://redlatinoamericana.org), accessed 11 March 2016.

<sup>20</sup> [annefrank.org/en/Education/Travelling-exhibition](http://annefrank.org/en/Education/Travelling-exhibition), accessed 10 March 2016.

<sup>21</sup> United States Holocaust Memorial Museum and Salzburg Global Seminar, Global Perspectives on Holocaust Education: Trends, Patterns, and Practices, working draft; [holocaust.salzburgglobal.org/fileadmin/ushm/documents/Country\\_Profiles/GlobalPerspectivesJuly2013.pdf](http://holocaust.salzburgglobal.org/fileadmin/ushm/documents/Country_Profiles/GlobalPerspectivesJuly2013.pdf) 19, accessed 15 March 2016; [einstein.k12.ec/home-e.html](http://einstein.k12.ec/home-e.html), accessed 11 March 2016.

2016. While this was an adequate time frame for an initial foray, such a short period obviously limits the amount and type of information collected.

### **Going Forward**

While this report is intended to provide a snapshot of existing programs in these areas at the time of publication, the project is not set in stone and is instead meant to be the basis for an updatable database for the relatively uncharted territory of comparative Holocaust, genocide, and crimes against humanities research. This has resulted in a report with an intentionally broad scope. The focus of the research is global, including academic institutions, universities, courses, school curricula, educational programs, museums, and memorial projects from both IHRA and non-IHRA countries. Furthermore, the work of individual researchers and educators focused on comparative study is captured in this report through a comprehensive and detailed literature list. Through these lists of comparative programs and literature this report aims to reach a wide audience of academics, policymakers, and educators. It is our hope that connecting this will lead to a fruitful cooperation between the IHRA and the readers of this report, enabling the database that has now been created to be continuously updated.

### **Survey Approach**

The survey that follows appears in two sections: first, a list of organizations, institutions and programs; secondly, a sampling of relevant literature. The institutions in the first section are ordered according to country. All the other information, including the mission statements when available, was borrowed from the organization's website or provided via personal correspondence. The literature in the second section is organized alphabetically by author.

### **The Researchers**

Koen Kluessien (1991) graduated from the Master's program Holocaust and Genocide Studies at the University of Amsterdam. Since then he has worked for, among others, the European Holocaust Research Infrastructure (EHRI). His research focuses on transitional justice, propaganda, genocide denial in general and more specifically, genocide denial by the successors of genocidal governments. Koen currently works for the NIOD Institute for War, Holocaust and Genocide Studies.

Carse Ramos (1979) holds a Juris Doctor degree from the Benjamin N. Cardozo School of Law in New York City and a Masters in Nationalism Studies from Central European University in Budapest, Hungary. She is currently a Ph.D. candidate at the Graduate Institute of International and Development Studies in Geneva and an External Lecturer in the Ethnic and Minority Studies program at Eötvös Loránd University in Budapest. Her research focuses on the nexus between conflict

prevention, legal spaces, transitional justice and social memory, with a particular lens on victimhood designation and narrative creation within the transitional justice frameworks in the African Great Lakes region and Bosnia.

### **Acknowledgements**

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## Organizations

In the following overview, 120 organizations, institutions and programs that work on the Holocaust using a comparative approach are described. They are ordered according to country, and listed under each country in alphabetical order by name. The city where the organization is located, website info, the programs offered and mission statements are also included. The mission statements are quoted from the websites of the respective organizations, except where translation was necessary. Furthermore, the organizations are also ordered along the lines of the three IHRA sectors: Education, Remembrance and Research.

## Argentina

### **Centro Ana Frank**

Argentina (IHRA Member Country)

Buenos Aires

[centroanafrank.com.ar](http://centroanafrank.com.ar)

### **Sector**

Education, Remembrance

### **Type of Programs**

Exhibitions, virtual platform, several middle and high school classes and education for teachers and military personnel

### **Mission Statement**

[The Centro Ana Frank] is an independent, non-profit organisation dedicated to the preservation of Anne Frank's hiding place and her diaries, and to spreading the message of Anne Frank's life and ideals worldwide. [Translated]

### **Mission Statement (Comparative Approach)**

On the basis of Anne Frank's life story, set against the background of the Holocaust and the Second World War, the Centro Ana Frank develops educational programs and products with the aim of raising young people's awareness of the dangers of antisemitism, racism and discrimination and the importance of freedom, equal rights and democracy. [Translated]

**La Fundación BAMÁ de Educación y Cultura**

Argentina (IHRA Member Country)

Buenos Aires

[bama.org.ar](http://bama.org.ar)

**Sector**

Education

**Type of Programs**

Teacher Training Program

**Program**

A two-year Higher Specialization in Teaching the History of the Holocaust, Genocide and Human Rights aimed at teachers of all levels of education, focusing on the Holocaust, Armenian Genocide and Rwanda, processes of human rights violations in Latin America, and the specific educational approach used with each of these issues

**Mission Statement**

Our mission is to promote and continuously enhance the Jewish-Zionist educational experience in order to deepen Jewish identity, community involvement and commitment to the State of Israel. In the fulfillment of our mission, BAMÁ focuses on creating and offering educational resources and levels of education, training and advice aimed at educators, future teachers and learners of the entire Jewish-Argentinean community. In addition, BAMÁ cooperates with all institutions in other countries that require resources and levels of training. [Translated]

**El Ministerio de Justicia y Derechos Humanos**

Argentina (IHRA Member Country)

Buenos Aires

[jus.gob.ar/derechoshumanos](http://jus.gob.ar/derechoshumanos)

**Sector**

Education, Remembrance

**Type of Programs**

Publications

**Programs**

*La Shoá, los genocidios y crímenes de lesa humanidad: Enseñanzas para los juristas*  
(The Shoah, Genocides, and Crimes Against Humanity: Teachings for Jurists)

*Lugares para la memoria. Intercambio de experiencias de gestión de sitios y museos de memoria del Holocausto y del terrorismo de Estado en Argentina* (Places for Memory: Exchange of Experiences in Managing Memorial Sites and Museums about the Holocaust and Terrorism in Argentina) [Translated]

**Museo del Holocausto Buenos Aires**

Argentina (IHRA Member Country)

Buenos Aires

[museodelholocausto.org.ar](http://museodelholocausto.org.ar)

**Sector**

Education

**Type of Programs**

Traveling exhibition

**Program**

Conference “Genocides in the 20th Century” (2016)

**Mission Statement**

The central mission of the Holocaust Museum is to keep alive the Memory of the Shoah and its consequences for all of humanity. [Translated]

Its function is to investigate, transmit, inform, disseminate and educate in order to make society aware of the serious consequences of racism, discrimination, xenophobia and anti-Semitism. [Translated]

**Núcleo de Estudios Judios**

Argentina (IHRA Member Country)

Buenos Aires

[estudiosjudios.ides.org.ar/9-2/english](http://estudiosjudios.ides.org.ar/9-2/english)

**Sector**

Research

**Type of Programs**

Seminar

**Program**

One-day seminar on “Argentina and the Holocaust: History, Memory and Uses of the Past”

**Mission Statement**

[The Nucleus for Jewish Studies] objectives include developing a forum for researchers wishing to discuss bibliographical resources; sponsoring the critical review of findings we present at our monthly meetings; and coordinating encounters with local and foreign scholars. [Translated]

Our objectives are: providing a space for academic research on the Jews of Argentina; recruiting new researchers engaged in the social science study of Jewry; updating research materials; establishing contacts with international research centers devoted to relevant topics; organizing academic meetings, conferences, workshops and seminars for study and research; diversifying research into a broader field of socio-economic and cultural issues affecting Jews (globalization, diaspora, religion, ethnicity, nationality, social representations, poverty and social disaffection, etc). [Translated]

**Universidad Nacional de Tres de Febrero, Centro de Estudios sobre Genocidio**

Argentina (IHRA Member Country)

Buenos Aires

[untref.edu.ar/institutos\\_centros/ceg-centro-de-estudios-sobre-genocidio](http://untref.edu.ar/institutos_centros/ceg-centro-de-estudios-sobre-genocidio)

**Sector**

Research

**Type of Programs**

Courses; seminars; faculty projects; independent student research projects; conferences

**Mission Statement (Comparative Approach)**

The Center for Genocide Studies is the first institution in Latin America dedicated to the comparative study of the social practices of genocide. Recognized nationally and internationally, its research has been used in numerous universities in Europe, the United States, Australia, Brazil, Chile, Mexico and Uruguay, as well as for numerous lawsuits in Argentina concerning human rights violations beginning in 2003. [Translated]

**University of Buenos Aires, Legal Department**

Argentina (IHRA Member Country)

Buenos Aires

[derecho.uba.ar/institucional/centro-derechos-humanos](http://derecho.uba.ar/institucional/centro-derechos-humanos)

**Sector**

Research

**Type of Programs**

Courses; survivor testimonies (2017)

**Program**

Two courses: “The Criminology of Genocide” and “The Rights of the Child During the Holocaust”, developing a Centre for the Study and Investigation of the Holocaust

**Mission Statement**

The Centre for Human Rights at the Faculty of Law of the UBA (CDH) aims to contribute to the promotion, research and dissemination of human rights in the region. To achieve this objective, in coordination with other areas of the school, the CDH conducts research and reflection meetings on current issues related to human rights. It also promotes interaction between various civil society actors and creates training opportunities for students and graduates interested in a career in human rights. [Translated]



## Australia

### **Jewish Holocaust Centre**

Australia (IHRA Observer Country)

Melbourne

[jhc.org.au](http://jhc.org.au)

### **Sector**

Education

### **Type of Programs**

Expositions, lectures, films, educational projects, and co-sponsored events with Cambodian, Australian Aboriginal, Rwandan, Armenian, and Sinti and Roma communities

### **Mission Statement**

The Jewish Holocaust Museum and Research Centre is an institution dedicated to the memory of the six million Jews who were murdered by the Nazis and their collaborators between 1933 and 1945. We consider the finest memorial to all victims of racist policies to be an educational program which aims to combat anti-Semitism, racism and prejudice in the community and foster understanding between people.

**Monash University, Australian Centre for Jewish Civilization**

Australia (IHRA Observer Country)

Clayton, Caulfield East, Victoria

[artsonline.monash.edu.au/acjc/hgs](http://artsonline.monash.edu.au/acjc/hgs)

**Sector**

Research

**Type of Programs**

A minor in Holocaust and Genocide Studies, consisting of several courses

**Program/Content**

Holocaust and Genocide Studies Minor; conference on the aftermath of genocides (2017)

**Mission Statement**

The HGS minor asks students to reflect upon why genocides take place and how people come to participate in mass violence.

**Mission Statement (Comparative Approach)**

It promotes the study of the Holocaust and its relationship to the broader phenomenon of genocide and mass killing in history. Issues covered on the Holocaust include anti-Semitism, the Nazi state, ghettos and death camps, and the responses of victims, perpetrators and bystanders. It asks students to examine the Holocaust as a symbol of the modern condition, its uniqueness and relationship to other forms of violence and genocide.

**University of New England, Peace Studies**

Australia (IHRA Observer Country)

Parramatta

[une.edu.au/about-une/academic-schools/school-of-humanities/study-areas/peace-studies](http://une.edu.au/about-une/academic-schools/school-of-humanities/study-areas/peace-studies)

**Sector**

Research

**Type of Programs**

Courses

**Program/Content**

Two courses: “Post Conflict Justice and Reconciliation Processes” and “Massacres and Genocides: Histories of Atrocity”

**Mission Statement**

Studying Peace at UNE is about working with local communities of conflict-affected nations in constructive and participatory ways to make peace. We support the notion that individual experiences collectively shape and mould our future human existence in paving the way for peace in the midst of cultural, social and political difference. Just as a society on a war footing knows well the path to violence, so a community prepared for peace knows how to deal with conflict in a healthy and constructive manner without violence. Peace Studies at UNE offer the learner an opportunity to examine these issues in a multi-disciplinary setting, drawing upon the perspectives of a diverse range of fields and the knowledge and experience of many different modes of human experience.

**University of Sydney, Department of Hebrew, Biblical and Jewish Studies**

Australia (IHRA Observer Country)

Sydney

[sydney.edu.au/arts/hebrew\\_biblical\\_jewish\\_studies](http://sydney.edu.au/arts/hebrew_biblical_jewish_studies)

**Sector**

Research

**Type of Programs**

Courses

**Program/Content**

“The Holocaust: History and Aftermath” and “Sites of Trauma, Landscapes of Genocide”

**Mission Statement**

The Hebrew language, the Bible and Jewish thought and culture have decisively shaped Western society. Studying Hebrew Language and Jewish Culture will challenge your thinking, grow your cultural knowledge and expand your job opportunities. Our graduates have established careers in Australia and abroad in fields as varied as education, government, international relations, media, museums, science and the law.

**University of Sydney, Department of History**

Australia (IHRA Observer Country)

Sydney

[sydney.edu.au/arts/history](http://sydney.edu.au/arts/history)

**Sector**

Research

**Type of Programs**

Course

**Program/Content**

“Genocide in Historical Perspective”

**Mission Statement**

The Department of History offers undergraduate and postgraduate coursework and research study in a variety of fields, primarily the history of Europe (from the Middle Ages to contemporary Europe and especially the history of Britain, France, Germany, Italy and Spain), Australia, the United States and the Atlantic world, and China. Particularly strong in the department’s research and teaching are the history of imperialism, colonialism and globalisation; international, trans-national and diplomatic history; urban history (Sydney, New York, London and Paris); social and cultural history; the history of gender and sexuality; the history of medicine and health; the history of war (the American Revolution, the US Civil War, the Spanish Civil War, colonial wars, the world wars); the history of genocide; and study of the “history wars” and history and memory.

## **Austria**

### **Salzburg Global Seminar**

Austria, USA (IHRA Member Country)

Salzburg, Washington D.C.

[salzburgglobal.org](http://salzburgglobal.org)

#### **Sector**

Education, Research

#### **Type of Programs**

Conferences, fellowships, education plans, forums

#### **Mission Statement**

Originally founded in 1947 to encourage the revival of intellectual dialogue in post-war Europe, we are a game-changing catalyst for global engagement on critical issues in education, health, environment, economics, governance, peace-building and more.

We work with carefully chosen partners to drive social change in the areas of imagination, sustainability, and justice.

Salzburg Global connects the most talented people and the most innovative ideas, challenging governments, institutions and individuals at all stages of development and all sectors to rethink their relationships and identify shared interests and goals.

**Zukunftsfonds der Republik Österreich**

Austria (IHRA Member Country)

Vienna

[zukunftsfonds-austria.at](http://zukunftsfonds-austria.at)

**Sector**

Education, Remembrance, Research

**Type of Programs**

Subsidies for scientific and pedagogical projects

**Program/Content**

Among others, “The Global Prevention of Genocide: Learning from the Holocaust” (international conference, Salzburg Global Seminar); “Remembrance on the Genocide in Rwanda” (lecture and workshop)

**Mission Statement**

Keeping alive the memory of the victims as a reminder for future generations is one of our main targets, as well as human rights education and the strengthening of democratic values.

**Mission Statement (Comparative Approach)**

The Zukunftsfonds subsidizes scientific and pedagogical projects which foster tolerance and mutual understanding on the basis of a close examination of the sufferings caused by the Nazi regime on the territory of present-day Austria.

## Bangladesh

### **Center for the Study of Genocide and Justice, Liberation War Museum**

Bangladesh (Non-IHRA Member Country)

Dhaka

[liberationwarmuseumbd.org/center-for-the-study-of-genocide-and-justice-2](http://liberationwarmuseumbd.org/center-for-the-study-of-genocide-and-justice-2)

#### **Sector**

Education, Remembrance

#### **Type of Programs**

Exhibitions, certificate courses

#### **Program/Content**

An exhibition in the museum highlighting major genocides of the 20th century; month-long certificate courses on Genocide and Justice where classes and exercises are conducted focusing on different genocides committed in world history; two week-long residential Winter Schools, with the themes of “Genocide and Justice” and “Genocide, Justice and the Young Generation”, respectively

#### **Mission Statement**

A museum dedicated to all freedom loving people and to the victims of mindless atrocities and destruction committed in the name of religion, ethnicity and sovereignty. The museum encourages reflection upon the sufferings and heroism of Bangladesh liberation war and its ideals. Liberation War Museum endeavors to link this history with contemporary pressing social and humanitarian issues.



## Belgium

### **Auschwitz Foundation**

Belgium (IHRA Member Country)

Brussels

[auschwitz.be](http://auschwitz.be)

### **Sector**

Education

### **Type of Programs**

Field work, study trips, conferences, publications

### **Mission Statement**

The main aim of the Auschwitz Foundation, founded in 1980, is to study the history and remembrance of Holocaust and Nazi terror by creating awareness of them, transmitting their memory, and preserve archives concerning them. To achieve its goals, the Foundation set up a non-profit study and documentation center, Remembrance of Auschwitz.

The two institutions work together to promote scientific research and multidisciplinary publications with a view to broadening understanding of the historical processes which led to the coming to power of the Third Reich and to Holocaust and Nazi terror, while also developing teaching projects intended for the various education sectors in particular, and for society in general.

**CCLJ (Centre Communautaire Laïc Juif David Susskind), La haine, je dis NON !**

Belgium (IHRA Member Country)

Brussels

[lahainejedisonon.be/content/le-cclj](http://lahainejedisonon.be/content/le-cclj)

**Sector**

Education

**Type of Programs**

La haine, je dis NON ! (educational program), field work

**Mission Statement**

The Centre Communautaire Laïc Juif (CCLJ), founded in 1959, is committed to:

- Defend the values of secularity, equal rights, coeducation, tolerance, dialogue inherited by Jewish humanism.
- Fight against any form of antisemitism, racism, xenophobia, sexism, homophobia and take part in the struggle against right wing extremism and all policies involving discrimination.
- Build a “living together” through the educational program on citizenship called “La haine, je dis NON !” in the primary and secondary schools of the Federation Wallonie-Bruxelles.

**Mission Statement (Comparative Approach)**

The main aim of the program “La haine, je dis NON !” is to make the youngsters of all the schools of the Fédération Wallonie-Bruxelles aware of the mechanisms and consequences of hate in order to avoid totalitarianism once and for all.

Working on the basis of concrete examples, the 3 genocides of the 20th century (Armenian, the Holocaust and the Tutsis), and the awareness of human rights and the fight against racism, antisemitism, discriminations and the far right, the pupils understand the consequences of hate. They learn how to find it, understand it and fight against it.

## **CEGESOMA**

Belgium (IHRA Member Country)

Brussels

[cegesoma.be/cms/index\\_en.php](http://cegesoma.be/cms/index_en.php)

### **Sector**

Research

### **Type of Programs**

Archives, publications by its researchers

### **Mission Statement**

The Centre for Historical Research and Documentation on War and Contemporary Society is a federal research and documentation centre. It aims at being a Belgian centre of expertise on the history of the great political, social and cultural conflicts and turning points of the XXth century. It wants to function as a platform for scientific and social activities, where both researchers and a generally interested public are involved.

### **Mission Statement (Comparative Approach)**

The thematic focus of the institute is on both World Wars and their (long-term) causes and effects. Other conflicts and totalitarian ideologies that have marked XXth century society (fascism and Nazism, communism, colonialism and decolonization) are other points of interest. Particular attention is paid to phenomena such as violence, genocides and massacres, civil wars, national and ethnic oppositions and purges, religious conflicts, forced migrations, but also to human rights, international conflict management and the unification of Europe. The CEGES-SOMA approaches these conflicts and their causes and effects from a Belgian as well as an international comparative point of view.

The two institutions work together to promote scientific research and multidisciplinary publications with a view to broadening understanding of the historical processes which led to the coming to power of the Third Reich and to Holocaust and Nazi terror, while also developing teaching projects intended for the various education sectors in particular, and for society in general.

**Kazerne Dossin – Memorial, Museum and Documentation Centre on  
Holocaust and Human Rights**

Belgium (IHRA Member Country)

Mechelen

[kazernedossin.eu/en](http://kazernedossin.eu/en)

**Sector**

Education; Remembrance; Research

**Type of Programs**

Exhibitions, archival materials, educational projects

**Mission Statement**

Kazerne Dossin draws on the historical account of the Jewish persecution and the Holocaust from a Belgian perspective to reflect on contemporary phenomena of racism and the exclusion of communities and on discrimination for reasons of origin, faith, belief, colour, sex or sexual orientation. Additionally, Kazerne Dossin seeks to analyse group violence in society as a possible stepping stone to genocides. Thus conceived, this museum makes a fundamental contribution to the educational, social project in which citizenship, democratic resistance and the protection of individual basic freedoms are central.

**Mission Statement (Comparative Approach)**

December 2012 saw the opening of Kazerne Dossin: Memorial, Museum and Documentation Centre on the Holocaust and Human Rights (Mechelen). The museum, which focuses on the Belgian aspect of the Holocaust, uniquely combines Holocaust education on the one hand, and human rights education on the other.

**Les Territoires de la Mémoire**

Belgium (IHRA Member Country)

Liège

[territoires-memoire.be](http://territoires-memoire.be)

**Sector**

Education

**Type of Programs**

Field work, exhibitions

**Mission Statement**

The association thinks that remembrance work is necessary to avoid mistakes of the past being repeated, to understand the world around us and take part in the building of a society which shows more solidarity, where the human being is the main concern.

To reach its political and educational goals, the association commits itself to:

- raise awareness that working on remembrance is important;
- practise citizenship;
- reinforce democracy;
- educate people to respect each other. [Translated]

## **Cambodia**

### **The Sleuk Rith Institute**

Cambodia (Non-IHRA Member Country)

Phnom Penh

[cambodiasri.org](http://cambodiasri.org)

#### **Sector**

Education; Remembrance; Research

#### **Type of Programs**

Museum, research center, graduate school, document archives, research library on genocide, conflicts, and human rights

#### **Mission Statement**

The Institute will support an integrated community of local, regional and international professionals in a highly innovative facility combining a Museum of Memory, a Research and National Policy Development Center, and an Academy of Genocide, Conflict and Human Rights Studies.

## Canada

### **All-Party Parliamentary Group for the Prevention of Genocide and Other Crimes Against Humanity**

Canada (IHRA Member Country)

Ottawa

[preventiongenocide.org](http://preventiongenocide.org)

#### **Sector**

Education, Research

#### **Type of Programs**

Lectures, weekly reports, media center

#### **Mission Statement**

Created in 2006, the Genocide Prevention Group endeavours to: 1. Ensure that the government of Canada galvanizes to prevent and protect civilian populations from Genocide, crimes against humanity, and the incitement to such crimes in accordance with the principles of “The Responsibility to Protect (R2P)”; 2. Increase the flow of information and analysis to Parliamentarians about Genocide and other crimes against humanity; 3. Promote understanding of the importance of long-term approaches to Genocide prevention; and 4. Engage in communication and collaboration with like-minded bodies in civil society and other Parliaments in order to: exchange information about strategies for the prevention of Genocide and other crimes against humanity; work in conjunction with the United Nations Special Advisor for the Prevention of Genocide, the International Criminal Court, and other organizations working in the field of Genocide prevention and post conflict justice; and create international channels for the timely exchange of information regarding emerging crises that have a potentially genocidal component.

#### **Mission Statement (Comparative Approach)**

Preventing genocide has become the ultimate international community test in our time. Since the phrase “Never Again” was first uttered in response to the terrible events of the Holocaust, the world shamefully found itself repeating those words again and again following the events in Cambodia in the 1970s, Rwanda in 1994, and, a year later, the Srebrenica massacre in Bosnia – and in belated recognition of historic atrocities in Armenia and Ukraine. This critical work continues, especially in the face of relentless mass killing in regions like Darfur. There are lessons to be learned from past failures, and the next challenge is to ensure that they are remembered, disseminated, and applied. In this way, the world can honour the memory of those we failed to protect.

**Canadian Museum for Human Rights**

Canada (IHRA Member Country)

Winnipeg

[humanrights.ca](http://humanrights.ca)

**Sector**

Education

**Type of Programs**

Educational toolkit, school programs, events, publications

**Mission Statement**

The purpose of the Canadian Museum for Human Rights is to explore the subject of human rights, with special but not exclusive reference to Canada, in order to enhance the public's understanding of human rights, to promote respect for others and to encourage reflection and dialogue.

**Mission Statement (Comparative Approach)**

When the Nazi government used laws and violence to deprive people of their rights as citizens and humans, and the majority went along, genocide was the horrific result. We examine the Holocaust to learn to recognize genocide and try to prevent it. The "broken-glass" theatre examines Canada's own experiences with anti-Semitism.



**Freeman Family Foundation Holocaust Education Centre**

Canada (IHRA Member Country)

Winnipeg

[ffhec.org](http://ffhec.org)

**Sector**

Education

**Type of Programs**

Expositions, events

**Mission Statement**

The mandate of the Freeman Family Foundation Holocaust Education Centre is to raise awareness and understanding of the history of the Shoah through education. We address the fact that society continues to witness genocide due to continuing racism and hatred and that we must all be vigilant in opposing racism, antisemitism and other forms of bigotry.

**Holocaust Education and Genocide Prevention Foundation**

Canada (IHRA Member Country)

Montreal

[preventinggenocide.org](http://preventinggenocide.org)

**Sector**

Education, Research

**Type of Programs**

Field trips, artifacts, photographs, memorabilia, text material, oral histories, educational videos

**Mission Statement**

The Holocaust Education and Genocide Prevention Foundation (HEGP) is a non-profit organization mandated [...] to educate the public about the dangers of prejudice and discrimination.

**Mission Statement (Comparative Approach)**

[The foundation is] a resource centre housing artifacts, photographs, memorabilia, text materials, oral histories, and educational videos relating to life in pre-war Europe and under the rise of the Nazi bureaucracy as well as contemporary examples of genocide.

**Montreal Holocaust Memorial Centre**

Canada (IHRA Member Country)

Montreal

[mhmc.ca/en](http://mhmc.ca/en)

**Sector**

Education, Remembrance

**Type of Programs**

Commemorative programs and educational initiatives

**Mission Statement**

Through its Museum, its commemorative programs and educational initiatives, the Centre promotes respect for diversity and the sanctity of human life.

**Mission Statement (Comparative Approach)**

The Montreal Holocaust Memorial Centre educates people of all ages and backgrounds about the Holocaust, while sensitizing the public to the universal perils of antisemitism, racism, hate and indifference.

**Montreal Institute for Genocide and Human Rights Studies**

Canada (IHRA Member Country)

Montreal

[concordia.ca/research/migs.html](http://concordia.ca/research/migs.html)

**Sector**

Research

**Type of Programs**

Memorial and awareness-raising projects, collections, media monitoring

**Program/Content**

Projects on Raoul Wallenberg and on Holocaust Survivor Memoirs

**Mission Statement**

The Montreal Institute for Genocide and Human Rights Studies (MIGS) is recognized internationally as Canada's leading research and advocacy institute for genocide and mass atrocity crimes prevention.

The Montreal Institute for Genocide and Human Rights Studies (MIGS) conducts in-depth scholarly research and proposes concrete policy recommendations to resolve conflicts before they degenerate into mass atrocity crimes.

**The Vancouver Holocaust Education Centre (VHEC)**

Canada (IHRA Member Country)

Vancouver

[vhec.org/index.html](http://vhec.org/index.html)

**Sector**

Education

**Type of Programs**

Thematic exhibits, school programs, teaching materials, online exhibits, museum collection and archives, survivor testimony project, library, resource centre

**Mission Statement**

The VHEC, an acclaimed teaching museum has been devoted to Holocaust based anti-racism education.

**Mission Statement (Comparative Approach)**

The VHEC's mission is to promote human rights, social justice and genocide awareness through education and remembrance of the Holocaust.

**Zoryan Institute, and within that the division of the International Institute for Genocide and Human Rights Studies)**

Canada / USA (IHRA Member Countries)

Toronto / Arlington, Massachusetts

[genocidestudies.org](http://genocidestudies.org)

[zoryaninstitute.org](http://zoryaninstitute.org)

**Sector**

Education, Research

**Type of Programs**

Conferences, publications, Turkish-Armenian dialogue programs, collections

**Mission Statement**

[The Zoryan Institute consists of] an international academic and scholarly center devoted to the documentation, study, and dissemination of material related to Human rights and genocide studies, diaspora-homeland studies, in particular focusing on Armenia.

**Mission Statement (Comparative Approach)**

Zoryan's core concept is to serve the cause of scholarship and public awareness relating to issues of universal human rights, genocide, and diaspora-homeland relations. This is done through the systematic continued efforts of independent scholars, and specialists using a comparative and multidisciplinary approach and in accordance with the highest academic standards

## Chile

### **Museo de la Memoria y los Derechos Humanos**

Chile (Non-IHRA Member Country)

Santiago

[museodelamemoria.cl](http://museodelamemoria.cl)

#### **Sector**

Remembrance

#### **Type of Programs**

Temporary exhibitions representing the Holocaust

#### **Program/Content**

The Genocide Project; Raoul Wallenberg Temporary Exhibition; Monika Weiss's Sustenazo (Lament II) Temporary Exhibition

#### **Mission Statement**

The Museum of Memory and Human Rights is a space dedicated to raising awareness about the human rights violations committed by the State of Chile between 1973 and 1990; to dignify the victims and their families; and to stimulate reflection and discussion on the importance of respect and tolerance so that these events never recur. [Translated]

## Colombia

### **Confederación de Comunidades Judías de Colombia**

Colombia (Non-IHRA Member Country)

Bogotá

[ccjcolombia.org](http://ccjcolombia.org)

#### **Sector**

Education

#### **Type of Programs**

Panel discussion

#### **Program/Content**

Panel entitled *Aprendió la Humanidad las lecciones del Holocausto?* (Did Humanity Learn Lessons from the Holocaust?)

#### **Mission Statement**

[The objectives of the organisation are] to serve as a representative of the Jewish community before the State and Colombian society. To serve as a representative of the Jewish Community of Colombia to international Jewish organizations. To serve as a representative of the Jewish Community of Colombia to the State of Israel and its various official institutions. To support the State of Israel and combat anti-Semitism and discrimination. To promote integration between different communities and Jewish institutions in the country. To promote integration and cooperation between the Jewish community and Colombian society. [Translated]



## Denmark

### **Danish Institute for International Studies**

Denmark (IHRA Member Country)

Copenhagen

[diis.dk/en](http://diis.dk/en)

#### **Sector**

Research

#### **Type of Programs**

Publications, lectures, live streams

#### **Mission Statement**

DIIS is an independent research institution for international studies, financed primarily by the Danish state. We conduct and communicate multidisciplinary research on globalisation, security, development and foreign policy and within these areas we aim to be agenda-setting in research, policy and public debate. DIIS participates in academic networks and publish in high-ranking academic journals, always striving to excel in academic scholarship. We continuously assess Denmark's foreign and political situation and inform the Danish media, politicians and the public about our work.

#### **Mission Statement (Comparative Approach)**

Research focuses on processes that lead or can lead to genocide, including the role of states in both prevention of a genocide and participation in one. DIIS has a special interest in the post-war confrontation with the Holocaust, comprising the confrontation of European societies and the influence of the Holocaust on post-war and current policies. Research includes studies of European reactions to genocide both historically and currently, social-psychological mechanisms between victims and perpetrators, the culture and politics of remembrance as well as the study of the role of states and international communities in genocide and genocide-like processes. A current focus area is sexual abuse in mass violence.

## **Ecuador**

### **Unidad Educativa Albert Einstein**

Ecuador (Non-IHRA Member Country)

Quito

[einstein.k12.ec](http://einstein.k12.ec)

#### **Sector**

Education

#### **Type of Programs**

Thematic educational programming and workshops on human rights, the Holocaust, and recent genocides

#### **Mission Statement**

We are a not-for-profit, bilingual, secular educational community founded by the Jewish Community of Ecuador, based on universal principles of Jewish culture and centered on students' comprehensive education. Our contribution to society is educating well-rounded, analytical, and critical students endowed with ethical values and the knowledge and skills needed to succeed in a changing world.

## France

### **Aladdin Project**

France (IHRA Member Country)

Paris

[projetaladin.org/en/home.html](http://projetaladin.org/en/home.html)

### **Sector**

Education

### **Type of Programs**

Website, translation, teacher training, conferences

### **Program/Content**

Partnered with UNESCO for a conference in Senegal about introducing comparative education on the Holocaust and Rwandan genocide; translations of four important books on the Holocaust; website on Jewish religion, culture and history, and the Holocaust in particular

### **Mission Statement**

The Aladdin Project's goal is to promote greater mutual knowledge among peoples of different cultures and religions, particularly Jews and Muslims, in order to bring about changes in attitudes and perceptions and develop a culture of peace and tolerance. Such changes will ultimately come about through a long-term strategy focusing on education and diffusion of knowledge. To meet the challenges of overcoming deeply-imbedded misperceptions and mutual mistrust in a politically-charged environment, we have developed a strategy that combines concrete, measurable educational and cultural projects (translations, syllabus development, distance-learning courses, educator training, summer school programs...) with public events (conferences, exhibitions, visits to memorial sites...). We are developing an international network of academics, civil society activists and educators that provides us with essential feedback on the impact of our projects on the ground.

### **Mission Statement (Comparative Approach)**

Aladdin's founders were initially inspired by the need to counter the falsification of history in the shape of Holocaust denial and trivialization. In launching the initiative, France's Fondation pour la Mémoire de la Shoah sought to address the dearth of objective information in the main languages of the Muslim world, starting with

Arabic, Persian and Turkish, on the Nazi genocide in societies where Holocaust history has never been taught and where it has remained largely a taboo subject.

True to its mission of promoting “knowledge of the other”, Aladdin also set itself the task of highlighting the historical evidence concerning the role of Muslim rulers and citizens who helped the Jews during the Nazi reign of terror. The reception it received, particularly in the Muslim world, encouraged Aladdin to enlarge its mission to include the centuries-long history of relations between Jews and Muslims. At the same time, it continues to study ways of better acquainting Western audiences with the cultures and societies of the Islamic world.

### **Camp des Milles**

France (IHRA Member Country)

Aix-en-Provence

[campdesmilles.org](http://campdesmilles.org)

#### **Sector**

Remembrance, Education

#### **Type of Programs**

History museum, memorial site, trainings, workshops, cultural activities, resource center, student curricula, e-learning, research, Unesco chair

#### **Mission Statement**

The Camp des Milles houses a large history museum with a strong focus on education and culture. Founded on the history surrounding the place, the museum's action aims to increase the vigilance and responsibility of each of us in the face of racism, anti-Semitism and fanaticism of every kind:

- By keeping alive the memory and history of the Holocaust and the genocide crimes committed against Armenians, Gypsies and Tutsis, as well as the resistance to these crimes.
- By drawing on the scientific research that might help us understand the individual and collective processes that engendered such crimes, but also the capacities that allow people to fight back.

#### **Mission Statement (Comparative Approach)**

The Camp des Milles intends to be a relevant link between the past and the present which depends widely on the individual and collective ability to understand how the Holocaust happened and how similar human mechanisms may lead again to the worst but also the capacities that allow people to resist to such spirals. The site houses a large history museum with a strong focus on education and culture.

**Mémorial de la Shoah**

France (IHRA Member Country)

Paris

[memorialdelashoah.org/index.php/en](http://memorialdelashoah.org/index.php/en)

**Sector**

Education, Remembrance

**Type of Programs**

Teacher trainings, exhibitions, symposiums, a Multimedia Encyclopedia of the Shoah

**Mission Statement**

The Shoah Memorial is active in the areas of research, documentation, publishing (La Revue d'Histoire de la Shoah), teaching, adult training, and, with the museum, cultural mediation through cultural activities and visits to places of remembrance.

## Germany

### **The Center for Political Beauty**

Germany (IHRA Member Country)

Dortmund

[politicalbeauty.com/about.html](http://politicalbeauty.com/about.html)

#### **Sector**

Education

#### **Type of Programs**

Political performance art

#### **Mission Statement**

The Center for Political Beauty is an assault team that establishes moral beauty, political poetry and human greatness while aiming to preserve humanitarianism.

#### **Mission Statement (Comparative Approach)**

The group's basic understanding is that the legacy of the Holocaust is rendered void by political apathy, the rejection of refugees and cowardice. It believes that Germany should not only learn from its History but also take action. For several years now, the Center has engaged in a parallel (more beautiful) German approach to foreign politics that uses humanity as a weapon. From Bosnia-Herzegovina and Aleppo straight to the mountains of Melilla, the group's interventions demonstrate how art can be a fifth state power.

## **Zentrum für Antisemitismusforschung**

Germany (IHRA Member Country)

Berlin

[tu-berlin.de/fakultaet\\_i/zentrum\\_fuer\\_antisemitismusforschung](https://tu-berlin.de/fakultaet_i/zentrum_fuer_antisemitismusforschung)

### **Sector**

Research

### **Type of Programs**

Teaching at the Technical University of Berlin, publications, conferences

### **Mission Statement**

The ZfA [Center for Research on Antisemitism] of the Technical University of Berlin cooperates on an interdisciplinary basis [...] in research and teaching on prejudices and their consequences such as antisemitism, antigypsyism, xenophobia, and racism. Adjacent areas of work are German-Jewish history, the Holocaust, and right-wing extremism.

### **Mission Statement (Comparative Approach)**

The focus of the Zentrum für Antisemitismusforschung is the interdisciplinary research on anti-Semitism in its various causes, manifestations and effects of past and present. Extensive research has been conducted on, for example, the history of the Holocaust, the German-Jewish history, to other forms of racism and violence or to minorities in Germany demonstrate this conceptual and thematic breadth.



## **Hong Kong, Special Administrative Region of The People's Republic Of China**

### **The Hong Kong Holocaust and Tolerance Centre (HKHTC)**

Hong Kong (Non-IHRA Member Country)

Shau Kei Wan

[hkhtc.org/index.php](http://hkhtc.org/index.php)

#### **Sector**

Education, Remembrance

#### **Type of Programs**

Conferences, workshops, exhibits, remembrance events

#### **Mission Statement**

The Hong Kong Holocaust and Tolerance Centre (HKHTC) is a non-profit organisation dedicated to the promotion, across Asia, of education and awareness of the Holocaust. Our goal is to become an international resource centre for scholars, teachers, students and the general public, through the creation and accessibility of locally relevant material in English, Chinese and other regional languages.

#### **Mission Statement (Comparative Approach)**

The HKHTC will actively promote conferences, workshops, exhibits and remembrance events that use the lessons of history to prevent anti-Semitism, discrimination and genocide, as a way to advance tolerance and understanding among people, in order to make a positive contribution to our society and future generations.

## Hungary

### **Budapest Centre for the International Prevention of Genocide and Mass Atrocities**

Hungary / Italy (IHRA Member Countries)

Budapest / Rome

[genocideprevention.eu](http://genocideprevention.eu)

#### **Sector**

Education, Research

#### **Type of Programs**

Working paper series, publications, monitoring reports, informal education programs, trainings, workshops, graduate-level seminars

#### **Mission Statement**

The mission of the Centre is to promote international protection of human rights with special regard to the prevention of genocide and other mass atrocities in any part of the world. The strategic objective of the Centre is to foster awareness of and promote action by all stakeholders interested in the prevention of mass atrocity crimes. To this end, the Centre will prepare assessments, studies and recommendations and contribute to the international capacity and capability building efforts in order to help ensure informed, timely and effective preventive action by the International Community. The Centre will function to elicit the sources and promote the operation of an integrated early warning and early action-system. In carrying out these tasks, the Centre will seek to enhance the collaboration within the International Community and promote the necessary political consensus for timely and effective action at global, regional and national levels.

**Central European University, Nationalism Studies**

Hungary (IHRA Member Country)

Budapest

[nationalism.ceu.edu](http://nationalism.ceu.edu)

**Sector**

Research

**Type of Programs**

Course

**Program/Content**

“Genocide and memory in comparative perspectives”

**Mission Statement**

The Nationalism Studies Program was established by the Central European University with the aim of engaging students in an empirical and theoretical study of issues of nationalism, self-determination, problems of state-formation, ethnic conflict, minority protection and the related theme of globalization. Drawing upon the uniquely supranational milieu of Central European University, the program encourages a critical and non-sectarian study of nationalism.

## Israel

### **Beit Lohamei Haghetat / Ghetto Fighters House Museum**

Israel (IHRA Member Country)

Galilee

[gfh.org.il/eng/?CategoryID=86](http://gfh.org.il/eng/?CategoryID=86)

#### **Sector**

Education

#### **Type of Programs**

Education programs, exhibitions, library

#### **Mission Statement**

[T]he Ghetto Fighters House provides its visitors, both from Israel and abroad, a unique experience, going beyond the grief and horror in order to make evident Antek Zukerman's declaration in the first National Gathering for Holocaust and Heroism Remembrance Day that took place on the Ghetto Fighters' Kibbutz: "We came here to build homes filled with life." Alongside the museum is the Center for Humanistic Education, whose goal is to instill knowledge and understanding of the events that took place during the Holocaust through dialogue and joint learning. The center strives to create multi-cultural gatherings in which intensive discussions can take place concerning the human and universal meaning of the Holocaust both within and beyond Israeli society.

#### **Mission Statement (Comparative Approach)**

The Holocaust is studied as a critical turning point in the history of human and societal nature, thus having universal meanings across time and place. We believe that our social and educational approach leads towards understanding the importance of democratic values; provides tools for moral judgment and civic responsibility; combats the indifference to the suffering of others or the infringement of human rights that endangers the existence of society at all times.

### **The Combat Genocide Association**

Israel (IHRA Member Country)

Tel Aviv

[combatgenocide.org](http://combatgenocide.org)

#### **Sector**

Education, Remembrance

#### **Type of Programs**

Reading material, educational program, activities for circulation among educational institutions, a website, an educational center that is open to the public, educational seminars

#### **Mission Statement**

Our goal is to stop and prevent all acts of homicide against any distinct group, minority, ethnicity, or nationality.

#### **Mission Statement (Comparative Approach)**

At the end of WWII, the world learned of the atrocities committed by the Nazis. Appalled by the systematic murder of millions of Jews and other minorities, the world swore “Never Again.” But despite awareness of the horrible history of genocide, humanity chose again and again to relinquish its oath, and stand idly by while genocides occurred numerous times since the Holocaust. It is sad to say that although the Jewish Holocaust was a unique event, being victims of genocide is something Jews have in common with many other nations. [...] Even though knowledge and awareness of genocide is not enough, it is a necessary prerequisite for a struggle against the occurrence of more genocides and part of the vital elements that are needed in order to stop people from killing, helping those who kill, or even just being a bystander.

**Institute on the Holocaust and Genocide**

Israel (IHRA Member Country)

Jerusalem

[ihgilm.com](http://ihgilm.com)

**Sector**

Research

**Type of Programs**

Publications, journal, conferences, lectures

**Program**

Journal *Genocide Prevention Now*

**Mission Statement**

The Institute on the Holocaust and Genocide, born of an idea in 1979, [...] is able to look back on a record of satisfying achievement. The Institute was begun at a time when there was no formal academic study of genocide in the world and no institutions devoted to the subject.

**Mission Statement (Comparative Approach)**

Our Institute may have been the first to link/connect the two concepts of Holocaust and genocide, a linkage/connection which we are very pleased to see is now being increasingly used; and we were perhaps the first formal institution devoted to genocide scholarship.

## Italy

### **Associazione per il Giardino dei Giusti di Milano**

Italy (IHRA Member Country)

Milan

[en.gariwo.net](http://en.gariwo.net)

#### **Sector**

Remembrance

#### **Type of Programs**

Memorial gardens, programs to honor the “Righteous” worldwide, including those in Milan, Warsaw, Yad Vashem and Yerevan.

#### **Program/Content**

Gardens of the Righteous in, among other places, Milan, Warsaw, Yad Vashem and Yerevan.

#### **Mission Statement**

The Committee’s aim is to heighten awareness and interest in the figures and the tales of the “Righteous” through public events, the use of the media, the website and the social networks. It has been active since 1999 but it was officially set up in 2001 as *Gardens of the Righteous Worldwide Committee* – Gariwo and in 2009 it became a non-profit organization.

#### **Mission Statement (Comparative Approach)**

After the creation of the Garden of the Righteous at Yad Vashem, the Holocaust Memorial in Jerusalem, more gardens have been created all over the world, such as in Yerevan at the Museum of the Armenian Genocide. Gardens have also been created in Milan, Sarajevo, in Warsaw, and in the United States. These trees symbolize life and invite us to defend it against the harbingers of death. The example of the Righteous becomes a warning for our conscience and proves that even under extreme circumstances people can choose not to remain indifferent. This is why the Gardens of the Righteous are the educational memory of the newer generations and the protagonists of tomorrow’s world, to whom they offer not only a warning, but also a workable alternative and a message of hope.

## Japan

### **Hiroshima City University, Hiroshima Peace Institute**

Japan (Non-IHRA Member Country)

Hiroshima

[http://www.hiroshima-cu.ac.jp/modules/peace\\_e/](http://www.hiroshima-cu.ac.jp/modules/peace_e/)

#### **Sector**

Research

#### **Type of Programs**

Journal, symposia, lectures, publications

#### **Program/Content**

“Comparative Research into Genocide and Mass Violence” (project ended)

#### **Mission Statement**

The institute aims to develop into an international research center that can, through academic research, contribute towards nuclear abolition, the resolution of global issues, the realization of sustainable global peace, and the development of local communities. It is also the aim of the institute to create ties with other peace research institutions, both within and outside the country, for the purpose of developing peace studies.

#### **Mission Statement (Comparative Approach)**

This international research project aims at comparing case studies on genocides and other instances of mass violence, elaborate criteria and elements of comparison, investigate common patterns and draw conclusions for future comparative studies to follow up.



**University of Tokyo, Comparative Genocide Studies**

Japan (Non-IHRA Member Country)

Tokyo

[cgs.c.u-tokyo.ac.jp/CGS09/index\\_e.html](http://cgs.c.u-tokyo.ac.jp/CGS09/index_e.html)

**Sector**

Research

**Type of Programs**

Symposia, conferences, workshops, bulletins

**Mission Statement**

The aim of this research is to establish and reposition “genocide research”, currently grouped in an unexplored area of the humanities and social sciences in Japan, and to make even a slight contribution to “the construction of peace”.

**Mission Statement (Comparative Approach)**

The object of study is broad: the many different instances of genocide which have taken place all over the world throughout the twentieth century. Firstly, the massacres which took place during World War Two, generally accepted and understood as the “Holocaust”, as “European genocide”, are repositioned and are approached from a variety of points of view: racism and eugenics; ethnic self-determinism and forced migration; acts of war and acts of extermination; and critical approaches to the modern nationalist state. Alongside this, many other genocides of the 20th century are examined.

## Mexico

### **Museo Memoria y Tolerancia**

Mexico (Non-IHRA Member Country)

Mexico City

[myt.org.mx](http://myt.org.mx)

#### **Sector**

Education, Remembrance

#### **Type of Programs**

Temporary and permanent exhibitions, courses on various human rights issues

#### **Mission Statement**

Promote the importance of tolerance, nonviolence and human rights. Create awareness through historical memory, particularly of genocides and other crimes. Warn about the dangers of indifference, discrimination and violence to create responsibility, respect and social consciousness in each individual resulting in social action. [Translated]

#### **Mission Statement (Comparative Approach)**

The study of genocide is essential to developing strategies that prevent and stop it. Never again for all human beings in all places at all times. Revisiting the horrors of the past is a way to honor the memory of the victims, but also a way to prevent their suffering from being forgotten and to ensure that such episodes never harm humanity again. We remember to learn; we learn not to repeat. [Translated]

## The Netherlands

### **Anne Frank House**

The Netherlands (IHRA Member Country)

Amsterdam

[annefrank.org](http://annefrank.org)

### **Sector**

Education, Remembrance

### **Type of Programs**

(Traveling) exhibitions, education material, conferences

### **Mission Statement**

The Anne Frank House is an independent, non-profit organisation dedicated to the preservation of the place where Anne Frank went into hiding during the Second World War, and to bringing the life story of Anne Frank to the attention of as many people as possible worldwide, with the aim of raising awareness of the dangers of antisemitism, racism and discrimination and the importance of freedom, equal rights and democracy.

### **Mission Statement (Comparative Approach)**

On the basis of Anne Frank's life story, set against the background of the Holocaust and the Second World War, the Anne Frank House develops educational programmes and products with the aim of raising young people's awareness of the dangers of anti-Semitism, racism and discrimination and the importance of freedom, equal rights and democracy.

**Herinneringscentrum Kamp Westerbork**

The Netherlands (IHRA Member Country)

Hooghalen

[kampwesterbork.nl/en/index.html#/index](http://kampwesterbork.nl/en/index.html#/index)

**Sector**

Education, Remembrance

**Type of Programs**

Photographs, documents, drawings, paintings, images, maps, objects

**Mission Statement**

The Camp Westerbork Memorial Centre, which gives the victims a name and a face, offers a museum and a selection of educational programmes especially for school groups.

**Joods Cultureel Kwartier**

The Netherlands (IHRA Member Country)

Amsterdam

[jck.nl/en](http://jck.nl/en)

**Sector**

Remembrance, Education

**Type of Programs**

Exhibitions, educational

**Program/Content**

Hosted exhibition on Herero and Namaqua genocide and the exhibitions “Black Box/Chambre Noir” by William Kentridge

**Mission Statement**

The Jewish Cultural Quarter consists of the Jewish Historical Museum, the JHM Children’s Museum, the Portuguese Synagogue, the Hollandsche Schouwburg, and the National Holocaust Museum.

The Jewish Cultural Quarter invites its visitors to acquaint themselves with Jewish culture and history, to deepen their existing knowledge, and to think actively about the subject of cultural diversity. The basic principle is to make the Jewish story accessible in a positive way to as much of the general public as possible.

**Leiden University**

The Netherlands (IHRA Member Country)

Leiden

[studiegids.leidenuniv.nl/en/courses/show/54539/genocide-studies](http://studiegids.leidenuniv.nl/en/courses/show/54539/genocide-studies)

**Sector**

Education, Research

**Type of Programs**

Course

**Program/Content**

Undergraduate course 2015–2016 “Genocide Studies: The Causes and Prevention of Mass Atrocities”

**Mission Statement**

After completing the course students will be able to describe and explain various types of mass atrocity. They will gain understanding of its causes, its process and prevention. In the end, they will be able to critically assess real-life situations in light of the discussed theories and analyze contemporary cases of large scale human rights abuses.

**Mission Statement (Comparative Approach)**

This course focuses on mass atrocities (large scale and systematic human rights violations, in particular genocide). Typically these type of violations are framed as international crimes such as genocide, crimes against humanity, war crimes, torture or enforced disappearance. Mass murders and genocides are not a new phenomenon. In the twentieth century and well in this century, war and terror has killed millions, mostly unarmed civilians. For example: ISIL’s terrorism, state violence in Syria, mass rape in the Democratic Republic of the Congo, genocide in Rwanda, ethnic cleansing in Bosnia, mass murder in Guatemala, the Killing Fields of Cambodia, Stalin’s gulags, the Holocaust, death marches in Armenia and the colonial genocide in Namibia.

### **Nationaal Comité 4 en 5 mei**

The Netherlands (IHRA Member Country)

Amsterdam

[4en5mei.nl/english](http://4en5mei.nl/english)

#### **Sector**

Education, Remembrance, Research

#### **Type of Programs**

Organisation of National Remembrance Day (4th of May) and coordination of Liberation Day activities (5th of May), media campaigns, awareness raising for commemorations and other activities, educational and research projects

#### **Mission Statement**

The National Committee was founded by Royal Decree and placed under the responsibility of the Prime Minister, the Minister of General Affairs and the Minister of Health, Welfare and Sports. The latter ministry provides an institutional grant. The members of the National Committee are appointed by Royal Decree for a maximum period of six years. Besides its intensive collaboration with the national government, the Committee also maintains relationships with the provinces, municipalities and organisations of people affected by wars as well as numerous civil-society organisations and businesses.

The number of responsibilities of the National Committee for 4 and 5 May has increased over the years. Whereas initially it was only in charge of organising the national commemoration of Remembrance Day and the national celebration of Liberation Day, between 1989 and 1997 it was asked to develop policy regarding the provision of information to young people. As years progressed, the Committee's most important task became to enhance understanding about the purpose and significance of remembrance and celebration. In that connection, the Committee grew to become the first choice amongst organisations to turn to with questions regarding commemorating, celebrating and remembering. That holds not only for people and organisations in the Netherlands, but also for related institutions abroad.

As from 2011, the Ministry of Health, Welfare and Sports again expanded the National Committee's mandate to keep the memory of the Second World War alive. Its activities now include conducting and facilitating applied research, promoting international exchanges, providing support to organisations of people affected by wars, managing the infrastructure for education and public information, and implementing grant schemes to enable the organisation of reunions and other gatherings of people who shared the same fate, and to support education and public information. [...]

### **Nationaal Monument Kamp Vught**

The Netherlands (IHRA Member Country)

Vught

[nmkampvught.nl/english](http://nmkampvught.nl/english)

#### **Sector**

Education, Remembrance

#### **Type of Programs**

Tours, publications, conferences, expositions

#### **Program/Content**

Exhibition 2016 “The Gulag”, lectures on the Srebrenica genocide

#### **Mission Statement**

The Nationaal Monument Kamp Vught (Camp Vught National Memorial) is located on part of the former SS camp Konzentrationslager Herzogenbusch, also known as Camp Vught (January 1943 – September 1944).

The combined memorial centre and museum features various exhibitions, a memorial room and wall of reflection. The museum is spread out over several buildings and outdoor areas. A model of the camp, made of natural stone, shows the extensive size of the camp and the many buildings it included.



**NIOD Institute for War, Holocaust, and Genocide Studies**

The Netherlands (IHRA Member Country)

Amsterdam

[niod.knaw.nl/en](http://niod.knaw.nl/en)

**Sector**

Education, Research

**Type of Programs**

Conferences, a journal, publications, MA program, exhibitions

**Mission Statement**

Issues related to war violence generate a lot of interest from society and demand independent academic research. NIOD conducts and stimulates such research and its collections are open to all those who are interested.

## Norway

### **Senter for studier av Holocaust og livssynsminoriteter**

Norway (IHRA Member Country)

Oslo

[hlsenteret.no/english](https://hlsenteret.no/english)

#### **Sector**

Education, Remembrance, Research

#### **Type of Programs**

Informational activities, exhibitions, publication, museum tours, and conferences

#### **Mission Statement**

The Center shall contribute new research, education and information activities, exhibitions and conferences. Moreover, it is the explicit aim to be a meeting-place for people who want to participate in the enduring controversy concerning all kinds of religious, racist and ethnic motivated repression.

#### **Mission Statement (Comparative Approach)**

The Center for Studies of the Holocaust and Religious Minorities has two main fields of interest: the Holocaust on the one hand and religious minorities on the other. Within these two fields of interest the Center will contribute new research, education and information activities, exhibitions and conferences.

## Poland

### **Auschwitz-Birkenau Memorial and Museum**

Poland (IHRA Member Country)

Oświęcim

[auschwitz.org/en](http://auschwitz.org/en)

#### **Sector**

Education, Remembrance

#### **Type of Programs**

Conference

#### **Program/Content**

Comparative education covered in at least one conference

#### **Mission Statement**

If one Place could address the conscience of humanity in the 21st century, this Place is Auschwitz-Birkenau. The last of the enormous extermination centers which is tangibly preserved. The largest of all the Nazi German concentration camps.

If the world we would like to build is to be safer, peaceful and more welcoming, it is imperative that we keep the authenticity of the Auschwitz-Birkenau Memorial viable and palpable.

No one can change the past; however the future is in our hands. Help us to preserve the authenticity of Auschwitz-Birkenau. Help us to warn humanity against itself. Do not allow history to become a deafening silence. Save the memory.

## Romania

### **Asociatia Tikvah**

Romania (IHRA Member Country)

Oradea

[tikvah.ro/en/human-rights/teacher-resources/introducing-the-subject.html](http://tikvah.ro/en/human-rights/teacher-resources/introducing-the-subject.html)

### **Sector**

Education

### **Type of Programs**

Education materials, exhibitions, publications

### **Mission Statement**

We want to support young people in understanding, recognising and dealing with the causes of intolerance, injustice and inhumanity. We want Asociatia Tikvah to be a force for growing trust, friendship and a common approach to humanity and community.

## Rwanda

### **Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)**

Rwanda (Non-IHRA Member Country)

Huye (Kigali office of German organization)

[giz.de/en/html/index.html](http://giz.de/en/html/index.html)

#### **Sector**

Education, Remembrance

#### **Type of Programs**

Funding of and support to organisations

#### **Mission Statement**

Immediately after the genocide, GIZ's two predecessor organisations were among the first international organisations to resume their activities in Rwanda as of September 1994. Since 2000, Rwanda has been a priority country for German bilateral cooperation, focusing on two priority areas: good governance and sustainable economic development.

We support economic development, human capacity building, the consolidation of democratic structures, and efforts to achieve a lasting peace. Our services mainly focus on improving skills, resources and performance (capacity development).

### **Kigali Genocide Memorial**

Rwanda (Non-IHRA Member Country)

Kigali

[kgm.rw](http://kgm.rw)

#### **Sector**

Education, Remembrance

#### **Type of Programs**

Exhibition

#### **Program/Content**

Exhibition “Wasted Lives”

#### **Mission Statement**

The Kigali Genocide Memorial is the final resting place for more than 250,000 victims of the Genocide against the Tutsi. It is an important place of remembrance and learning and receives visitors from all around the world. The memorial has five primary objectives: (1) to provide a dignified place of burial for victims of the Genocide against the Tutsi; (2) to inform and educate visitors about the causes, implementation and consequences of the genocide, and other genocides in history; (3) to teach visitors about what we can do to prevent future genocides; (4) to provide a documentation centre to record evidence of the genocide, testimonies of genocide survivors and details of genocide victims; (5) to provide support for survivors, in particular orphans and widows.

**National University of Rwanda, Centre for Conflict Management**

Rwanda (Non-IHRA Member Country)

Kigali/Huye

[ccm.ur.ac.rw](http://ccm.ur.ac.rw)

**Sector**

Research

**Type of Programs**

Short course and MA

**Program/Content**

Short course on Genocide Studies and Prevention, Master-level Genocide Studies Program

**Mission Statement**

[The mission of the Centre for Conflict Management is to] address the knowledge gap in the field of genocide, peace and conflict studies, and post-conflict reconstruction and reconciliation through conducting research, teaching as well as community services in the form of policy research.

**Mission Statement (Comparative Approach)**

The Genocide Studies Program, is a graduate level (Masters) program that provides candidates with an understanding of the complexities of genocide, the history of various cases of genocide, the intricacies and complexity of the prevention and intervention of genocide, challenges and complexities faced by post-genocide societies. As a society that suffered from genocide just twenty one years ago, Rwanda has an understandable interest in the issue of genocide – its antecedents, issues of prevention and intervention, the post-genocide period. In light of the recent history of Rwanda, there seems to be few better places in the world to house a Genocide Studies Program than the nation of Rwanda. Throughout many of the courses, the 1994 Genocide Against Tutsi in Rwanda will be addressed, offered for comparative purposes.

## **Never Again Rwanda**

Rwanda (Non-IHRA Member Country)

Kigali

[neveragainrwanda.org](http://neveragainrwanda.org)

### **Sector**

Education, Remembrance

### **Type of Programs**

Informal education and training workshop, incorporating a module on locating the Rwandan genocide into the global landscape including the Holocaust and other genocide and mass atrocities

### **Program/Content**

Peace Building Institute

### **Mission Statement**

Never Again Rwanda is a human rights and peace-building organization that was founded in response to the 1994 genocide perpetrated against Tutsis. Guided by a vision of a nation where citizens are agents of positive change and work together towards sustainable peace and development, we aim to empower Rwandans with opportunities to become active citizens through peace-building and development. We place a particular emphasis on the youth as the future of a peaceful society. With nearly 13 years of experience, Never Again Rwanda is one of the leading national peace-building organizations in Rwanda.

### **Mission Statement (Comparative Approach)**

NAR hosts Peace-Building Institutes twice a year in Rwanda. Guided by the theme, “What can Rwanda teach the World?” the Institute brings together exceptional young people from around the world to discuss and learn about genocide history and prevention, transitional justice, and good governance and development.



## South Africa

### **Cape Town Holocaust Centre**

South Africa (Non-IHRA Member Country)

Cape Town

[holocaust.org.za/cape-town/cape\\_town-main.htm](http://holocaust.org.za/cape-town/cape_town-main.htm)

#### **Sector**

Education, Remembrance

#### **Type of Programs**

Exhibitions, education material, archival documents, film footage, multimedia display, artifacts, recreated environments

#### **Mission Statement**

The Cape Town Holocaust Centre is part of the South African Holocaust and Genocide Foundation. It has no mission statement of its own.

#### **Mission Statement (Comparative Approach)**

The Centre houses a permanent exhibition and offers education programmes to high school learners, educators and diverse adult groups. Programmes examine contemporary Human Rights issues, such as racism and prejudice, by examining the history of the Holocaust. Related to this is the connection that exists between Nazism and the racism of Apartheid. In the permanent exhibition the South African context and aspects are highlighted. In addition, reference is made to other genocides of the 20th century, with a particular focus on the genocide in Rwanda, through programmes, commemorations and a purpose built exhibit in Johannesburg.

**Durban Holocaust Centre**

South Africa (Non-IHRA Member Country)

Durban

[holocaust.org.za/durban/durban-our\\_centre.htm](http://holocaust.org.za/durban/durban-our_centre.htm)

**Sector**

Education, Remembrance

**Type of Programs**

Exhibitions, education material, teacher workshops

**Mission Statement**

The Durban Holocaust Centre is part of the South African Holocaust and Genocide Foundation and is dedicated to creating a more caring and just society in which human rights and diversity are respected and valued.

**Mission Statement (Comparative Approach)**

The Durban Holocaust Centre is a place of remembrance for the 6 million Jews who died in the Holocaust and all other victims of Nazism, but the centre also engages in public outreach programmes about the Holocaust, human rights abuses and contemporary genocides. It offers teacher workshops and educator seminars where teachers from across the province are trained in how to teach the subject of the Holocaust, a key part of the National Curriculum, to various grades.

## **Johannesburg Holocaust & Genocide Centre**

South Africa (Non-IHRA Member Country)

Johannesburg

[jhbholocaust.co.za/johannesburg](http://jhbholocaust.co.za/johannesburg)

### **Sector**

Education, Remembrance

### **Type of Programs**

Exhibitions, education material, archival documents, films, artefacts, publications, lectures, conferences, educational workshops

### **Mission Statement**

The Johannesburg Holocaust & Genocide Centre (JHGC) is part of the South African Holocaust & Genocide Foundation. The JHGC seeks to raise awareness of the evils of genocide with a particular focus on the Holocaust and the 1994 genocide in Rwanda.

### **Mission Statement (Comparative Approach)**

The Centre has three focus points. 1) Memorialise the victims of the Holocaust and the Rwandan genocide. 2) Teach about the consequences of prejudice, racism, anti-semitism, homophobia and xenophobia, and raise awareness of the evils of genocide. 3) Warn against the dangers to freedom and democracy by keeping silent or being indifferent.

**The South African Holocaust & Genocide Foundation (SAHGF)**

South Africa (Non-IHRA Member Country)

Cape Town

[holocaust.org.za/pages/about-the-foundation.htm](http://holocaust.org.za/pages/about-the-foundation.htm)

**Sector**

Education, Remembrance

**Type of Programs**

Educational program, lectures

**Mission Statement**

The South African Holocaust & Genocide Foundation (SAHGF) is formed by the Cape Town Holocaust Centre, The Durban Holocaust Centre and the Johannesburg Holocaust & Genocide Centre. The SAHGF is dedicated to creating a more caring and just society in which human rights and diversity are respected and valued.

**University of Cape Town, Kaplan Centre**

South Africa (Non-IHRA Member Country)

Cape Town

[kaplancentre.uct.ac.za](http://kaplancentre.uct.ac.za)

**Sector**

Research

**Type of Programs**

Courses

**Program/Content**

Two courses: “Racism, Colonialism and Genocide” and “Genocide: African Experiences” (this course is also taught at Stanford)

**Mission Statement**

The Isaac and Jessie Kaplan Centre for Jewish Studies and Research, housed in Rachel Bloch House was established in 1980 under the terms of a gift to the University of Cape Town by the Kaplan Kushlick Foundation and is named in honour of the parents of Mendel and Robert Kaplan. An autonomous centre, with its own governing body, the centre is the only one of its kind in South Africa.

**Mission Statement (Comparative Approach)**

The centre seeks to stimulate and promote the whole field of Jewish studies and research at the University with a special focus on the South African Jewish community. Multi-disciplinary in scope, scholars are encouraged to participate in a range of fields including history, political science, education, sociology, comparative literature and the broad spectrum of Hebrew and Judaic studies. The centre is engaged in research and acts as a co-ordinating unit in the University.

**Western Cape Regional Department of Education (working with SAHGF)**

South Africa (Non-IHRA Member Country)

Cape Town

[westerncape.gov.za](http://westerncape.gov.za)

**Sector**

Education

**Type of Programs**

Grade 9 Holocaust curriculum that uses the Holocaust as a key case and a way to make sense of South Africa's history

**Mission Statement**

The Western Cape Education Department (WCED) is responsible for public schooling in the province from Grades 1 to 12. We provide various specialised education services and subsidise Grade R and adult education.

Our primary objectives are to build solid foundations in literacy and numeracy in primary school, improve learner pass rates, and to improve the number and quality of our matric results.

## Sweden

### **Forum för Levande Historia**

Sweden (IHRA Member Country)

Stockholm

[levandehistoria.se/english](http://levandehistoria.se/english)

#### **Sector**

Education, Remembrance

#### **Type of Programs**

Study materials, exhibitions, surveys, publications, conferences, reports

#### **Program/Content**

The Forum uses different methods and tools for educating pupils and students about the Holocaust and promoting that all people are equal in values and rights

#### **Mission Statement**

The past and the present are continuously present in everything we do. With these perspectives, the institution's goal is to teach about historic patterns. Their wish is to equip people with knowledge for the future; our goal is to work for everyone's equal value.

#### **Mission Statement (Comparative Approach)**

The Living History Forum is a Swedish public authority which, using the Holocaust and other crimes against humanity as a starting point, works with issues on tolerance, democracy and human rights.

**University of Uppsala, Master Programme in Holocaust and Genocide Studies**

Sweden (IHRA Member Country)

Uppsala

[uu.se/en/admissions/master/selma/program/?pKod=HFF2M&lasar=15/16](http://uu.se/en/admissions/master/selma/program/?pKod=HFF2M&lasar=15/16)

**Sector**

Education

**Type of Programs**

Classes on the Holocaust and other genocides

**Program/Content**

MA in Holocaust and Genocide Studies

**Mission Statement**

The goal of this Master of Arts is to give you the ability to understand and analyse independently the phenomenon of genocide, and episodes of genocidal violence in their historical and cultural contexts.

**Mission Statement (Comparative Approach)**

The history and memory of the Holocaust is central to this field of study, but you will also study other episodes of genocide, genocidal violence and other forms of mass violence and their historical, political and cultural contexts.



## Ukraine

### **Ukrainian Center for Holocaust Studies**

Ukraine (Non-IHRA Member Country)

Kiev

[holocaust.kiev.ua/eng](http://holocaust.kiev.ua/eng)

#### **Sector**

Research

#### **Type of Programs**

Scholarly conferences and seminars, educational activities, periodical editions, the semi-annual scholarly journal Holocaust and Modernity and bi-monthly informative-pedagogical bulletin Lessons of the Holocaust

#### **Mission Statement**

The research direction comprises regional aspects of the Holocaust on Ukrainian lands; reflection of the Holocaust in the mass-media of 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.

**Ukrainian Institute for Holocaust Studies**

Ukraine (Non-IHRA Member Country)

Dnipropetrovsk

[tkuma.dp.ua/index.php/en](http://tkuma.dp.ua/index.php/en)

**Sector**

Education

**Type of Programs**

Teacher trainings, student outreach on Holodomor

**Mission Statement**

“Tkuma” (lit. Revival) Ukrainian Institute for Holocaust Studies is the first national center for Holocaust history studying and teaching.

## United Kingdom

### **Aegis Trust**

United Kingdom (IHRA Member Country)

Nottinghamshire

[aegistrust.org](http://aegistrust.org)

### **Sector**

Education, Remembrance

### **Type of Programs**

Memorials, school programs and curricula, genocide archives – Rwanda, Kigali  
Genocide Memorial

### **Mission Statement**

The organisation works to prevent genocide and help individuals and societies recover in its aftermath. Aegis is committed to remembering the atrocities of the past, investing in the peace-builders of tomorrow and advocating for those at risk of genocide today. Aegis fulfils its mission by: (i) social change through education, public awareness and accountability; and (ii) policy change through advocacy. These are both underpinned by research.

### **Mission Statement (Comparative Approach)**

In 1995, the Smith brothers founded the National Holocaust Centre in the United Kingdom to teach current and future generations to carefully examine and learn from past tragedies. However, as genocide and crimes against humanity continued through the 1990's in places like Bosnia, Rwanda and Kosovo, the Smith brothers reached two conclusions:

1. remembrance of past atrocities was not sufficient to prevent future genocides;  
and
2. there are predictable steps that lead to genocide and this holds the key to prevention.

With this information, they carried forward their deep commitment to the prevention of genocide and other atrocities by founding The Aegis Trust.

**Holocaust Memorial Day Trust**

United Kingdom (IHRA Member Country)

London

[hmd.org.uk](http://hmd.org.uk)

**Sector**

Remembrance

**Type of Programs**

Events, commemorations, workshop support, trainings

**Program/Content**

The annual HMD theme, which provides a focus for events and education in local and national commemorations; free resources and workshops for activity organizers; the UK national Holocaust Memorial Day event; trainings for HMD Youth Champion volunteers

**Mission Statement**

The Holocaust Memorial Day Trust (HMDT) is the charity that promotes and supports Holocaust Memorial Day (HMD).

**Mission Statement (Comparative Approach)**

[The HMDT shares] a commitment to remember all victims of Nazi Persecution, and victims of all genocides.

**René Cassin**

United Kingdom (IHRA Member Country)

London

[renecassin.org](http://renecassin.org)

**Sector**

Education

**Type of Programs**

Educational materials for schools, community organisations and synagogues

**Mission Statement**

René Cassin is a charity working to promote and protect universal human rights, drawing on Jewish experience and values.

**Mission Statement (Comparative Approach)**

Our Mission is to promote and protect the universal rights of all people, drawing on Jewish experiences and values. We achieve this by campaigning for change in defined human rights areas through a combination of advocacy, policy analysis, public campaigning and education and building the capacity of activists and lawyers to promote and protect human rights.

**The Anne Frank Trust UK**

United Kingdom (IHRA Member Country)

London

[annefrank.org.uk](http://annefrank.org.uk)

**Sector**

Education

**Type of Programs**

Education programmes in schools, prisons and communities about the damage and suffering caused by prejudice and hatred, campaigns, exhibitions, and competitions

**Mission Statement**

Through our exhibitions, training programmes and campaigns, the Anne Frank Trust, the British educational organisation that proudly bears Anne's name, has been imparting her vision of a more just and humane world to thousands of young people per year, inspiring them to become active responsible individuals. From its humble beginnings, our work now reaches several regions across the UK, but we know that there is more, so much more to do.

**Mission Statement (Comparative Approach)**

The Anne Frank Trust UK uses Anne's life and inspirational message as an anchor to educate people about damage caused by all forms of prejudice and discrimination.

**The Wiener Library**

United Kingdom (IHRA Member Country)

London

[wienerlibrary.co.uk](http://wienerlibrary.co.uk)

**Sector**

Education, Remembrance

**Type of Programs**

A collection containing over one million items, including published and unpublished works, press cuttings, photographs and eyewitness testimony

**Mission Statement**

The Wiener Library is one of the world's leading and most extensive archives on the Holocaust and Nazi era. [...] Our vision is of a continuously developing library, archive and information service for the UK and for the international community, dedicated to supporting research, learning, teaching and advocacy about the Holocaust and genocide, their causes and consequences.

## United States

### **American Jewish Historical Society**

United States (IHRA Member Country)

New York, New York

[ajhs.org](http://ajhs.org)

#### **Sector**

Education

#### **Type of Programs**

Educational materials, conferences, exhibitions, and a number of publications; also access to 25 million documents and 50,000 books, photographs, art and artifacts that reflect the history of the Jewish presence in the United States from 1654 to the present

#### **Mission Statement**

The American Jewish Historical Society is the oldest ethnic, cultural archive in the United States. [...] At our home on West 16th street in downtown Manhattan, as well as in our Boston branch on Newbury street, AJHS illuminates American Jewish history through our many archival treasures, scholarship, exhibitions, and public programs.



**Anne Frank Center for Mutual Respect**

United States (IHRA Member Country)

New York, New York

[annefrank.com](http://annefrank.com)

**Sector**

Education

**Type of Programs**

Permanent, temporary, and traveling exhibitions and different programs for teachers to use

**Mission Statement**

Through a variety of innovative education programs and exhibitions, the Center uses Anne Frank as a role model for today. Her insights and courage continue to inspire students, educators and citizens more than 60 years after her diary was first published.

**Mission Statement (Comparative Approach)**

The Anne Frank Center USA, a partner of the Anne Frank House, uses the diary and spirit of Anne Frank as unique tools to advance her legacy, to educate young people and communities in North America about the dangers of intolerance, anti-semitism, racism and discrimination, and to inspire the next generation to build a world based on equal rights and mutual respect.

### **Anti-Defamation League**

United States (IHRA Member Country)

New York, New York

[adl.org](http://adl.org)

#### **Sector**

Education

#### **Type of Programs**

Educational programs focusing on, among other things, antisemitism, hate speech, and bullying

#### **Mission Statement**

The Anti-Defamation League was founded in 1913 “to stop the defamation of the Jewish people and to secure justice and fair treatment to all.” Now the nation’s premier civil rights/human relations agency, ADL fights anti-Semitism and all forms of bigotry, defends democratic ideals and protects civil rights for all.

The Anti-Defamation League (ADL) fights anti-Semitism and all forms of bigotry in the U.S. and abroad through information, education, legislation and advocacy. ADL serves as a resource for government, media, law enforcement, educators and the public.

#### **Mission Statement (Comparative Approach)**

The Holocaust is woven into the very existence of those who lived during that time some seven decades ago. Today, young people’s knowledge of this horrific chapter of history is limited by educators’ choices in planning their classroom curriculum. Although the mandate of “Never Again” has proved difficult to achieve, the lessons of the Holocaust remain relevant and significant in the lives of youth, including the dangers of silence, the consequences of indifference, and the responsibility to protect the vulnerable. Through programs and curriculum, ADL helps educators bring these lessons to life for students.

**Appalachian State University, The Center for Judaic, Holocaust, and Peace Studies**

United States (IHRA Member Country)

Boone, North Carolina

[holocaust.appstate.edu](http://holocaust.appstate.edu)

**Sector**

Education, Research

**Type of Programs**

Seminars, workshops, exhibits, outreach presentations, undergraduate courses and an undergraduate minor

**Mission Statement**

Appalachian State University's Center for Judaic, Holocaust, and Peace Studies was founded in 2002 to develop new educational opportunities for students, teachers, and the community.

**Mission Statement (Comparative Approach)**

Located administratively within the College of Arts and Sciences, the Center seeks to strengthen tolerance, understanding, and remembrance by increasing the knowledge of Jewish culture and history, teaching the history and meaning of the Holocaust, and utilizing these experiences to explore peaceful avenues for human improvement and the prevention of further genocides.

**Association of Holocaust Organizations**

United States (IHRA Member Country)

Hollis, New York

[ahoinfo.org/home.html](http://ahoinfo.org/home.html)

**Sector**

Education, Remembrance, Research

**Type of Programs**

Conferences and seminars

**Mission Statement**

The Association of Holocaust Organizations (AHO) was established in 1985 to serve as an international network of organizations and individuals for the advancement of Holocaust education, remembrance and research. Among its functions and services are annual conferences held every June, a winter seminar at the United States Holocaust Memorial Museum held every January, co-sponsorship of other conferences and seminars, a listserv for members, a website and the publication of an annual directory. There are also regional branches which meet independently.

**Auschwitz Institute for Peace and Reconciliation**

United States (IHRA Member Country)

New York, New York

[auschwitzinstitute.org](http://auschwitzinstitute.org)

**Sector**

Education

**Type of Programs**

Trainings, workshops, seminars, coalition-building

**Program/Content**

Global Raphael Lemkin Seminar for Genocide Prevention, partnership with La Red on events and seminars, African (regional and sub-regional) programs in mass atrocity prevention, U.S. Inter-Agency Course on Atrocity Prevention

**Mission Statement**

The Auschwitz Institute for Peace and Reconciliation is building a world that prevents genocide and other mass atrocities.

Through education, training, and technical assistance, we support states to develop or strengthen national mechanisms for the prevention of genocide and other mass atrocities. We also encourage and support states to cooperate through regional and international arrangements to advance prevention.

**Mission Statement (Comparative Approach)**

While Auschwitz remains the primary location for our core program of global seminars, we also recognize that the power of Auschwitz is not bounded by its place or location. The power of Auschwitz – its reality, its memory, its legacy – transcends place and animates the work of AIPR across the globe. Our regional and international programs to support states to develop or strengthen mechanisms for the prevention of genocide and mass atrocities remain grounded in the power of Auschwitz, regardless of their locations. Our mission – to build a world that prevents genocide and other mass atrocities – is rooted in the history of Auschwitz and its meaning for our contemporary world.

**Cardozo Law Institute in Holocaust and Human Rights**

United States (IHRA Member Country)

New York, New York

[cardozo.yu.edu/CLIHHR](http://cardozo.yu.edu/CLIHHR)

**Sector**

Remembrance, Research

**Type of Programs**

Ten programs including courses, seminars, conferences, refugee representation project

**Program/Content**

Courses: Holocaust Restitution Claims Practicum, Human Rights and Atrocity Prevention Clinic and the accompanying seminar which has a comparative focus, starting from the Holocaust we look at Rwanda and Bosnia, as well as other Human Rights areas; Refugee Representation Project

**Mission Statement**

The Cardozo Law Institute in Holocaust and Human Rights began as the Holocaust, Genocide and Human Rights Program in 2005 with the aim to prevent mass atrocities and promote human security. Today, the Institute maintains its original purpose while expanding to meet complex and ever-evolving challenges in mass atrocity prevention and response.

**Mission Statement (Comparative Approach)**

Remembering the Holocaust demands being responsive to the future world. With compassion for victims of the Holocaust and mass atrocities, we are dedicated to “paying it forward.” Maturing from a scholarly program into an institute with practical tools, we implement change to prevent and respond to mass atrocities.

**Claremont McKenna College, Mgrublian Center for Human Rights**

United States (IHRA Member Country)

Claremont, California

[cmc.edu/human-rights](http://cmc.edu/human-rights)

**Sector**

Education, Research

**Type of Programs**

Student internships and projects in leading human rights and Holocaust organizations, academic study and coursework, academic research and publication, conferences and other events

**Mission Statement**

The Center will continue its mission to instill in students an understanding of human rights as central to moral conduct and ethical decisions in their personal lives, in their careers and in the public arena.

**Mission Statement (Comparative Approach)**

The Center's educational program has as its core a sequence of courses designed to enable students to understand the causes and lessons of the Holocaust and contemporary human rights abuses and genocide.

**Clark University, Strassler Center for Holocaust and Genocide Studies**

United States (IHRA Member Country)

Worcester, Massachusetts

[clarku.edu/departments/holocaust](http://clarku.edu/departments/holocaust)

**Sector**

Research

**Type of Programs**

Ph.D. program in Holocaust History, Ph.D. Program in Genocide Studies, undergraduate minor

**Mission Statement**

Genocide, mass atrocities, crimes against humanity and their prevention stand at the core of the Strassler Center for Holocaust and Genocide Studies. Home to a uniquely rich undergraduate program and a landmark doctoral program, the Strassler Center is the first and only institute of its kind.

**Mission Statement (Comparative Approach)**

The History program offers students a range of courses covering a spectrum of topics pertaining to the history of the Holocaust, the Armenian Genocide, and comparative genocide.



### **Facing History and Ourselves**

United States (IHRA Member Country)

Brookline, Massachusetts

[facinghistory.org](http://facinghistory.org)

#### **Sector**

Education

#### **Type of Programs**

Educational resources, training opportunities, professional coaching, guidance for administrators

#### **Mission Statement**

Facing History and Ourselves is an international educational and professional development organization whose mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry.

#### **Mission Statement (Comparative Approach)**

By studying the historical development of the Holocaust and other examples of genocide, students make the essential connection between history and the moral choices they confront in their own lives.

**Florida Atlantic University, Center for Holocaust and Human Rights Education**

United States (IHRA Member Country)

Boca Raton, Florida

[fau.edu/pjhr/chhre/index.php](http://fau.edu/pjhr/chhre/index.php)

**Sector**

Education, Research

**Type of Programs**

Teacher training program – materials: downloadable lesson plans

**Program/Content**

Holocaust in teacher training program; sample curricula and lesson plans for grades K-12 which also include Armenia and Bosnia.

**Mission Statement**

The Center for Holocaust and Human Rights Education (CHHRE) at Florida Atlantic University presents cutting-edge professional learning opportunities, training and resources to teachers involved in Holocaust and genocide education.

**Mission Statement (Comparative Approach)**

The Center's goal is twofold: to edify teachers and students about the Holocaust era and to assist them in developing applicable knowledge and analytical skills to the events of present and past genocides.

**Florida Holocaust Museum**

United States (IHRA Member Country)

Tampa, Florida

[fholocaustmuseum.org](http://fholocaustmuseum.org)

**Sector**

Education

**Type of Programs**

Exhibitions, events, collections, testimonies, a library

**Mission Statement**

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 the members of all races and cultures the inherent worth and dignity of human life in order to prevent future genocides.

**Mission Statement (Comparative Approach)**

The Florida Holocaust Museum believes that all of the suffering and loss is meaningless if we do not understand what took place and act to insure that it will never happen again. We must challenge and educate those who promote hatred and intolerance. The vision of The Florida Holocaust Museum is a future in which peace and harmony are a reality in our neighborhoods, in our nation and in our world.

**Seton Hall University, Genocide and Holocaust Studies**

United States (IHRA Member Country)

Greensburg, Pennsylvania

[setonhill.edu/academics/certificate\\_programs/genocide\\_and\\_holocaust\\_studies](http://setonhill.edu/academics/certificate_programs/genocide_and_holocaust_studies)

**Sector**

Education

**Type of Programs**

A 15-credit program (5 courses) and a 9-credit program (3 courses)

**Mission Statement**

Open to all students and scholars but of particular interest to current and future teachers, historians and political scientists. Seton Hill's programs in genocide and Holocaust studies provide a fuller understanding of the political, social and religious issues that give rise to acts of genocide, and how the lessons of history inform possible responses to the genocides that exist in the world today.

**Mission Statement (Comparative Approach)**

Each program begins with a course entitled Genocide in Comparative Perspective. Participants then have a range of options for additional courses, including: Genocide and Human Rights, Critical Issues in Holocaust Studies, and Teaching Tolerance.

**Genocide Education Project**

United States (IHRA Member Country)

San Francisco, California

[genocideeducation.org](http://genocideeducation.org)

**Sector**

Education

**Type of Programs**

Instructional materials, teaching resources, educational workshops

**Mission Statement**

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.

**Holocaust and Human Rights Center of Maine (HHRC of Maine)**

United States (IHRA Member Country)

Augusta, Maine

[hhrcmaine.org](http://hhrcmaine.org)

**Sector**

Education

**Type of Programs**

Exhibitions, lecture, educational outreach

**Mission Statement**

The HHRC encourages individuals and communities to reflect and act upon their ethical and moral responsibilities in our modern world.

**Mission Statement (Comparative Approach)**

[The HHRC uses] the lessons of the Nazi Holocaust and other genocides to combat prejudice and discrimination in Maine and beyond.

**The Holocaust Memorial & Tolerance Center of Nassau County**

United States (IHRA Member Country)

Glen Cove, New York

[hmtcli.org](http://hmtcli.org)

**Sector**

Education, Remembrance

**Type of Programs**

Conference, programs for law enforcement, education programs, exhibitions, publications

**Mission Statement**

The Mission of the Holocaust Memorial and Tolerance Center of Nassau County is to teach the history of the Holocaust and its lessons through education and community outreach. We teach about the dangers of antisemitism, racism, bullying and all other manifestations of intolerance. We promote resistance to prejudice and advocate respect for every human being.

**Mission Statement (Comparative Approach)**

Established in 1992, the Holocaust Memorial & Tolerance Center of Nassau County, an independently run 501c3 tucked inside the Welwyn Preserve in Glen Cove at the former Pratt Estate, was the first and only Holocaust museum and educational center to serve the nearly 3 million people on Long Island.

Its stated goal was not only limited to teaching the history of the Holocaust. [The Center's founder] Chartan believed a broader mission statement was necessary, one that would put education of anti-Semitism, intolerance, racism and bullying at the forefront. It was to be a sanctuary for all people no matter their faith or ethnicity, a place where the lessons of the Holocaust could be used to encourage people of all ages to promote dignity and respect of all human beings.

## **Humanity in Action**

United States (IHRA Member Country)

New York, New York (and six other offices around the world)

[humanityinaction.org](http://humanityinaction.org)

### **Sector**

Education

### **Type of Programs**

International educational programs and fellowships for university students and young professionals

### **Mission Statement**

Humanity in Action is an international educational organization. Humanity in Action educates, inspires and connects a global network of students, young professionals and established leaders committed to promoting human rights, diversity and active citizenship – in their own communities and around the world.

### **Mission Statement (Comparative Approach)**

The intellectual touchstone for Humanity in Action has always been study of the Holocaust, the most devastating example of the collapse of democratic civil society and the denial of rights to minorities. [...] Humanity in Action has added fellowships in five countries and has opened applications to students in 13 countries. It has expanded its scope to include topics as diverse as the legacies of American slavery, conflict resolution in the Balkans and contemporary social justice issues in Europe and the United States.



**Indiana Purdue Fort Wayne University, Institute for Holocaust and Genocide Studies**

United States (IHRA Member Country)

Fort Wayne, Indiana

[ipfw.edu/ihgs](http://ipfw.edu/ihgs)

**Sector**

Research

**Type of Programs**

Courses, educational programs, research and teaching support

**Mission Statement**

The Institute for Holocaust and Genocide Studies (IHGS) promotes public awareness of the Holocaust and other genocides worldwide; encourages and supports scholarship, research, and teaching at Indiana University – Purdue University Fort Wayne (IPFW) about the Holocaust and genocide; and promotes public participation in efforts both to confront contemporary genocide as it occurs and to engage in global genocide prevention efforts.

**New Jersey Commission on Holocaust Education**

United States (IHRA Member Country)

Trenton, New Jersey

[state.nj.us/education/holocaust](http://state.nj.us/education/holocaust)

**Sector**

Education

**Type of Programs**

Remembrance projects, Wall of Remembrance, student-survivor projects, educational projects

**Mission Statement**

The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey.

**Mission Statement (Comparative Approach)**

On a continual basis, the Commission shall survey the status of Holocaust/Genocide Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state.

**Jewish World Watch**

United States (IHRA Member Country)

Encino, California

[jewishworldwatch.org](http://jewishworldwatch.org)

**Sector**

Education

**Type of Programs**

Community events, local projects in conflict areas, education development

**Mission Statement**

Jewish World Watch is a hands-on leader in the fight against genocide and mass atrocities, engaging individuals and communities to take local actions that produce powerful global results.

**Kean University, Nathan Weiss Graduate College**

United States (IHRA Member Country)

Union, New Jersey

[kean.edu/academics/nathan-weiss-graduate-college/holocaust-and-genocide-studies-mahttp://grad.kean.edu/mahgs](http://kean.edu/academics/nathan-weiss-graduate-college/holocaust-and-genocide-studies-mahttp://grad.kean.edu/mahgs)

**Sector**

Research

**Type of Programs**

Degree program, courses

**Program/Content**

M.A. in Holocaust and Genocide Studies, Course: “Comparative Genocide: Towards a Synthesis”

**Mission Statement**

The Masters of Arts in Holocaust and Genocide Studies at Kean University – one of only three such programs in the United States – is exceptionally poised to inspire leaders in education, human rights, public policy, and other growing professional fields for the 21st century.

**Keene State College**

United States (IHRA Member Country)

Keene, New Hampshire

[keene.edu/academics/ah/cchgs](http://keene.edu/academics/ah/cchgs)

**Sector**

Research

**Type of Programs**

Degree program, courses, trainings for educators

**Program/Content**

Cohen Center for Holocaust & Genocide Studies, BA and minor in Holocaust and Genocide Studies, a course called “Comparative Genocide”

**Mission Statement**

[The Cohen Center for Holocaust and genocide studies was founded] to “Remember...and to Teach.” Rooted in the College’s public liberal arts mission, the Cohen Center is a leading educational center devoted to the memory and study of the Holocaust and genocide.

**Mission Statement (Comparative Approach)**

Based on the premise that every aspect of our civilization, including higher education, has been affected by the Holocaust, students explore a broad spectrum of academic disciplines as they grapple with the Holocaust and other instances of genocide or mass atrocity. A specialized major – the only program of its type in the United States – the HGS program addresses more than how genocide has and continues to torment our world. It examines human behavior: on what basis do individuals choose to perpetrate harm against others; stand by and watch mass atrocity; chose to either resist or rescue those earmarked for murder. What impact do communal histories, cultures, and belief systems have on such choices? For example, what is antisemitism and how can it go from simple hatred to fanatical hatred? How might national or ethnic art, music, and literature reveal significant myth, prejudices, and falsehoods that give rise to mass atrocity? The program also aims to study human beings more generally: the lives of those targeted for murder; of those who resist; of those who rescue; and the lives and writings of those who endeavor to heal.

**Latinoamericana para la Prevención del Genocidio y Atrocidades Masivas**

United States / Argentina / multiple (IHRA Member Countries)

New York / Buenos Aires

[redlatinoamericana.org](http://redlatinoamericana.org)

**Sector**

Education

**Type of Programs**

Trainings

**Mission Statement**

The Latin American Network for the Prevention of Genocide and Mass Atrocities is the first initiative focused on the development of public policies on human rights and combating discrimination, with a special focus on the prevention of atrocities. The organization reinstated Latin America as a leader in the implementation of standardized and respectful joint approaches to universal values and rights, hosting the creation of a common policy for the region. [Translated]

**Museum of Tolerance**

United States (IHRA Member Country)

Los Angeles, California

[museumoftolerance.com](http://museumoftolerance.com)

**Sector**

Education

**Type of Programs**

Exhibits, lectures, education programs

**Mission Statement**

As Simon Wiesenthal expressed, [a museum] must not only remind us of the past, but remind us to act. This Museum should serve to prevent hatred and genocide from occurring to any group now and in the future. The daunting task was to create an experience that would challenge people of all backgrounds to confront their most closely-held assumptions and assume responsibility for change.

**Mission Statement (Comparative Approach)**

The Museum of Tolerance (MOT) is a human rights laboratory and educational center dedicated to challenging visitors to understand the Holocaust in both historic and contemporary contexts and confront all forms of prejudice and discrimination in our world today.

**New York University, Institute for the Study of Genocide**

United States (IHRA Member Country)

New York, New York

[studyofgenocide.org](http://studyofgenocide.org)

**Sector**

Research

**Type of Programs**

Newsletter, working papers, conferences, lectures, Lemkin Award

**Mission Statement**

ISG is an independent non-profit organization working for over three decades to promote and disseminate scholarship and policy analysis on the causes, consequences, and prevention of genocide.



**Oregon State University**

United States (IHRA Member Country)

Corvallis, Oregon

[oregonstate.edu/holocaust](http://oregonstate.edu/holocaust)

**Sector**

Education, Remembrance

**Program/Content**

Holocaust Education Program

**Mission Statement**

At Oregon State University, we have observed Holocaust Memorial Week every year since 1987. The breadth and the duration of our efforts are unmatched in the Pacific Northwest. This program grows from the belief that educational institutions can do much to combat prejudice of all kinds, and to foster respect for the diversity that is America, by promoting an awareness of the Holocaust, perhaps the most horrific historical indicator of the high cost of prejudice. It is particularly important to teach young people about the Holocaust, so that coming generations will not forget the lessons that a preceding one learned at such cost. This emphasis recalls the motto of the United States Holocaust Memorial Museum: "For the dead and the living, we must bear witness."

**Rutgers University, Center for the Study of Genocide and Human Rights (CGHR)**

United States (IHRA Member Country)

New Brunswick, New Jersey

[ncas.rutgers.edu/cghr](https://ncas.rutgers.edu/cghr)

**Sector**

Research

**Type of Programs**

Academic publications, educational initiatives, workshops and seminars, outreach and commemorative programs, international conferences

**Mission Statement**

CGHR's mission is to understand and prevent genocide and mass atrocity crimes. In doing so, CGHR takes a critical prevention approach. On the one hand, it grapples with critical human rights issues, including the most pressing 21st century challenges that may give rise to genocide, atrocity crimes, and related interventions. On the other hand, it uses a critical lens to rethink assumptions and offer alternative ideas and solutions.

**Mission Statement (Comparative Approach)**

The Center for the Study of Genocide and Human Rights (CGHR) at Rutgers University is devoted to deeper understand genocide, political violence, and protracted conflict and provides mechanisms for their prevention and resolution. To this end, CGHR promotes cutting-edge research and scholarship, educational initiatives, workshops and seminars, outreach and commemorative programs, and international collaborations related to genocide, conflict resolution, and human rights.

**Stockton University, Holocaust and Genocide Studies (Minor)**

United States (IHRA Member Country)

Galloway, New Jersey

[intraweb.stockton.edu/e/yos/page.cfm?siteID=18&pageID=37](http://intraweb.stockton.edu/e/yos/page.cfm?siteID=18&pageID=37)

**Sector**

Research

**Type of Programs**

Several courses and a minor in Holocaust and Genocide Studies

**Mission Statement**

The minor in Holocaust and Genocide Studies can help students realize that: the genocide of the Jews during World War II and the Nazi Era was a “watershed event” in human history; democratic institutions and values are not automatically sustained but need to be appreciated, nurtured, and protected; silence and indifference to the suffering of others, or to the infringement of human and civil rights in any society – however unintentionally – serves to perpetrate the problems; genocides are not “accidents” in history – genocides occur because individuals, organizations and governments make choices that not only legalize discrimination but allow prejudice, hatred and ultimately mass murder to occur.

**Mission Statement (Comparative Approach)**

The minor in Holocaust and Genocide Studies provides a broad interdisciplinary study of the Holocaust and other genocides of the 20th and 21st centuries. Studies about the Holocaust and other genocides address a central tenet of education: What does it mean to be a responsible citizen in a democratic society?

**Stockton University, Sara and Sam Schoffer Holocaust Resource Center**

United States (IHRA Member Country)

Galloway, New Jersey

[intraweb.stockton.edu/eyos/page.cfm?siteID=188&pageID=1](http://intraweb.stockton.edu/eyos/page.cfm?siteID=188&pageID=1)

**Sector**

Research

**Type of Programs**

Courses, seminars

**Program/Content**

Several undergraduate and Master-level courses in Holocaust and Genocide studies, seminars on various aspects of comparative genocide in partnership with Oxford University

**Mission Statement**

The Sara and Sam Schoffer Holocaust Resource Center's mission is as follows: to commemorate the Holocaust and develop sensitivity and understanding by combating antisemitism, racism, hatred and oppression; to memorialize the victims of the Holocaust and pay tribute to the survivors, liberators, and eyewitnesses; to focus on the study of the Holocaust by fostering academic research and by serving as a repository for Holocaust materials including oral histories; to participate in educating future generations by sponsoring awareness programs and exhibits, by providing workshops and seminars to train those teaching the Holocaust, and by making available printed and audio-visual material to students, educators, and scholars; to promote greater awareness of the Holocaust through special activities such as symposia and lectures.

## **United States Holocaust Memorial Museum (USHMM)**

United States (IHRA Member Country)

Washington, D.C.

[ushmm.org/confront-genocide](http://ushmm.org/confront-genocide)

### **Sector**

Education, Remembrance

### **Type of Programs**

Memorial center, education programs, Early Warning Project, Exhibitions, Conference for International Holocaust Education

### **Program/Content**

Building a global architecture for prevention through outreach to policy makers and opinion shapers, with the goal of strengthening governments' will and capacity to prevent genocide. Averting atrocities and acting on early warning signs through the creation of a rigorous risk-assessment system that identifies countries at risk of genocide and other forms of mass killing, and creating a plan for making sure these assessments are widely distributed in the public and among policy makers. Fostering the field of genocide prevention by investing in research and expertise to understand the causes of genocide and how to prevent it, including comprehensive case studies on the international response to the warning signs of past genocides and a fellowship program. Getting the word out through exhibits and public education, utilizing digital media to enhance public understanding of genocide, current threats, and the value of their engagement.

### **Mission Statement**

The Museum's primary mission is to advance and disseminate knowledge about this unprecedented tragedy; to preserve the memory of those who suffered; and to encourage its visitors to reflect upon the moral and spiritual questions raised by the events of the Holocaust as well as their own responsibilities as citizens of a democracy.

### **Mission Statement (Comparative Approach)**

The Museum's work on genocide and related crimes against humanity is conducted by the Simon-Skjodt Center for the Prevention of Genocide and guided by the Committee on Conscience, a standing committee of the United States Holocaust Memorial Council. Its mandate is to alert the national conscience, influence policy makers, and stimulate worldwide action to confront and work to halt acts of genocide or related crimes against humanity.

**University of Denver, Josef Korbel School of International Studies**

United States (IHRA Member Country)

Denver, Colorado

[du.edu/korbel/programs/index.html](http://du.edu/korbel/programs/index.html)

**Sector**

Research

**Type of Programs**

Seminar course

**Program/Content**

Seminar: “Comparative Genocide” INTS 4011 – This course examines the historical origins, patterns, and legacies of contemporary genocides around the world. It begins with the UN Convention on the Prevention and Punishment of the Crime of Genocide in 1948, which legally codified the definition of genocide and compelled ratifying parties to prevent its reoccurrence. Yet as we’ll see, genocide has instead reoccurred with alarming frequency. There will be discussions about the definitional and analytical challenges facing this subject, as well as academic and policy debates regarding how to define and prevent genocide. Furthermore, this course explores different approaches to seeking justice and reconciliation in the aftermath. To do so, this class will ground theoretical debates in empirical case studies.

**Mission Statement**

The Josef Korbel School of International Studies is one of the world’s leading schools for the study of international relations. Located in the vibrant city of Denver, Colorado, our innovative programs provide students the skills, knowledge and expertise needed to become global leaders in the public, private and nonprofit sectors.

**University of Illinois, Urbana-Champaign, Program in Holocaust,  
Genocide, and Memory Studies**

United States (IHRA Member Country)

Urbana-Champaign, Illinois

[jewishculture.illinois.edu/programs/holocaust](http://jewishculture.illinois.edu/programs/holocaust)

**Sector**

Education, Research

**Type of Programs**

Graduate and undergraduate courses

**Mission Statement**

With strengths in the history of anti-Semitism, Nazism, and the Holocaust as well as memory and representation of genocide and trauma, faculty associated with the Program in Jewish Culture and Society are making the University of Illinois one of the leading sites for research in Holocaust, Genocide, and Memory Studies. This new program provides a platform for cutting-edge research, teaching, and public engagement.

**Mission Statement (Comparative Approach)**

Illinois faculty produces important scholarship on the history, literature, memory, and artistic representation of genocide and trauma. Recent, new, and forthcoming books by faculty affiliated with this initiative consider the history, implications, and aftereffects of the Holocaust, trauma, and memories of other genocides in diverse contexts and nations.

**University of Notre Dame, Kroc Institute for International Peace Studies; Nanovic Institute for European Studies**

United States (IHRA Member Country)

Notre Dame, Illinois

[kroc.nd.edu](http://kroc.nd.edu)

**Sector**

Research

**Type of Programs**

Ph.D., M.A., and undergraduate program in Peace Studies. The Kroc Institute also offers degrees at every level:

- The Ph.D. Program in peace studies shapes the field by producing scholars and educators trained in peace research and in the fields of anthropology, history, political science, psychology, sociology, and theology.
- The Master's in International Peace Studies program attracts students from around the world who are committed to lifelong careers in public policy, political change, management of organizations in peace and justice, and conflict transformation.
- The Undergraduate Program in peace studies allows students at Notre Dame and Saint Mary's College to enrich their educations with a supplementary (second) major or minor in peace studies.

**Mission Statement**

The University of Notre Dame's Kroc Institute for International Peace Studies is one of the world's leading centers for the study of the causes of violent conflict and strategies for sustainable peace. Kroc Institute faculty and fellows conduct interdisciplinary research on a wide range of topics related to peace and justice. A global network of 1,200 Kroc alumni works at all levels of society to build a more just and peaceful world.

The Kroc Institute's mission is integral to Notre Dame, an international Catholic research university. The Church has a rich tradition of teaching on war, peace, justice, and human rights. The Kroc Institute fosters collaboration among religious and secular traditions, strengthening the capacity of all for building peace.

Informed by the University's "Spirit of Inclusion", the Kroc Institute welcomes all people, regardless of color, gender, religion, ethnicity, sexual orientation, social or economic class, or nationality, and works to sustain an inclusive environment.



**University of South Florida Libraries Holocaust and Genocide Studies Center**

United States (IHRA Member Country)

Tampa, Florida

[lib.usf.edu/hgsc](http://lib.usf.edu/hgsc)

**Sector**

Research

**Type of Programs**

Library – Research Center

**Mission Statement**

The USF Libraries Holocaust and Genocide Studies Center is becoming 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.

**Mission Statement (Comparative Approach)**

Recognizing an important opportunity to unify the University of South Florida's wide-ranging genocide studies initiatives and to contribute to global education and action, the USF Libraries have created a global interdisciplinary center to understand and prevent genocide, with particular emphasis on the Holocaust, Armenia, and the Great Lakes Region of Africa.

**University of Minnesota, Center for Holocaust and Genocide Studies**

United States (IHRA Member Country)

Minneapolis, Minnesota

[chgs.umn.edu](http://chgs.umn.edu)

**Sector**

Research

**Type of Programs**

Undergraduate and a graduate programs, interactive workshops and seminars for educators, a forum for discussing the Holocaust and other genocides

**Mission Statement**

The Center for Holocaust and Genocide Studies (CHGS) was established in 1997 by Dr. Stephen Feinstein as an interdisciplinary research center at the University of Minnesota. CHGS provides premiere academic programs, fostering a community of students studying genocide and mass violence while cultivating the essential connection between scholarly inquiry, education and outreach to different sectors of society. Our work is motivated by the hope to inspire future generations to fight hatred and strengthen democracy, thus ensuring a more peaceful and just world.

Three concepts form the core of CHGS's approach: remembrance, responsibility and progress. Promoting awareness of past genocides and gaining understanding of the causes and devastating consequences of mass violence are essential components of commitment to the prevention of future atrocities. CHGS collaborates and shares expertise and resources with centers, departments and individual faculty members at the University of Minnesota, across the United States and with international academic institutions.

**Mission Statement (Comparative Approach)**

The Center for Holocaust and Genocide Studies (CHGS) promotes academic research, education and public awareness on the Shoah, other genocides and current forms of mass violence.

## **US Military Academy, West Point, Center for Holocaust and Genocide Studies**

United States (IHRA Member Country)

West Point, New York

[usma.edu/chgs/SitePages/Home.aspx](http://usma.edu/chgs/SitePages/Home.aspx)

### **Sector**

Research

### **Type of Programs**

Courses, trainings

### **Program/Content**

“Genocide and Ethnic Cleansing”, “The Holocaust and its Legacy”, “Race, Ethnicity and Nation”, „Modern Central and Eastern Europe 1896–1989”, “Era of the Second World War”, “Modern Germany”.

### **Mission Statement**

The Mission of the Center for Holocaust and Genocide Studies (CHGS) is to instill within the current and future military leaders a sophisticated understanding of the Holocaust and other instances of genocide, and to inspire them to prevent future atrocities in their roles as military leaders. West Point’s CHS has no equivalent. It operates as an inter-academy center, serving not just West Point, but the Naval Academy, the Air Force Academy, and Coast Guard. The Center also works with the Reserve Officer Training Corps, the Command General Staff College, the US Army War College, the National Defense University, the Marine Corps University, and the Office of the Secretary of Defense. This reach, this ability to forge connections and make systemic change is unparalleled.

### **Mission Statement (Comparative Approach)**

West Point’s Center for Holocaust and Genocide Studies is the only center of its kind at the service academies and operates as an inter-academy and inter-service hub. The Center links all branches of the military, including the service academies, the Reserve Officer Training Corps (ROTC) and Department of Defense (DoD) professional military education programs through research, interdisciplinary curricular development, and common programming for the development of military leaders. As a creator and facilitator, the Center serves as a key resource for the DoD as the nation seeks to find better means of detecting and preventing mass atrocity. The Center further connects the Armed Forces with civilian academic institutions and non-governmental entities world-wide.

**The USC Shoah Foundation Center for Advanced Genocide Research**

United States (IHRA Member Country)

Los Angeles, California

[sfi.usc.edu/cagr](http://sfi.usc.edu/cagr)

**Sector**

Research

**Type of Programs**

In order to engage scholars and the broader community on issues relating to genocide research, the Center offers an exciting array of academic programs. This includes an annual international conference: the 2017 conference in October will examine digital approaches to genocide studies; the 2016 conference addressed genocide and resistance in Guatemala; and the first annual conference in 2015 explored the role of music in resistance to genocide. Several times each semester, the Center also hosts international experts in genocide and mass violence who visit and give public lectures.

**Mission Statement**

The USC Shoah Foundation Center for Advanced Genocide Research is dedicated to advancing new areas of interdisciplinary research on the Holocaust and other genocides, focusing on the origins of genocide and how to intervene in the cycle that leads to mass violence.

**West Chester University, Holocaust and Genocide Studies Program  
(MA and Minor)**

United States (IHRA Member Country)

West Chester, Pennsylvania

[wcupa.edu/\\_academics/holocaust](http://wcupa.edu/_academics/holocaust)

**Sector**

Research

**Type of Programs**

M.A. program and undergraduate minor in Holocaust and Genocide Studies

**Mission Statement**

The purpose of this program is to provide its graduates with the background and intellectual skills needed to either pursue careers as teachers or as history professionals for work in museums, archives, libraries, and other institutions.

**Mission Statement (Comparative Approach)**

The programs in Holocaust and Genocide Studies have been developed to help scholars pursue the study of the Holocaust and other genocides and to seek answers as to how they may be prevented. Because this study involves more than the history of the development of genocides, various departments supply courses that provide a greater understanding of the forces leading to them.

**Yale University, MacMillan Center, Genocide Studies Program**

United States (IHRA Member Country)

New Haven, Connecticut

[gsp.yale.edu](http://gsp.yale.edu)

**Sector**

Research

**Type of Programs**

Seminars and conferences on comparative, interdisciplinary, and policy issues relating to the phenomenon of genocide, training for researchers from afflicted regions

**Program/Content**

Cambodia Genocide Program; Colonial Genocides Project; Rwanda Project

**Mission Statement**

Founded in January 1998, the Genocide Studies Program at Yale University's MacMillan Center conducts research, seminars and conferences on comparative, interdisciplinary, and policy issues relating to the phenomenon of genocide, and has provided training to researchers from afflicted regions, including Cambodia, Rwanda, and East Timor. The GSP also maintains research projects on those catastrophes, on the Nazi Holocaust, the genocides in Bosnia and Darfur, and on colonial and indigenous genocides.

**Mission Statement (Comparative Approach)**

[W]hen comparative research successfully identifies factors that are present in all (or most) cases, including in a single case where it may not appear prominent and might easily be otherwise overlooked, can help us to understand even one specific genocide.

## Uruguay

### **Proyecto Shoá**

Uruguay (IHRA Observer Country)

Montevideo

[proyectoshoa.org](http://proyectoshoa.org)

### **Sector**

Education, Remembrance

### **Type of Programs**

Meetings and trainings for high school students, traveling exhibitions

### **Mission Statement**

The Shoah Project conducts free activities aimed at students in public and private high schools in Uruguay in order to promote respect for diversity and non-indifference to daily injustices. The organization's method has the backing of the Secondary Education Council (CES), and seeks to convey to young people an educational and humanistic message that leads them to reflect on the lessons of the past and work towards building a society respectful of human rights, diversity and democratic institutions. In that sense, the Holocaust is an important source of teaching about universal values, social dilemmas and problems that touch the very essence of human nature. [Translated]

### **Mission Statement (Comparative Approach)**

The organization aims to convey: the importance of values education and respect for diversity in educational settings; stimulate interest in Uruguayan society in the fight against discrimination and indifference; involve youth in projects of this type; enhance memory and learning about historical events that marked the destiny of mankind; position itself as the subject of the Holocaust and human rights in education. [Translated]

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