

ELIE WIESEL
SEPTEMBER 30, 1928
JULY 2, 2016

ELIE WIESEL CENTER FOR JEWISH STUDIES 2021 – 2022 ANNUAL REPORT

**ELIE
WIESEL**
מרכז אלי ויזל ללימודי יהדות
**CENTER FOR
JEWISH STUDIES**

ELIE WIESEL CENTER FOR JEWISH STUDIES
2021 — 2022 ANNUAL REPORT

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PROF. MICHAEL ZANK

DIRECTOR'S MESSAGE

Dear Friends, Colleagues, and Students:

At the end of my tenure as director, I think about the journey we set out on, nine years ago. Over the course of these years, we:

- Strengthened the Jewish studies curriculum by revising the minor and introducing a dedicated numbering system, which has allowed us to schedule our own classes.
- Created a major concentration in Holocaust, Genocide, and Human Rights Studies.
- Recruited visiting faculty to offer courses in Israel Studies.
- Instituted a postdoctoral associate position in Jewish studies that brings new talent to campus and offers junior colleagues the opportunity for mentorship, teaching, and research.
- Regularly gathered faculty and graduate students in the BUJS Research Forum.
- Offered major annual lectures, and hosted residencies and exhibitions for artists and writers.

As Dean Stan Sclaroff recently recognized, the Elie Wiesel Center for Jewish Studies has become one of the most important centers in the College of Arts and Sciences.

This excellence is reflected in the following accomplishments:

- Our classes are well-enrolled and in high demand.
- A growing number of undergraduate students are minoring in Holocaust, Genocide, and Human Rights Studies, as well as in Jewish Studies.
- The study of modern Israel has become a major academic focus, especially with a view to post-conflict cross-border cooperation and the environment.
- Our postdocs and visiting scholars produced books and articles, spoke at conferences, and found academic teaching and other prestigious positions.
- Faculty developed and conducted workshops and conferences and produced single-authored and collaborative publications that grew out of projects supported by the Elie Wiesel Center.
- The annual Elie Wiesel Memorial Lectures, along with the Rabin and Trepp Memorial Lectures, have become fixtures of campus life and the Boston area.

None of this would have been possible without the support of the growing number of friends of the Elie Wiesel Center at Boston University and the BU alumni/ae community. My thanks go out to each and every one who gave generously over these past nine years. Thanks to you, the Center is in good financial health and in a position to carry its mission forward.

We all do our part in faith that the legacy of Elie Wiesel is a sacred mandate. For us, it is a mandate to teach the humanities in a Jewish key; to never forget those who perished in the Holocaust; to foster knowledge of, and critical engagement with, the Jewish State of Israel; to build coalitions for good across the divides of race, class, gender, religion, and nationality; and to keep alive the spirit of Jewish thought and literature that Professor Wiesel kindled in his students.

May his memory be for a blessing!

Sincerely,
Michael Zank
Professor of Religion, Jewish Studies, and Medieval Studies
Director, Elie Wiesel Center for Jewish Studies (2013-2022)



BEIT SHLOMOH V'SARAH WIESEL
147 BAY STATE ROAD; SILBER WAY BALCONY.

The Elie Wiesel Center for Jewish Studies (EWCJS) is an academic program unit of the College of Arts and Sciences. It serves as Boston University's hub for co-curricular and public events related to Jewish history, religion, and culture.

With currently thirteen core and seventeen affiliated faculty members, we offer a content-rich, interdisciplinary range of courses and events in Jewish studies and related fields. Our Center supports faculty and students through research and travel grants, scholarships, fellowships, and merit awards. Our lectures and events provide the campus community and the Boston-area public opportunities to learn, exchange ideas, and encounter contemporary forms of Jewish intellectual life and artistic creativity.

Named for Elie Wiesel, the 1986 Nobel Laureate for Peace and a member of the BU faculty for nearly forty years, our Center fosters excellence in teaching, scholarship, and meaningful public engagement. The Elie Wiesel Center is located at 147 Bay State Road, a former patrician building that once also served as the office of BU president John Silber. At its dedication in 2005, the building was renamed in honor of Elie Wiesel's parents, Shlomoh and Sarah Wiesel. It was renovated with the generous support of Ira and Ingeborg Rennert, who provided the founding endowment of the Center.

Boston University Elie Wiesel Center for Jewish Studies
147 Bay State Road Boston, Massachusetts, 02215
Phone: 617.353.8096, Email: ewcjs@bu.edu

CORE FACULTY

- Kimberly Arkin**, Associate Professor of Anthropology
- Andrea Berlin**, James R. Wiseman Chair in Classical Archaeology and Professor of Archaeology and Religion
- Alejandro Botta**, Associate Professor of Hebrew Bible
- Katheryn Darr**, Harrell F. Beck Professor of Hebrew Scripture
- Charles Dellheim**, Professor of History
- David Frankfurter**, Professor of Religion and Aurelio Chair for the Appreciation of Scripture
- Abigail Gillman**, Professor of Hebrew, German, and Comparative Literature
- Nancy Harrowitz**, Professor of Italian and Jewish Studies; Director of the Elie Wiesel Center for Jewish Studies; and Coordinator of Holocaust, Genocide, and Human Rights Studies Programs
- Steven T. Katz**, Professor of Religion, Alvin J. Slater and Shirley Slater Chair in Jewish Holocaust Studies, and Founding Director of the Elie Wiesel Center for Jewish Studies
- Jonathan Klawans**, Professor of Religion
- Deeana Klepper**, Associate Professor of Religion and History
- Diana Lobel**, Associate Professor of Religion
- Michael Zank**, Professor of Religion and Director of the Elie Wiesel Center for Jewish Studies (2013-2022)

EMERITUS FACULTY

- John Bernstein**, Professor Emeritus of Film
- Paula Fredriksen**, Professor Emerita of Religion; William Goodwin Aurelio Chair Emerita of the Appreciation of Scripture
- Thomas Glick**, Professor Emeritus of History
- Michael Grodin**, Professor Emeritus of Health Law, Bioethics, and Human Rights; Professor Emeritus of Family Medicine and Psychiatry
- Pnina Lahav**, Professor of Law Emerita
- Hillel Levine**, Professor Emeritus of Religion
- Jeffrey Mehlman**, Professor Emeritus of French at the Romance Studies Department
- Elie Wiesel**, Andrew W. Mellon Professor Emeritus in the Humanities; Professor of Philosophy and Religion

AFFILIATE FACULTY

- Ingrid Anderson**, Senior Lecturer in the Arts and Sciences Writing Program and Associate Director of the Elie Wiesel Center for Jewish Studies
- Miriam Angrist**, Master Lecturer in Hebrew; Coordinator of Hebrew Language Program; and CAS language liaison
- Susan Bernstein**, Research Professor in the English Department
- Alicia Borinsky**, Professor of Spanish and Latin American Studies; Frederick S. Pardee School of Global Studies and Head of Spanish Section
- Odile Cazenave**, Professor of French Studies in Romance Studies, African Studies, and the Center for the Study of Europe, and Associate Faculty of the Pardee School of Global Studies
- Jennifer Cazenave**, Assistant Professor of French
- Matthew Creighton**, Lecturer in the College of Arts and Sciences
- André de Quadros**, Professor of Music
- Aaron Garrett**, Professor of Philosophy
- Petra Hesse**, Clinical Associate Professor, Wheelock College of Education and Human Development
- Linda Heywood**, Professor of African American Studies and History
- Nahum Karlinsky**, (Ben-Gurion University), Visiting Professor of Israel Studies
- Irit Kleiman**, Associate Professor of Romance Studies
- Yair Lior**, Lecturer in Religious Studies
- Timothy P. Longman**, Director of the Institute on Culture, Religion and World Affairs, Associate Professor of International Relations and Political Science
- Margaret Litvin**, Associate Professor of Arabic and Comparative Literature and Director of Undergraduate Studies
- Simon Payaslian**, Kenosian Chair in Modern Armenian History and Literature
- Michael Prince**, Associate Professor of English
- Adam Seligman**, Professor of Religion; Director of Graduate Program in Religious Studies; Research Associate at the Institute for the Study of Economic Culture, and Director of Graduate Studies at the College of Arts and Sciences
- Merav Shohet**, Assistant Professor of Anthropology and co-Director of Undergraduate Studies
- Robert D. Sloane**, Professor of Law R. Gordon Butler Scholar in International Law
- Jeremy Yudkin**, Professor of Music, Musicology, and Ethnomusicology
- Michael Zell**, Associate Professor in the Department of History of Art and Architecture

ACADEMIC YEAR 2021-2022

- Books published: **10**
- Articles/chapters published: **25**
- Presentations/lectures given: **39**
- Reviews: **2**
- Awards, fellowships, and grants received: **11**
- Classes/sections offered: **42**
- JS minors: **11**
- HGHS minors: **17**

Andrea Berlin

At 17 years old, Andrea Berlin had the opportunity to participate in an archeological dig in Israel that helped her uncover her passion for archeology. This life-changing experience led her to pursue her education in Classical Studies and Near Eastern Studies at the University of Michigan the following fall, where she began to develop her interest in exploring the intersection of politics and cultural change in antiquity.

"I just fell in love with everything about it, the history, the outdoors, the hands-on, and the personal aspect of it. It was the perfect amalgam. So, when I entered college that next fall, I majored in archaeology, and I've stayed on that path since. I'm interested in the intersection of life and politics and how people live their lives in the face of political change."

– Andrea Berlin

A few years later, Berlin received her Master of Arts in Syro-Palestinian Archaeology from the University of Chicago and a Ph.D. in Classical Art and Archaeology from the University of Michigan. Having excavated for nearly five decades in numerous eastern Mediterranean countries, working on projects from Troy in Turkey to Coptos in southern Egypt, Berlin is today the author or editor of eight books. She is also the recipient of awards recognizing both her teaching expertise and her contributions to ancient Near Eastern and Eastern Mediterranean archaeology, including the prestigious P.E. MacAllister Field Archaeology Award from the American Society of Overseas Research (ASOR).

Berlin, who first came to Boston University in 2010 as a faculty member in the Department of Archaeology, recalls how excited she was to join the only Archaeology Department in the United States. When the department was disbanded a few years later, the support and connections she had made through the Elie Wiesel Center for Jewish Studies made it easy to transition into the Department of Religion. Berlin specifically remembers the promptness with which Michael Zank, the Director of the Elie Wiesel Center for Jewish Studies, reached out to her when she first came to BU, inviting her to join the Center as an affiliated member, which she says enabled her to make valuable connections in the Department of Religion, where she is currently a Professor of Archaeology and Religion.

"I was hired at BU and joined the Archaeology Department, which was very exciting because all my colleagues did not study the same area or period I studied. They studied archaeology in China, Mesoamerica, historical America, etc. So I had this whole new world of interlocutors interested in what real things, pretty things, things you dig up, can tell you about people wherever they are. But about 6 or 7 years after I got there, the Archaeology Department was disbanded, and everyone had to choose or apply to a different department. And I already had a lot of contacts with the department of religion because of the EWCJS. Because when I very first came to BU, Michael reached out to me immediately and said, join us. And that was wonderful since one of the areas of archeology I work on is the archaeology of Israel. So when it was time to say, I need a new home, the Religion Department adopted me as an orphan. So now I'm in the Department of Religion. But from the time I came to BU, I was an affiliated member of the EWCJS because of Michael. Because Michael is a person who always thinks about the connections between things and how they can link up."

– Andrea Berlin

Throughout her time at Boston University, Berlin has taught many courses, including Introduction to Greek and Roman Archaeology, The Archaeology in the Holy Land, and Memory in 3-D: Memorials, Then and Now. Last fall, Berlin taught "Life Is a Bowl: Ceramic Studies in Archaeology," a course she named after a Roz Chast cartoon, which depicts an archeologist carrying a bowl with the phrase "life is just a bowl" written at the top of the frame. Students in this class learned about the different methods used to analyze pottery across different periods and places and gained a better understanding of why pottery matters.

During the spring semester, Berlin taught "The Cosmopolitan Past: Material Identity in the Ancient Mediterranean," a course that utilizes archaeology to understand the cosmopolitan world of the ancient Mediterranean and the Middle East, from Alexander through the Romans. By exploring various cities, sanctuaries, estates, and farmsteads, students learned how people displayed their affiliations, ideals, and personas at all levels of society. Through the prism of personal identity, students tracked cultural capital and

ANDREA BERLIN JAMES R. WISEMAN CHAIR IN CLASSICAL ARCHAEOLOGY AND PROFESSOR OF ARCHAEOLOGY AND RELIGION

explored what that meant, how it changed, and how people used it to assert who they were and how they mattered. Jackie Reynolds, a Boston University student we spoke to, emphasized Berlin's ability to connect global history to current events and introduce students to the idea that regardless of what we might think, the past continues to shape our present.

"Professor Berlin's class was wonderful. Her lectures were well-thought-out and extremely inclusive in terms of her ability to relate ancient world "historical blips" to the active choices individuals and powers make in the world today. I found that taking her class during Russia's invasion of Ukraine to be timely in that she expertly handled it as one type of phenomenon which has occurred repeatedly in the archaeological record (and leaves an indelible mark)."
- Jackie Reynold

In all her classes, Berlin strives to introduce students to the idea that the past is relevant to our present-day lives, as well as encouraging them to reflect on issues of ethics, such as conducting excavation in occupied territory, and the vagaries of narratives. Emmanuella Ojo, a Boston University student we spoke to, highlighted this when she wrote:

"It was a pleasure being a student of Professor Berlin. The excitement she consistently brought to class

"My favorite part about teaching is getting students to have that "Aha" moment. Especially when students see something from the past that is akin to what they understand and know. That is what I strive for. Because at the end of a semester, students can quickly forget about the details when they walk away. It doesn't matter how much they loved the class. Details are just details. But students remember, sometimes, an idea. And it's an idea that can stay with you and give you another set of glasses through which you can look. This was a class where that happened. For one of the final projects in this class, students had to create a short video comparing something from the past to something in the present. One of the students in the class, Abdullah Alyamani, made a video about fashion for women in Saudi Arabia. He compared images of women today in Saudi to sculptures and figurines of women dressed in what was modern dress in 200 BCE. It was fantastic. And that is what I strive for in teaching."

- Andrea Berlin

Students we reached out to for this report emphasized the degree to which Berlin's energy, passion, and excitement for the material she teaches enriched their learning experience, making her classes highly engaging and enjoyable. Like Abdullah Alyamani (CAS '22, Earth & Environmental Sciences Major), students said that thanks to Berlin's class, they gained a new understanding of the myriad ways archaeological remnants can provide valuable insights into how and why people in the past responded and made the choices they did about the world in which they lived.

"My anxieties and I joined Professor Berlin's 500-level class in my senior year without prior experience in archaeology. But her classroom and energy were like no other. Although it was an 8 am class, her excitement and passion kept the students engaged. This course engaged the students' curiosity enough to bring back good memories from elementary school. We moved desks around, worked on the floor, wrote on the board, and learned together. We were encouraged—and sometimes forced—to cooperate to finish the assignments, which were challenging just enough to engage our minds and broaden our experience. One thing that I learned in archaeology is how to put objects into context. The archeological remnants that are found were used by people of a past time, and the archeologist's job is to make sense of the object in that particular time and place. In the end, Professor Berlin's class was more than just a class I needed to pass in order to graduate. It was an enjoyable and enriching learning experience."

- Abdullah Alyamani (CAS '22, Earth & Environmental Sciences Major)

"This past spring semester, I had the pleasure of taking Professor Berlin's course AR 575, The Cosmopolitan Past: Material Identity in the Ancient Mediterranean. Every Friday morning, Professor Berlin would bring a level of energy and excitement to the class unmatched by any other I took at BU. I came into the course as someone with limited knowledge of the archaeology of the Mediterranean. However, Professor Berlin was able to communicate this topic in a way that even I could follow and understand. Professor Berlin always encouraged further discussion of the course material, and chats with her during office hours were always some of the best. I greatly appreciate the amount of effort Professor Berlin puts into each of her courses, as they are some of the best I was able to take at BU."

- Noah Bouthillette (CAS '22, Archaeology BA/MA)

As for recent achievements, Berlin's book *The Middle Maccabees: Archaeology, History, and the Rise of the Hasmonean Kingdom* was published in 2021. This book was the product of the Maccabees Project, which Berlin organized under the auspices of the Elie Wiesel Center for Jewish Studies after discovering a discrepancy between her findings at Tel Kedesh, where she co-directed excavations from 1997-2012, and a short episode recounted in the book of 1 Maccabees.

"I had a big excavation, for many years, at a site in Northern Israel. And, I discovered, at some point, that there was some discrepancy I could not easily explain between the archaeology on the ground and the book of 1 Maccabees, which referred to my site. I was unhappy with that situation and wanted to know how I could back out and get enough perspective and context so that everything would make sense. I started working on my own, and at some point, I needed other perspectives and ideas. So I went to Michael Zank and told him I wanted to start a big project but did not know where it was going, how it would end up, or how it would even work. Nevertheless, Michael said tell me more; I am interested. And that is how the Maccabees Project was born. I will not forget that moment sitting at Michael's office. How he leaned forward, smiled, and said tell me more was such a green light. Fast forward, this five years project led to an amazing one-week conference in Milan, and then a year later, it led to this book. And I cannot go to any professional or academic library in Israel today and not see it on the shelves or hear people talk about it. This book has changed how people talk about that period in Israel."

- Andrea Berlin

Berlin is currently in Israel working on a 20-episode video series called "From Artifact to History," that spans the years from the destruction of the First Temple by the Babylonians in the 6th c. BCE, to the destruction of the Second Temple by the Romans in the 1st c. CE. Each episode begins by unveiling an artifact, after which Berlin explains the historical background and what that artifact can tell us about the past and the people it belonged to.

Outside of her research and teaching, Berlin enjoys reading, cooking, and enjoying a nice dinner with friends. She also loves exploring new places and learning more about the people and history of each place she gets the chance to visit.

"When I go to a place, I like to learn about that place. I like to feel the human dimensions of things. So anything that allows me to take that in, that's what I'm interested in. I'm interested in real life and real people. Not so much manufactured stuff. For instance, I don't own a TV and never watch things on my computer. I like to be in the world."

- Andrea Berlin

When asked what advice she had for students contemplating a minor in Jewish Studies or Holocaust, Genocide, and Human Rights Studies, Berlin said:

"I would say, the broader you are, the more things can stick to you, and you can be of interest to others. And Jewish studies is a kind of natural starting point for breath. That's counterintuitive, I suppose, because it sounds very specific. But from sometime in the first millennium BCE until today, pretty much anywhere around the world, there are people who self-identify, and have self-identified as Jewish. What that means to them, how they situate that identity within all the other identities of their place and time, how all the other identities of their place and time receive and understand that: these are human questions with large ramifications for anybody who thinks of themselves as a person with more than one angle to their identity. And most people are people who think of themselves as having more than one angle to their identity. We are very big as people. We can hold a lot. And how we hold it, and carry it, as we move through our lives, that's what Jews have done for 3000 years."

- Andrea Berlin

SO THEY SAY



CARTOON BY ROZ CHAST

(that began at 8 am, I may add) was truly unmatched, and unlike any class I've taken at BU. As a student, you could tell she was passionate about her field of study. That is rare to come across. She was not only passionate but kind and sensitive to different historical narratives. She encouraged the class to consider all points of views when discussing stakeholders of a historical event. I have the utmost respect for Professor Berlin because she didn't teach me what to think, but how to think."

- Emmanuella Ojo (Questrom '24, Accounting Major)



MIRA ANGRIST

During the 2021-2022 academic year, **Mira Angrist** was promoted to Master lecturer in Hebrew and was elected for the CAS Language Liaison position with Sue Griffin from the Spanish program. In March 2022, Angrist presented at the Boston Area pedagogic conference on *A Multiliteracies Model to Teaching Clips and Short Films*. She also gave a presentation in June at the National Association of Professors of Hebrew on “Pedagogical strategies on how to work with visual texts in language and culture courses.” Angrist’s article titled “Language for All: Teaching Graffiti for Intercultural Literacy” was accepted to NECTFL Review: the Language Classroom and is scheduled for publication in September 2022.

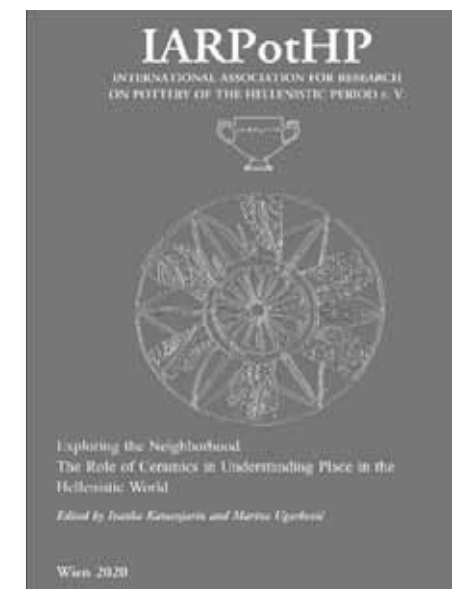
During the 2021-2022 academic year, **Prof. Jennifer Cazenave** was on sabbatical working on a new book on disability and documentary film archives. The book spans from Nazi propaganda films to the documentaries of Frederick Wiseman. For this project, she received a Junior Faculty Fellowship from the Boston University Center for the Humanities, as well as a Learn More Research Grant from the Office of Diversity and Inclusion. In April 2022, she presented a chapter from her manuscript at the annual conference for the Society of Cinema and Media Studies, where she organized a panel on disability and film archives. In May 2022, she published in the journal *SubStance* an article titled “A Home for the Ghosts: On the Diorama as Inhabited Landscape” that explores the representation of the Cambodian genocide in the cinema of Rithy Panh. In June 2022, she published a letter in *Harper’s Magazine* on the ghosts of Vichy in French cinema. That same month, she participated in BU’s inaugural Inclusive Pedagogy Institute.

PROF. JENNIFER CAZENAVE

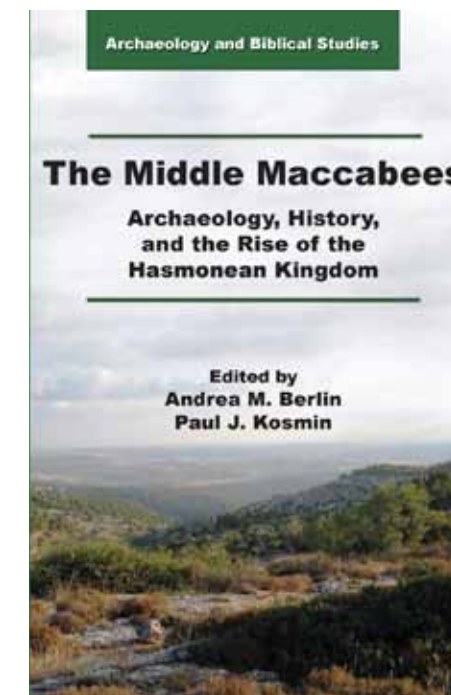


PROF. ANDREA BERLIN

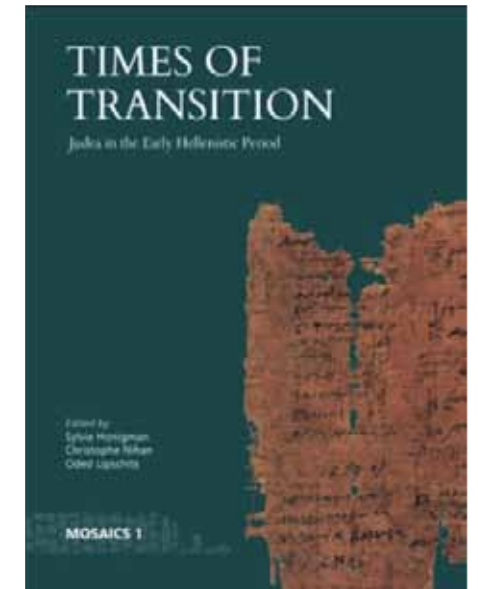
Prof. Andrea Berlin, Professor of Archaeology and Religion, published two book chapters this academic year, “A Tale of Two Places: Hellenistic Sardis and Its Rural Surroundings,” in *Exploring the neighborhood. The role of ceramics in understanding place in the Hellenistic world* and “The Achaemenid-Ptolemaic Transition: The View from Southern Phoenicia,” published in *Times of Transition. Judea in the Early Hellenistic Period*. She also co-authored two articles: “A Hellenistic Pottery Assemblage from a Cliff Shelter in Western Upper Galilee,” published in *Israel Exploration Journal*, and “Phoenician Cedar Oil from Amphoriskoi at Tel Kedesh: Implications Concerning Its Production, Use, and Export during the Hellenistic Age,” in the *Bulletin of ASOR*. Berlin also co-edited *The Middle Maccabees. Archaeology, History, and the Rise of the Hasmonean Kingdom* with Paul J. Kosmin, a book published in 2021 by The Society of Biblical Literature. In this volume, Berlin wrote two chapters and co-authored two others. Finally, at the end of 2021, Berlin was awarded the P.E. MacAllister Field Archaeology Award from the American Schools of Overseas Research. This award recognizes an archaeologist who, during their career, has made outstanding contributions to ancient Near Eastern and Eastern Mediterranean archaeology.



EXPLORING THE NEIGHBORHOOD: THE ROLE OF CERAMICS IN UNDERSTANDING PLACE IN THE HELLENISTIC WORLD. A 2020 BOOK WHERE BERLIN PUBLISHED A CHAPTER TITLED “A TALE OF TWO PLACES: HELLENISTIC SARDIS AND ITS RURAL SURROUNDINGS.”



THE MIDDLE MACCABEES: ARCHAEOLOGY, HISTORY, AND THE RISE OF THE HASMONEAN KINGDOM, A BOOK PUBLISHED IN 2021 BY THE SOCIETY OF BIBLICAL LITERATURE AND CO-EDITED BY ANDREA BERLIN AND PAUL J. KOSMIN.



TIMES OF TRANSITION: J UDEA IN THE EARLY HELLENISTIC PERIOD, A 2021 BOOK WHERE BERLIN PUBLISHED A CHAPTER TITLED “THE ACHAEMENID-PTOLEMAIC TRANSITION: THE VIEW FROM SOUTHERN PHOENICIA.”

During the 2021-2022 academic year, **Dr. Matthew Creighton** taught Modern Judaism, Jewish Literature, and Holocaust Film through the Elie Wiesel Center. With generous grants from the Jewish Cultural Endowment and the College of Arts & Sciences



DR. MATTHEW CREIGHTON

Academic Enhancement Fund, he was able to lead an excursion to the historic Vilna Shul on Beacon Hill and host guest lectures with literary critic Adam Kirsch and Holocaust film critic Rich Brownstein. Towards his professional development, he was invited to participate as a fellow in next year's Summer Institute on the Holocaust and Jewish Civilization hosted by Northwestern University. His contributions to scholarship include presenting at the annual German Studies Association conference last October and

contributing entries to the ongoing project, *Encyclopedia of the Bible and Its Reception*. In Fall 2022, he will teach "Representations of the Holocaust in Literature" and will serve as an Undergraduate Mentor through Boston University's College Access & Student Success program.

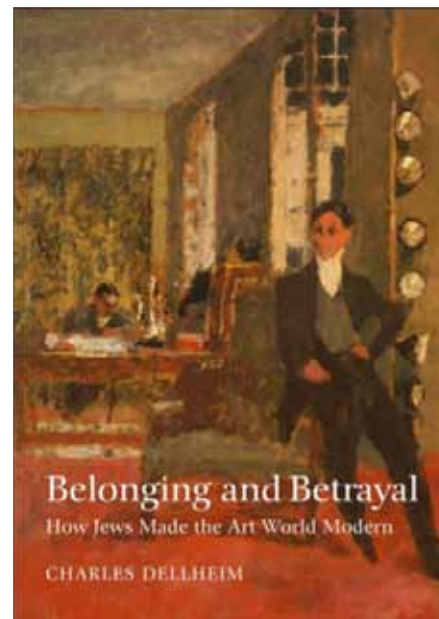


ENCYCLOPEDIA OF THE BIBLE AND ITS RECEPTION, TO WHICH **CREIGHTON** IS A CONTRIBUTOR.



PROF. CHARLES DELLHEIM

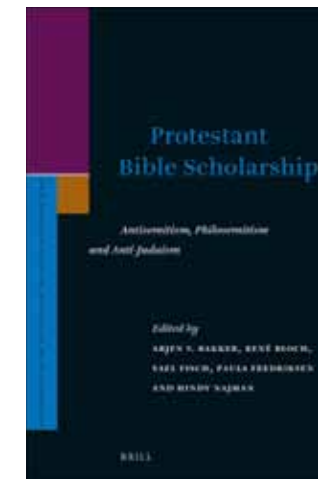
Prof. Charles Dellheim published *Belonging and Betrayal: How Jews made the Art World Modern* (Brandeis/Penguin RandomHouse), which was a finalist for the National Jewish Book award in History and was one of Kirkus Review's top eight nonfiction books of the year.



CHARLES DELLHEIM'S MOST RECENT BOOK TITLED *BELONGING AND BETRAYAL: HOW JEWS MADE THE ART WORLD MODERN*.

Prof. David Frankfurter, Professor of Religion and specialist in early Christianity, published several articles in academic journals over 2021-22 from a study of how ancient authors imagined the "Other's" religion as primitive, violent, and orgiastic ("Religion in the Mirror of the Other," *History of Religions* 60, 2021), to an essay on the ways that household tasks and crafts could be harnessed for magical spells in ancient imagination ("As I twirl this spindle, . . .!" *Preternature* 10, 2021). Another essay addressed secret religion: in particular, late ancient efforts to continue the old religions supplanted by Christianity compared with early modern efforts to maintain Jewish practices in Europe and Latin America after 1492 (in *The Routledge Handbook of Religion and Secrecy*, ed. Urban/Johnson, 2022). Frankfurter also offered a seminar devoted to the Book of Revelation for the first time in the fall of 2021. His upper-level course on the rise of Christian movements in antiquity, "Varieties of Early Christianity," will be offered in the fall of 2023.

PROF. DAVID FRANKFURTER IN THE TAJ MAHAL



PROTESTANT BIBLE SCHOLARSHIP: ANTISEMITISM, PHILOSEMITISM, AND ANTI-JUDAISM, CO-EDITED BY **PAULA FREDRIKSEN**.



PAULA FREDRIKSEN'S BOOK IS THE HEBREW TRANSLATION OF HER 2018 YALE BOOK, *WHEN CHRISTIANS WERE JEWS: THE FIRST GENERATION*.

Paula Fredriksen, Aurelio Professor of Scripture emerita at Boston University, was one of four editors for *Protestant Bible Scholarship: Antisemitism, Philosemitism, and Anti-Judaism* (Leiden: Brill JSJ Suppl. Series, 2022). Additionally, her 2018 Yale book, *When Christians Were Jews: The First Generation*, appeared in translation both in German (*Als Christen Juden waren*, Kohlhammer, 2021) and in Hebrew (Magnes Press, 2021). She also published nine articles this academic year, including "What Does it Mean, to Read Paul 'Within Judaism'?" in the *Journal of Biblical Literature* and "Philo, Herod, Paul, and the Many Gods of Ancient Jewish 'Monotheism,'" published in *Harvard Theological Review*. Fredriksen is scheduled to give the Taubman Lectures in Jewish Studies at the University of California, Berkeley, this coming fall in a series titled "Just Like Everyone Else, Only More So: Romans, Jews, and the Origins of Christianity."



PROF. ABIGAIL GILLMAN



DR. NAHUM KARLINSKY

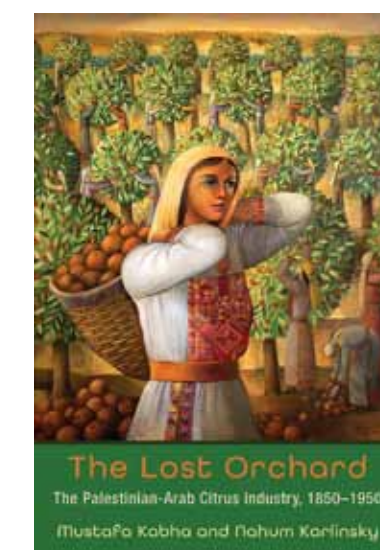


PROF. ABIGAIL GILLMAN (LEFT) AND PROF. GALILI SHAHAR, HEAD OF THE SHIRLEY AND LESLIE PORTER SCHOOL OF CULTURAL STUDIES (RIGHT) AT TEL AVIV UNIVERSITY ON DECEMBER 6, 2021, FOR GILLMAN'S LECTURE TITLED "THE LABOR OF SECRECY: INTERPRETING PARABLES FROM THE BIBLE TO KAFKA."

During her sabbatical, **Prof. Abigail Gillman**, Professor of Hebrew, German and Comparative Literature, had two fellowships. In Fall 2021, she was a Distinguished Scholar at the Institute for Advanced Studies at Tel Aviv University, working in the Porter School of Cultural Studies. In Spring 2021, she was a Jeffrey Henderson Senior Fellow at BUCH. These fellowships supported her research on the history of the *maschal* (parable/fable) and parabolic style in Jewish modernism, focusing on Franz Kafka and Martin Buber. In Israel, Gillman gave invited lectures at Tel Aviv University, Haifa University, and Ben Gurion University. She gave the opening address at an international workshop at Hebrew University on "German and Jewish Cultures in Dialogue," and at Bar Ilan University, she presented her research at a conference on secularization. In June 2022, she ran a workshop at Tel Aviv University titled "Parable or Paradox? Interpreting Parables of German Jewish Modernism." Gillman also participated in the "Dialogue and Translation Workshop" with a group of scholars studying the manuscripts of the Buber-Rosenzweig Bible, organized through the Franz Rosenzweig Minerva Research Center. This year, Gillman published an essay, "Screams Turned into Whispers. Aharon Appelfeld's Poetics in *Story of a Life* and "The Man who Never Stopped Sleeping," in *Colloquia Germanica*, in a special issue devoted to memoirs of Holocaust survivors. She also published an article titled "That makes it educational': Parabolic Style in Kafka, Keret, and Castel-Bloom," in the edited volume *Hiddushim: Celebrating Hebrew College's Centennial* (2022).

The high demand for **Dr. Nahum Karlinsky's** course, "The Israeli-Palestinian Conflict," which he has taught at the Center since 2016, continued this academic year. Like in previous years, the course's atmosphere was cordial, engaging, and friendly. And as before, the course's approach, which combines discussion-based sessions with regular lectures and thus allows students to discuss the multifaceted manifestations and issues of the conflict among their peers, was a success. It pushed the students to study this complex topic more thoroughly and with more enthusiasm than in the traditional way. More importantly, it exposed them to solid facts and to other perspectives, ideologies, and emotions from the ones they held entering the course. The Israeli-Palestinian modest banquet was a lot of fun, and the staged peace conference ending the course was a great success. In addition to teaching, Karlinsky has been working on his forthcoming book *Competition, Bi-Nationalism, and Catastrophe: The Arab and Jewish Citrus Industries in Palestine, 1850-1950*. Co-authored with Mustafa Kabha, this book is an expanded Hebrew-language version of their book published last year by Syracuse University Press. In their book, Karlinsky and Kabha examine the heretofore untold story of the Palestinian-Arab citrus industry, the unique and unprecedented binational organization it established with its Jewish-Zionist counterpart, and the devastation by the Nakba of both the Arab industry and the unique Arab-Jewish binational partnership. Karlinsky also worked on *The Modern Israeli, Palestinian, and Other Diasporas in Comparative Perspective*. This edited

volume, currently under review with the University of Texas Press, is the fruitful product of an international workshop, initiated by Karlinsky, held a few years ago at the Elie Wiesel Center for Jewish Studies. The book comprises twelve articles, including a long and comprehensive introduction that presents the entangled topics of the book and its innovative theoretical and comparative approach, as well as three autobiographical chapters that introduce Israeli, Palestinian, and Cuban prominent scholars and intellectuals who now live in the diaspora. This volume is the first scholarly study that brings together the phenomena of the Palestinian and Israeli diasporas and their research under one roof. Importantly, it also puts these two diasporas in a broad comparative perspective. As one reviewer puts it: "The volume thus does not only add to the current scholarship, but also recontextualizes the entire field...[it] sets itself to be a foundation stone of future studies in the field." Karlinsky has also published an article titled "Revisiting Israel's Mixed Cities Trope," in the *Journal of Urban History*. In this article, Karlinsky critically examines the term mixed cities, concentrating mainly on its usage in pre-1948 Zionist and post-1948 Israeli discourse. Karlinsky posits that the term is uniquely reserved to denote Israel's Jewish Arab urban spaces. The article traces the origin of the term to pre-State, Zionist discourse, which denounced Arab Jewish "mixing," situating it between "pure" Zionist and "foreign" Palestinian Arab spaces, and proposes to abandon this ideologically charged trope and replace it with Urban Studies concepts. The article demonstrates that once these concepts are applied, a friendlier and much more cooperative Arab-Jewish urban space is revealed than through the "mixed cities" lens. Finally, along with Professors Alon Confino and Sherene Seikaly, Karlinsky was a panelist at the book launch event of Professor Liora Halperin's (University of Washington, Seattle) new book, *The Oldest Guard: Forging the Zionist Settler Past* (Stanford University Press, 2021).



NAHUM KARLINSKY AND MUSTAFA KABHA'S 2021 BOOK THE LOST ORCHARD.

Prof. Steven T. Katz achieved a milestone this year as he completed his 50th year of teaching at the university level, the past 26 years at Boston University. He started teaching at Dartmouth College in 1972, followed by twelve years at Cornell, and came to Boston University in 1996. Alumni may remember his popular courses on the Holocaust and modern Jewish history, both of which he still teaches. On the publication side, his latest (edited) book, *The Cambridge Companion to Antisemitism*, has just appeared in the UK and will be available in the US in early July. The book is intended for students and non-academics and covers the history, culture, and literature of antisemitism from antiquity to the present. Starting with antisemitism in the pagan world in the classical period, the story continues through medieval times, including the Jewish relationship with the Christian and Muslim worlds when Jews were defined as “outsiders,” and then moves to the modern era, from Luther to the present day. Professor Katz’s own essay, “Antisemitism in the Weimar Republic and the Third Reich,” appears in this section, which also includes articles on antisemitism and Holocaust denial on social media, the internet, and on college campuses. Published by Cambridge University Press, the book will be available in America this coming July 2022. Finally, now that travel and in-person meetings have restarted, Professor Katz has plans for a busy summer. He recently delivered the annual Holocaust Lecture at Stetson College in Florida. In June, he attended meetings at Yad Vashem in Jerusalem, followed by participation in the Stockholm meetings of the International Holocaust Remembrance Alliance (IHRA), where he was part of the US State Department delegation. He also chaired, via Zoom, the annual 4-day seminar of the Saul Kagan Fellowship program of the Claims Conference. In July and August, he will again be a visiting scholar at Dartmouth College, working on completing his next 2-volume study tentatively entitled *The Holocaust and Colonial Spanish America*.



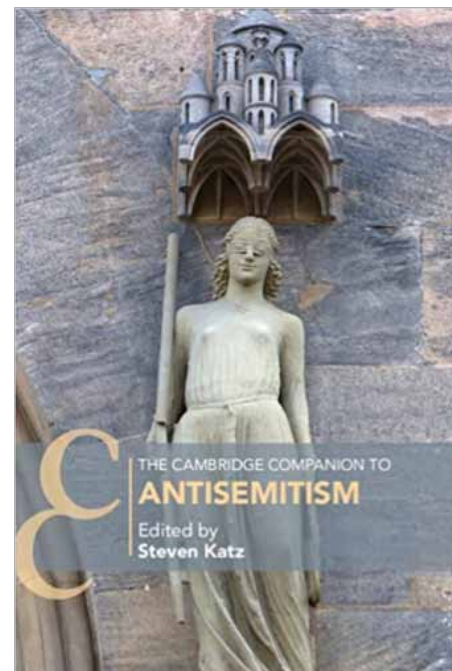
PROF. STEVEN T. KATZ

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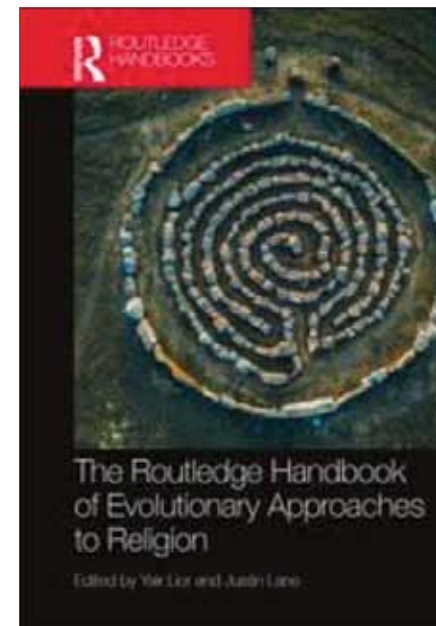


PROF. JONATHAN KLAWANS

Prof. Jonathan Klawans continues to work on biblical forgeries. He published an essay in *Dead Sea Discoveries* entitled “Shapira’s Deuteronomy, its Decalogue, and Dead Sea Scrolls Authentic and Forged,” reviewing and criticizing recent attempts to rehabilitate a long-lost Deuteronomy manuscript, widely (and correctly, Klawans argues) dismissed as a forgery in the 1880s. Klawans has also recently completed an essay on Morton Smith and the so-called Secret Gospel of Mark. Unrelated to forgery, Klawans published an annotated translation of Mishnah Tractate Pesachim in the new *Oxford Annotated Mishnah* (Oxford 2022). In Spring 2022, Klawans became co-editor of the *Journal of Ancient Judaism*, working with Angela Kim Harkins of Boston College. In Fall 2022, Klawans will commence a term as the Director of Graduate Studies for BU’s Graduate Program in Religion.



STEVEN KATZ’S 2022 BOOK THE CAMBRIDGE COMPANION TO ANTISEMITISM



THE ROUTLEDGE HANDBOOK FOR EVOLUTIONARY APPROACHES TO RELIGION, A BOOK CO-EDITED BY YAIR LIOR.



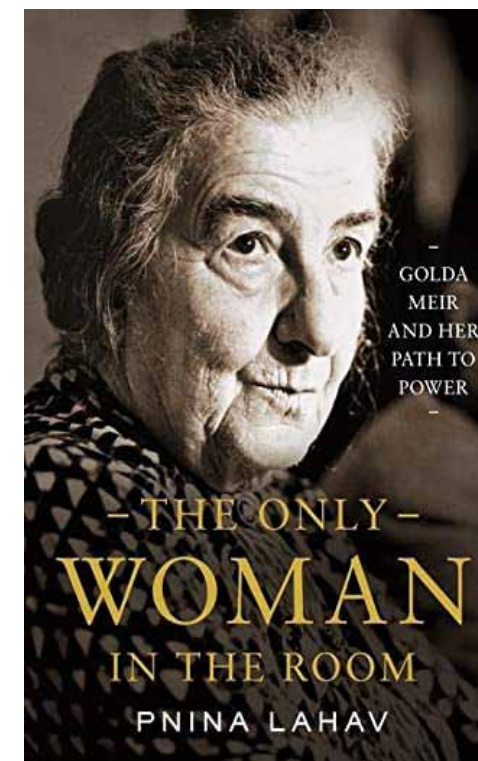
DR. YAIR LIOR

This academic year **Dr. Yair Lior** taught courses on Religion & Science, Asian Religions, Introduction to Religion, Chinese Religions, and Jewish Mysticism at Boston University. A current research associate at the Center for Mind and Culture at Boston University, where he works on applications of complexity science to comparative religion, Lior co-edited a forthcoming book titled, *The Routledge Handbook for Evolutionary Approaches to Religion*. Lior also recently signed a contract with Oxford University Press for his first Monograph, *How Religion Evolves: A Complex Adaptive Systems Approach to Comparative Religion*. Yair Lior earned a Ph.D. in Religious Studies from Boston University. His academic background is in comparative religion with a focus on the Jewish and Confucian traditions. His work in Judaism focuses on Jewish intellectual history in medieval Spain between the 10th and 13th centuries with a stress on the ideological and social tensions between philosophers and Kabbalists.



PROF. PNINA LAHAV (PHOTO: JAC LAHAV)

During this academic year, **Prof. Pnina Lahav** continued to work on her forthcoming book *The Only Woman in the Room: Golda Meir and Her Path to Power*, which is scheduled for publication in October 2022 by Princeton University Press. In Fall 2021, she taught a course on Golda Meir at the Kilachand Honors College at Boston University and taught a course on Judicial Biographies at the Faculty of Law at Tel Aviv University in April 2022. Lahav also published a book review entitled “The First,” which addresses Dr. Michal Shaked’s biography of Israel’s former Chief Justice Dorit Beinisch. Additionally, a symposium on Lahav’s work was published in a special issue of *Iyunei Mishpat*, Tel Aviv University’s Law Review. This same year, she was awarded the Prime Minister Golda Meir Prize for Leadership and Society during a ceremony at the Ministry of Foreign Affairs in Jerusalem, and a symposium was held in her honor at Tel Aviv University. Lahav is scheduled to provide a keynote address in honor of Golda Meir at the Golda Meir House Museum in Denver, Colorado, on August 1st.



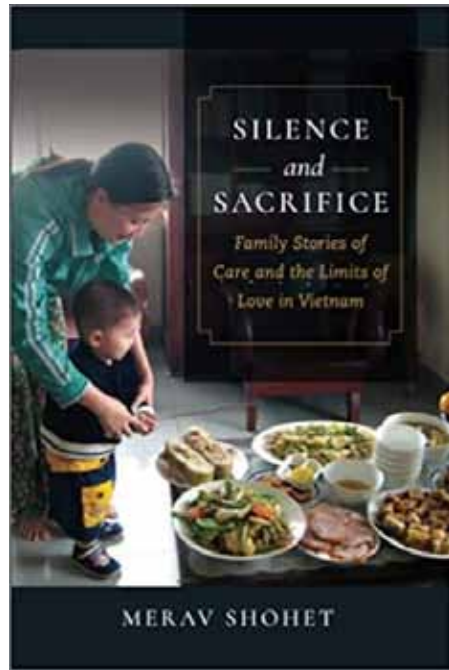
PNINA LAHAV’S FORTHCOMING BOOK THE ONLY WOMAN IN THE ROOM: GOLDA MEIR AND HER PATH TO POWER



PROF. DIANA LOBEL

Prof. Diana Lobel's most recent book, *Moses and Abraham Maimonides: Encountering the Divine*, first published by Academic Studies Press in 2021, is being released in a paperback edition in June 2022.

DIANA LOBEL'S
2021 BOOK *MOSES
AND ABRAHAM
MAIMONIDES:
ENCOUNTERING
THE DIVINE*



MERAV SHOHE'T'S
2021 BOOK
*SILENCE &
SACRIFICE: FAMILY
STORIES OF CARE
AND THE LIMITS OF
LOVE IN VIETNAM*

Assistant Professor of Anthropology **Prof. Merav Shohet** published in April 2021 her book *Silence & Sacrifice: Family Stories of Care and the Limits of Love in Vietnam*, which tells the stories of Vietnamese families who overcame wartime divisions to reunite and forge new relations in the face of national traumas and turbulence. In 2021, Shohet was nominated for the 2022 Boston University Provost's Scholar-Teacher of the Year Award and the 2022 Boston University Provost's Undergraduate Academic Advising Award. She also served as a mentor for several Undergraduate Research Opportunities Program (UROP) projects, including one titled "Unmaking and Remaking Kinship and Questions of Care for Old/New Jews in Israel's Transforming Kibbutz." In 2022, Shohet co-authored a book chapter entitled "Transcription and Analysis in Linguistic Anthropology: Creating, Testing, and Presenting Theory on the Page" with Heather Loyd, which was published in *Research Methods in Linguistic Anthropology*. On May 16, Shohet gave a lecture on her newly published book, *Silence & Sacrifice*, and her ongoing research on living with kidney failure and racism in the US at the New York Academy of Sciences Distinguished Lecture and many other lectures at several universities such as Yale, Bucknell University, University of California Los Angeles, and Central Connecticut State University.



PROF. MERAV SHOHE'T



PROF. MICHAEL ZANK

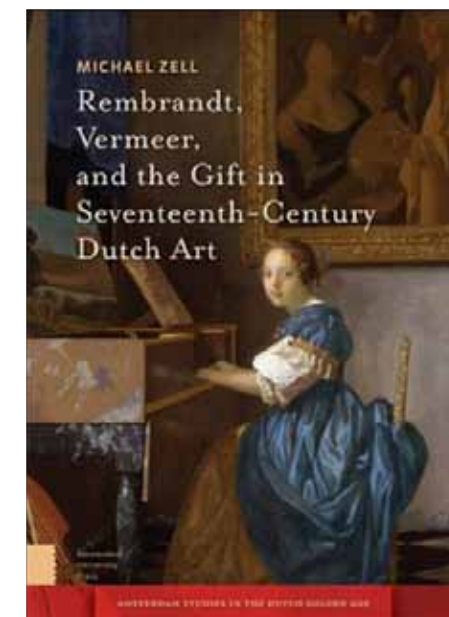
Prof. Michael Zank concluded his last year as the director of the Elie Wiesel Center for Jewish Studies and is now returning to full-time teaching and advising. He successfully applied for a three-year grant from the Israel Institute, D.C., in support of the Elie Wiesel Center's teaching mission in the area of Israel Studies and the environment. The grant will make it possible for BU to hire Dr. Tamara Lotner Lev (Tel Aviv University), whose expertise includes natural resources management, sustainability, and environmental protection. That position will start in Fall 2023. Professor Zank provided peer evaluations to the Polish Science Foundation and other institutions, as well as published one book review in the journal *Review of Politics*. A highlight of the year was a lecture on "Method in Spinoza and Maimonides" he gave remotely to the conference on "Intersections Between Philosophy and Jewish Thought" held at the Selma Stern Zentrum für jüdische Studien, Potsdam, and Freie Universität, Berlin, on March 8, 2022. In June, he published a POV in BU Today on the "Mapping Project."

www.bu.edu/articles/2022/pov-antisemitic-mapping-project-likely-to-lead-to-more-anti-jewish-violence

Prof. Michael Zell's *Rembrandt, Vermeer, and the Gift in Seventeenth-Century Dutch Art* was published by Amsterdam University Press last fall. His essay "Rembrandt and Multicultural Amsterdam: Jews and Black People in Rembrandt's Art," presented in the webinar *Rembrandt Seen Through Jewish Eyes* in January, will be published later this year in a volume by Amsterdam University Press originally intended to accompany an exhibition at the Jewish Museum and Tolerance Center in Moscow. The exhibition was postponed indefinitely following Russia's invasion of Ukraine. He is currently completing revisions of an article on Rembrandt's *Woman Bathing in a Stream* and the poetics of the mirror in seventeenth-century Dutch painting. In the fall, Zell served on the Advisory Board of the MFA's Center for Netherlandish Art, providing feedback on the museum's proposed re-installation of its Dutch and Flemish galleries. In April, he completed his final year on CASVA's Board of Directors, and in June, he co-chaired with Walter Melion of Emory University the panel "Affective and Hermeneutic Functions of the Self-Aware Picture" at the Historians of Netherlandish Art Conference in Amsterdam, originally scheduled for 2021. A symposium devoted to the same topic will be held at Emory University in Fall 2023; the papers will be published in a volume Zell will co-edit with Melion, to be published by Brill.



PROF. MICHAEL ZELL



MICHAEL ZELL'S
*REMBRANDT, VERMEER,
AND THE GIFT IN
SEVENTEENTH-CENTURY
DUTCH ART*, PUBLISHED
BY AMSTERDAM
UNIVERSITY PRESS IN
THE FALL OF 2021



DR. DAVID LEHRER (RIGHT) AND HIS COLLEAGUES SURVEYING A WATER PROJECT IN THE WEST BANK

Dr. David Lehrer

David Lehrer holds a Ph.D. from the Geography and Environmental Development Department of Ben-Gurion University of the Negev and a joint Masters Degree in Management Science from Boston University and Ben-Gurion University. Dr. Lehrer was the Executive Director of the Arava Institute for Environmental Studies from 2001 until August 2021 and has now become Director of International Development. Dr. Lehrer has been a member of Kibbutz Ketura since 1981; he worked in agriculture and education, served as the General Secretary and Business Manager, and twice as an emissary for the Jewish Agency of Israel in the US. Dr. Lehrer's research includes studies on the effectiveness of the ISO 14001 environmental management system, sustainable development in the Dead Sea Basin, the cost of invasive species, and the cost of nature conservation in Israel. Dr. Lehrer spent the 2021-2022 academic year at Boston University as a Postdoctoral Associate at the Elie Wiesel Center for Jewish Studies and an Israel Institute Teaching Fellow.

Dr. Lehrer's formal duties included teaching two courses per semester. These included "Israel: History, Politics, Culture and Identity," a course offered in History and Jewish Studies, that gives a broad view of Israel's history, as well as a glimpse of current political events and social trends, and a course on "Global Resource Geopolitics; Natural Resource Development and Conflict," offered in Earth and Environment. This course takes a hard look at natural resource development around the world, such as oil, gold, cobalt, diamonds, timber, etc., and how the extraction of these resources has impacted the history and society of countries and communities in emerging economies.



DR. DAVID LEHRER

THE ARAVA INSTITUTE

The Arava Institute (AI) was founded in order to advance cross-border environmental cooperation in the face of political conflict, because the environment cannot wait for peace between Israelis and Palestinians and because working together to solve mutual environmental challenges builds trust and a foundation for peaceful relations. AI is an academic research center located on Kibbutz Ketura in the southern Arava Valley near Eilat, Israel. The two-semester program offered by the AI is accredited by the Ben-Gurion University of the Negev and hosts Israelis, Palestinians, Jordanians, and international students in order to teach that “Nature Knows No Borders.” Through its academic and research programs, AI enables students and researchers from communities in conflict to work on their common

concerns for water, energy, food security, and nature conservation. While Executive Director of AI, Dr. Lehrer oversaw the growth of the academic and research programs, including an increase in the number of students, the establishment of an alumni association, the establishment of research centers in renewable energy, sustainable agriculture, trans-boundary water management, arid land conservation, and Jordan Israel research and community development.

In the last five years of Dr. Lehrer’s tenure as Executive Director, he oversaw the establishment of a new branch of AI, namely its “Track II Environmental Forum.” While the Institute was proud of its achievements in teaching and researching environmental issues, members of the Staff and Board felt that the Institute could have more of an impact if it took the lessons learned in the classroom and the laboratory into the field to solve real-world environmental problems in Israel, Palestine, and Jordan. Thus the Track II Environmental Forum (Track II) was launched in order to advance cross-border environmental solutions in conflict zones in the Middle East. Track II is a diplomatic term that refers to non-governmental actors who work across borders in order to promote peace and cooperation, usually in parallel to a Track I process, involving government-to-government negotiations. Sometimes, as in the case of the Middle East, non-governmental actors may cooperate even in the absence of a Track I process, in the hopes of encouraging the launch of official peace negotiations. Dr. Lehrer and his colleagues initiated a partnership between AI and a Palestinian NGO, Damour for Community Development, working together to implement water, energy, and food security solutions in Gaza and the West Bank. The Track II Environmental Forum introduced the first atmospheric water generator into water-stressed Gaza and a modular wastewater treatment and reuse system into a community lacking centralized sewage treatment. Track II negotiated a route for a treated wastewater pipeline to bring agricultural water to Palestinian farmers in the Jordan Valley and launched regional dialogue, including Israel, Palestine, and Jordan, on climate change adaptation policies.



THE WATERGEN ATMOSPHERIC WATER GENERATOR THAT WAS INTRODUCED INTO GAZA TO PROVIDE DRINKING WATER TO A HOSPITAL

When invited to share their thoughts on Lehrer’s courses, Boston University students said that Lehrer’s lectures, combined with the wide range of readings he assigned throughout the semester, enhanced their understanding of Israeli culture, history, and the conflicts linked to natural resource management. Students also emphasized the valuable knowledge they gained from guest speakers and Lehrer’s personal experiences as an Israeli citizen, which they stressed brought tremendous value to their learning experience.

“I am thankful I had the opportunity to take Professor Lehrer’s course, Israel: History, Politics, Culture and Identity, this past semester. Through the course, I was able to deepen my knowledge of the intricacies of Israeli culture and history. Professor Lehrer is an incredible Professor who displays a clear dedication to his students’ learning. His personal experiences and nuanced opinions as someone who lives in Israel added significantly to the class. He ensured that the course covered multiple perspectives on different topics related to the State of Israel. A notable aspect of the course was how Professor Lehrer brought in guest speakers who were either Israeli or had a direct connection to Israel. These engaging guest lecturers covered fascinating topics ranging from environmental issues to Israeli music. Professor Lehrer seamlessly wove in these guest lecturers to enhance the class. The course was an excellent opportunity to learn about the intricacies of Israeli society and the geopolitical complexity of the region.”
– Flora Ginsburg (Wheelock ’24, B.S in Special Education)

“The class (Global Resource Geopolitics; Natural Resource Development and Conflict) with Dr. Lehrer was intriguing from the get-go as he presented to us the sand dunes near his house being used as a resource and generating a geopolitical conflict, even if it only impacted a relatively small community. From there, the articles and papers we read to supplement his lectures continued keeping things interesting, showcasing traditional approaches to the subject up to more modern ones. Being

split into groups to discuss allowed for fluid conversations, which would then be shared afterward rather than it being a constant back and forth between a student and the professor. Even when topics were quite similar to what I had seen in other classes, such as common pool resources, he still kept things fresh by introducing us to a current conflict that had to do with the topic, such as who could access the oil reserves around the waters between Norway and Britain. Overall, I had a pleasant time in this class as I felt I could focus on learning the different geopolitical philosophies such as classical, feminist, environmental, and physical rather than having to fixate on getting a good grade.”
– Leo Graziottin (CAS ’23, Economics Major and International Relations Minor)

“I took professor Lehrer’s class, Topics in Earth and Environment, during the fall semester of my sophomore year of college. At the time, I was having doubts about my major in Environmental Policy and Analysis and was still getting a sense of the field. Professor Lehrer’s class looked specifically into natural resources and the conflicts and limitations that surround them. We took a deep dive into resource geopolitics through a mix of engaging lectures, personal experiences, and relevant readings. By the end of the class, I had completed a regional geological profile and commodity chain analysis of Cobalt production in the Democratic Republic of Congo. I felt as though I had a new sense of understanding of the term “resource curse” which often plagues resource rich countries such as the DRC, and the highly intricate process of obtaining resources which are used for much of our modern technologies. I left professor Lehrer’s class with a newfound interest in sustainable energy and the assurance that my major was not only something that was needed, but something that I could continue to learn from in many unexpected ways.”
– Samantha Moroz (CAS ’24, Environmental Analysis & Policy Major and Economics Minor)



DR. LEHRER'S STUDENTS IN CLASS DURING THE MOCK KNESSET

"Taking a course with Dr. Lehrer was incredibly fascinating, as it was a departure from the typical perspectives offered by instructors at BU. Not only was Dr. Lehrer able to bring experiences from living in Israel into the classroom, he also brought in a diverse cast of interesting guest speakers. What I appreciated most was this new perspective of non-traditional or non-western thoughts about sustainability. For instance, I found the guest lecture on the potential for Middle Eastern countries to lead in renewable energy transitions fascinating. Overall, I really enjoyed the course, and Dr. Lehrer was a good lecturer who provided helpful feedback."

- Colter Schroer (CAS '22, BA/MS in Environmental Analysis and Policy / Energy and Environment)

"Professor David Lehrer is a very nice and patient person and knowledgeable. Both the PPT and the lecture are very clear. In addition to the course's primary content, there will be group discussions to share our thoughts. The course project is very interesting. Usually, he will be the last to leave after class. If we have questions, we can get answers in time. The final project presentation date can be chosen by yourself, and I can separate the time for the presentation from other courses, which allows us all to have time to be fully prepared. When I was nervous about presenting the project, he gave affirmations with eyes and nods, which helped me regain confidence. He will provide you with serious feedback on your papers. I also attended his extracurricular lectures, which gave me a deeper understanding of the course. He will listen carefully to everyone's ideas. In short, Professor David is a great professor I met at BU."

- Yifan Yang

In addition to teaching courses, Dr. Lehrer organized a number of campus events which included programs on the Track II Environmental Forum of the Arava Institute, Israel's role in combating climate change in the Middle East, a program on the History of Israeli Music, and hosted a delegation from Sharaka, an organization devoted to building relationships between Israeli,

Emirate, Moroccan and Bahraini citizens. In addition, Dr. Lehrer spoke at the Susilo Institute for Ethics in the Global Economy, Questrom Institute, on the work of the Arava Institute. During the spring semester break, Dr. Lehrer was invited by the Temple Emanuel Bnei Jeshurun Congregation in Milwaukee, Wisconsin, to teach over the weekend as the congregation's Scholar in Residence. Following the weekend of programs in Wisconsin, Dr. Lehrer traveled around the US, meeting with supporters of the Friends of the Arava Institute.

In addition to teaching and speaking, Dr. Lehrer used the opportunity that the postdoctoral associate position with the EWCJS afforded him to further the work of the Track II Environmental Forum by writing and submitting numerous grants to the European Union Peace Initiative, USAID Middle East Regional Cooperation, USAID Middle East Partnership for Peace Act and the EU Partnership for Research and Innovation in the Mediterranean Area (PRIMA). In February 2022, Dr. Lehrer joined other Track II colleagues in Cyprus from Israel, Jordan, Palestine, and the UK to discuss critical data sharing between the different jurisdictions in order to combat climate change. Dr. Lehrer also used his time at Boston University to draft a case study on the Arava Institute's Track II Environmental Forum achievements over the past five years, which he hopes to publish in the coming year.

In December 2021, during the winter break, Dr. Lehrer returned to Israel to receive an award from the Arava Institute during its 25th Anniversary Celebrations in Tel Aviv for his outstanding contribution to environmental cooperation and peace. Dr. Lehrer returns to the Arava Institute as the Director of International Development, responsible for the continued growth of the Track II Environmental Forum and expanding the scope of the work of the Arava Institute around the globe.



DR. LEHRER'S STUDENTS DURING A MOCK PROTEST FOR MIZRACHI JEWISH RIGHTS



DR. LILACH LACHMAN

Dr. Lilach Lachman was Israel Institute Visiting Postdoctoral Teaching Fellow in Spring 2022. She came to us from the Haifa University Department of Hebrew and Comparative Literature, where she teaches Israeli and Comparative literature with an emphasis on (post) modern poetry and female writers from East and West. She publishes extensively on Romantic and (post) modern poetry. Her interests focus on poetry and film, poetics of memory and testimony, translation studies, poetic historiography, gender studies, and minor works of literature. Her teaching negotiates theory with close reading.

Since the 1990s, Dr. Lachman has been a contributor to *Haaretz Book Review*. She edited an anthology of lullabies that brings together a range of Hebrew poetry from East to West (*Yavo Gdi Zahav*, 2015) and essays on the Israeli poet Avot Yeshurun's work (*How is it read: Avot Yeshurun*, 2011). She also co-edited a selection of Yeshurun's poems (2009). Dr. Lachman translated Emily Dickinson's poems into Hebrew (*Perhaps the Heart*, 2004); edited a Hebrew selection of Geoffrey Hartman's essays (2018); and recently edited a selection of poems by the Israeli poet and Israel Prize recipient Nurit Zarchi ("And You?" ["VE-At?"] Afik, 2020); as well as Zarchi's new poems "World Textures" ["*Dugmat Ha-olam*"] (Afik, 2022). In June 2022, she published a volume of selected essays on Zarchi's work (Gama, June 2022). Currently, she is co-editing a volume of selected essays on the Israeli poet Meir Wieseltier's poetry. Her article, "The Acoustic Mirror": Re-framing the Maternal Voice in the Hebrew Lullaby," is forthcoming in the American journal *Imago* (Winter 2022). Her book, *Ktav Adam: Avot Yeshurun*, is forthcoming. Dr. Lachman's current projects focus on multi-vocality in the lullaby and poetic historiography, especially in women's writing.

At Boston University, Lachman taught a course on Gender and Literature for the Department of World Literatures and Languages, titled "Female Voices in Dark Times: Women Poets from East to West." Many questions were brought up throughout this course, including what is a poetic voice? To what extent is a poet's voice shaped by culture? And how do women writers make themselves subjects of their own destiny and attain self-knowledge?

Johar Singh (Questrom '24, Bachelor of Science in Business Administration), a Boston University student enrolled in Professor Lachman's course, emphasized how Lachman's passion for the subject enabled her to grow as a student and writer. Johar spoke about how the care and compassion with which Lachman engaged her students allowed her to gain in-depth knowledge of the work of many women poets and writers from diverse backgrounds while also enabling her to improve her writing skills significantly.

"In all honesty, I initially took the "Topics in Gender and Literature: Female Voices in Dark Times" course merely because it fulfilled the remaining BU HUB units I needed. Looking back, though, I am very grateful that I took this course and am even more appreciative that it was with Professor Lachman. I was fortunate enough to gain a new, profound understanding of women's voices - from both Israeli and American contexts - through a variety of cross-cultural poetic, biographical, and creative works. More importantly, despite writing not being a strong suit of mine, Professor Lachman embraced all of her students' growth with extreme dedication and compassion -- and I am proud to say that I genuinely believe I grew as a student, writer, and learner as a result. The educational world needs more professors like Professor Lachman."

- Johar Singh (Questrom '24, Bachelor of Science in Business Administration)

By tracing diverse female traditions from Mesopotamia and the Bible through the twenty-first century, the course placed a corpus of Israeli women writers, particularly of poetry and literary criticism, at the center. The poets and writers students encountered came from diverse social, religious, cultural, and ethnic backgrounds (Israeli-Jewish, Arab, Palestinian, Iranian, German, French, and American). A central purpose of Lachman's course was to interrogate the concept of "female writing" in forming voice and shaping self-identity. Lachman enriched the course by inviting guest lecturers throughout the semester, including Sunil Sharma, Roberta Micallef, Margaret Litvin, Abigail Gillman, and Shahla Haeri, who helped introduce students to outstanding female voices in pre-modern Persian, Turkish, Arabic, German, and contemporary Iranian literature.

The students we spoke to for this report talked about how Lachman's course enabled them to improve and, for some, discover for the first time their passion for writing. In addition to analyzing how one's culture and life experiences impact one's poetic voice, students also stated that the readings they examined throughout the semester allowed them to explore the relationship between "female writing" and the concept of "female" identity and agency.

"Professor Lachman is very learned about the subject she teaches. She shares many resources such as articles and videos about women poets, their histories, and larger concepts of gender within literature. She carefully analyzes and shares her commentary with the class, inviting student input and discussion. The course is advanced because it is reading and writing intensive. The essays are mostly analytical about niche poetry and research-based interpretation. Professor Lachman is very generous with her feedback. She is also readily available outside of class times for meetings. I've met with her a couple of times to discuss essays, and she has been extremely helpful by sending me articles and resources for my research. She also made it very clear that there is no right answer, and it truly is up to me about which direction I want to take the essay. She is generous with her encouragement which truly helps with the work required for this class. She points out strong moments in my papers and suggests ways in which they could be better. Because of the abundant feedback, I feel that my writing has improved significantly, and I was genuinely interested in the topics of my research. Overall, Professor Lachman is a wonderful professor who makes the course very manageable and interesting despite its intensity."

- Esther Choi (CAS '24, Computer Science Major)

"I initially took this course in order to learn more about poetry, the concept of identity, and to learn more about writers from different cultures. I did not expect to think so critically and deeply about what identity really was and how the concept of "self" has changed throughout time. In this course, we thoroughly discussed how identity could be linked to a sense of self or, paradoxically, how one's identity could be seen as a cultural or religious barrier that must be overcome in order to truly find one's self. We had many guest speakers who deepened our understanding of



the material and provided invaluable insight into poetry from different cultures, communities, and literary canons. As students, we were encouraged to explore poetic voice and performative poetry in creative ways and forms such as anthologies, podcasts, films, storytelling, and poetry translations. Overall I believe this course opened my eyes to the unique ways women have utilized this literary genre throughout time to inspire other women and as an outlet to express themselves. We learned how women adopted poetry as a tool to both highlight their uniqueness while emphasizing how connected the female experience is.”
 – Carina Coelho (Questrom '23, Accounting Major)

“My time in Professor Lachman’s course granted me a greater understanding of how womanhood is shaped by time and cultural contexts and the ways that female poets have portrayed their relationship to womanhood through their writing. As a biology major, I do not spend a lot of time engaging with or analyzing creative writing, and my previous experiences with poetry have been entirely western-centric. This course truly helped me hone a new skill set when it comes to understanding and interpreting poetry, as well as offered an understanding of cultures I was largely clueless about. I found that picking apart poetry and writing about the deeper meaning I found in these poems really allowed me to discover my own passion for writing as well. It has even altered my future career objectives and led me to try to pursue a job in my field that allows me to do my own research and write about my findings. Professor Lachman encouraged a level of engagement I would not voluntarily offer in most classes due to my severe anxiety, but that helped me gain confidence in sharing my ideas and receiving feedback from my peers. She gave amazing critiques and commentary on my writing that led me to improve quite a lot over the course of one semester, and I am sure the lessons I have learned will be invaluable in my life moving forward. She is a lovely professor, and I will carry her wisdom with me for a long time. I wish more people had the opportunity to enjoy this engaging and fulfilling course.”
 – Hailey Costa (CAS '23, Cellular Biology, Molecular Biology, and Genetics Major)

“Professor Lachman was one of the most memorable professors I had while at BU. It was apparent to all the students that she cared about what she was teaching and that she wanted us to walk away with a better



understanding of a poetic voice and how it is influenced by one’s culture and life experiences. She also cared about our personal connection to the poetry discussed. She allowed for open discussions and created a classroom environment in which sharing one’s ideas and perspectives were encouraged. The most impactful aspect of Professor Lachman’s class was creating an anthology. For this project, my group focused on finding poems from different time periods that explored the topic of female isolation and its impact on female empowerment. This project allowed me to closely analyze the poems chosen and provided insight into the different poetic devices that can communicate and signify isolation. Professor Lachman also helped improve my writing with her detailed feedback both virtually and in person.”
 – Aubrey Franzoi (CAS '22, Psychology Major; Ed.M. in Counseling, Wheelock '25)

When invited to reflect on her experience teaching “Female Voices in Dark Times: Women Poets from East to West” and her time at the Elie Wiesel Center for Jewish Studies, Lachman wrote the following about the course’s components, learning goals, and assessments:

“As the course was to answer a Hub requirement, the numerous writing assignments became a no less central focus. The students, who came from multiple backgrounds and disciplines, were engaged both in written assignments and in discussions. I tried to build the assignments so that they would lead to the final thesis project. In various aspects of the course (creative project, final paper, reading assignments, and discussion threads), students were strongly encouraged to pursue their own interests. In this way, quite a few students connected with their mother tongues (Korean; Thai; German) and/or with languages of their interest (Arabic, Russian, French). So, we ended up hearing readings in different languages and encountering poets from traditions many of us haven’t encountered before. I felt that this multi-lingual context challenged my own bias and provoked me to re-think Israeli poetry from a different perspective. It will take me time to digest all this, but it certainly confronts me with new questions. A major question that came up in different ways is the much-needed contact between Judaic studies (the department that generously hosted me) and Near Eastern studies (the focus of most of my guest lecturers). I hope

such contact will be further worked out both in my own work and at Boston University.
 I am most thankful for all this to my hosts and colleagues in the EWCJS and in the Department of World Languages & Literatures, who hosted me generously and warmly. Special thanks to Abigail Gillman and Michael Zank, who invited me and made this experience possible; to Roberta Micallef, Margaret Litvin, and Sunil Sharma, who warmly welcomed me to the Department of World Languages & Literatures; to Khadija El Karfi and Jeremy Solomon for their assistance and dialogue, and Theresa for her kind help. And to Erika Falk and Kerren Marcus from the Israeli Institute.”
 – Lilach Lachman

Dr. Lachman also contributed to the academic life at the Center and the University in other ways. On February 24, she gave the first lecture of this year’s Boston University Jewish Studies Research Forum (BUJS). In her talk “Voice, Audience, and Gender in the Israeli Lullaby: Notes towards an Alternative History,” she presented a research project that began with the anthology of lullabies titled *Yavo Gdi Zahav* (“A golden lamb shall come”), which was published in 2015. She also gave a lecture titled “Self-Translation as History: Avot Yeshurun” at the Department of World Languages & Literatures. She served as a guest lecturer in Professor Roberta Micallef’s and Professor Mira Angrist’s classes, where she spoke on “Dahlia Ravikovitch and the formation of the (traumatic) female subject in modern Hebrew poetry” and on “On the multiples uses of the word “tor” (“turn”) in the poems of Avot Yeshurun and Hedva Harechavi.” In addition, she participated in a book discussion on the Divine in Modern Hebrew Literature hosted by the Leonard and Helen R. Stulman Jewish Studies Program at John Hopkins University and the Judaic Studies Program at George Washington. In June, Lachman participated in “Encounters with the Lyric Form: Beyond Hebrew Literature,” a conference hosted by the Taube Center for Jewish Studies and Dibur Literary Journal at Stanford University, as well as spoke at a special session of the conference of the National Association of Professors of Hebrew (NAPH), honoring the 2021 Israel Prize recipient Nurit Zarchi with a talk on “‘Me too’: According to Nurit Zarchi.”



DR. GILAH KLETENIK

Postdoctoral Associate **Dr. Gilah Kletenik** received her PhD in Hebrew and Judaic Studies from New York University (2020). Previously, she was Alan M. Stroock Fellow at the Center for Jewish Studies at Harvard University. Currently, Kletenik is completing her book manuscript, *Sovereignty Disrupted: Spinoza and the Disparity of Reality*. It reads Spinoza's philosophy as advancing a critique of the mutually reinforcing sovereignties that secure our grasp of reality, the promise of reason, and the status of humans.

In addition to working on her book, she prepared a chapter on, "To Infinity, not Beyond: Spinoza's Ontology of the not One" for publication in a forthcoming edited volume. Kletenik was invited to serve as a roundtable panelist for "Who Counts and How? Reckoning with Continuity and Community," at the Herbert D. Katz Center for Advanced Judaic Studies at the University of Pennsylvania. She was also invited to deliver a co-talk at the Jean & Samuel Frankel Center for Judaic Studies at the University of Michigan, entitled, "Is Spinoza Still Salient? Are the Rabbis Really Relevant? Thinking in the Era of Instrumentalized Knowledge-Making." At the BUJS forum in March, Kletenik shared her work on Spinoza in her talk, "Serves no Purpose: Spinoza's Denaturalization of Sovereignty." Kletenik also presented her paper, "In on the Act: Spinoza and Maimonides on Infinity and Indeterminacy," at the annual meeting of the North American Spinoza Society, dedicated to "decolonizing" Spinozist infinity.



DR. FAIN'S
2021 BOOK
PRIMAL
PHILOSOPHY:
ROUSSEAU WITH
LAPLANCHE

In the academic year 2021-22, **visiting scholar Dr. Lucas Fain** published the *Oxford Bibliographies* entry on the French psychoanalyst Jean Laplanche. As part of his continuing research on Emmanuel Lévinas, *Public Seminar* also published his essay, "Putin's New Iron Curtain," a Lévinasian response to the Russian invasion of Ukraine (selected for *Public Seminar's* Best of Spring Special Collection). His public presentations included "The Influence of Maimonides on Lévinas: From the Face of the Other to a New Thinking of Freedom" at the Eastern Division of the American Philosophical Association, as well as an author-meets-critics presentation of his book, *Primal Philosophy: Rousseau with Laplanche* (2021), at the 2021 Psychology and the Other Conference. Dr. Fain holds a Ph.D. in Philosophy and Psychoanalysis from Boston University. Before arriving at the Wiesel Center, he held faculty appointments at Harvard University and the University of California, Santa Cruz.

VISITING SCHOLAR DR. LUCAS FAIN



JEWISH STUDIES

2021-2022 JEWISH STUDIES COURSES

INTRODUCTORY COURSES

- JS 100 **World Cultures of the Jews** (Offered both Fall 2021 & Spring 2022)
- JS 110 **Judaism** (Spring 2022)

SACRED TEXTS AND COMPARATIVE TRADITIONS

- JS 120 **The Bible** (Fall 2021)
- JS 121 **Judaism, Christianity, and Islam** (Fall 2021)
- JS 211 **From Jesus to Christ: Origins of Christianity** (Spring 2022)
- JS 250 **Holy City: Jerusalem in Time, Space and Imagination** (Spring 2022)
- JS 311 **Dead Sea Scrolls** (Spring 2022)

HISTORY AND HOLOCAUST

- JS 255 **Judaism in the Modern Period** (Offered both Fall 2021 & Spring 2022)
- JS 260 **The Holocaust** (Fall 2021)
- JS 261 **Representations of the Holocaust in Literature and Film** (Fall 2021)
- JS 366 **Fascism and the Holocaust in Italy** (Fall 2021)
- JS 367 **The Holocaust through Film** (Spring 2022)
- JS 460 **Seminar on the Holocaust** (Spring 2022)
- HI 550 **Topics in Jewish Studies: Jews in Modern Culture** (Spring 2022)

HEBREW LANGUAGE AND LITERATURE

- JS 282 **Sixth-Semester Hebrew: Food Culture in Israel** (Fall 2021)

CONTEMPORARY JEWISH SOCIETIES AND CULTURES, INCLUDING ISRAEL STUDIES

- JS 285 **Israel: History, Politics, Culture, Identity** (Fall 2021 & Spring 2022)
- JS 286 **Israeli-Palestinian Conflict** (Offered both Fall 2021 & Spring 2022)
- JS 377 **Gender, Sexuality, and Judaism** (Fall 2021)
- JS 379 **Islamophobia and Anti-Semitism** (Spring 2022)
- JS 380 **Israeli Culture Through Media** (Spring 2022)

JEWISH LITERATURE AND THOUGHT

- JS 136 **Jewish Literature** (Spring 2022)
- JS 246 **Jewish Mysticism** (Spring 2022)
- JS 348 **Philosophy and Mysticism: Jewish and Islamic Perspectives** (Fall 2021)
- XL 381 **Topics in Gender and Literature** (Spring 2022)

ACADEMIC YEAR 2021-2022

Classes offered: **28**
Students taught: **795**
JS minors: **11**

MINOR CONCENTRATION

Undergraduate students from across the colleges of Boston University may choose to minor in Jewish Studies. The minor in Jewish Studies offers students of all backgrounds the opportunity to explore Jewish history, culture, and religion from various perspectives. The minor in Jewish Studies requires six courses totaling 24 credits, with one required course titled **JS 100 World Cultures of the Jews**. The remaining five courses should include at least one in three of the following four areas:

- **Sacred Texts and Comparative Traditions**
- **Jewish Literature and Thought**
- **History and Holocaust Studies**
- **Contemporary Jewish Societies and Cultures, including Israel Studies**

Students may count up to two courses in Hebrew toward the degree in Jewish Studies, including any **JS** or **LH** course taught in Hebrew.

The study of Hebrew language and literature and study abroad in Israel are strongly encouraged.

GRADUATE PROGRAM

The Elie Wiesel Center for Jewish Studies partners with the Graduate Program in Religion (GPR) for a Ph.D. specialization in Jewish Studies. Students admitted to the GPR specialization in Jewish Studies benefit from a five-year, fully-funded graduate fellowship. The Center also encourages affiliation of students pursuing graduate studies in other humanities and social sciences departments if their topics of research significantly relate to Jewish history, culture, law, religion, or society.

Affiliated graduate students are eligible to apply for available scholarships and research funding.



ALLYSON IMBACUAN
UNDERGRADUATE STUDENT SPOTLIGHT

UNDERGRADUATE STUDENT SPOTLIGHT

Allyson Imbacuan is a senior from Lowell, Massachusetts, studying Biology with a specialization in Cell Biology, Molecular Biology, and Genetics on a pre-health track. Allyson is also minoring in Jewish Studies. Throughout her time at Boston University, Allyson has participated in various organizations, most distinctively serving as a choreographer with Boston University On Broadway and being a member of the professional fraternity Beta Psi Omega. Allyson is also an active member of the Christian group known as The Navigators. Despite having little relation to Judaism itself, Allyson always found the religion and culture intriguing and continually found herself choosing courses related to Jewish studies. In pursuing the Jewish Studies minor, Allyson has become acquainted with many life-changing professors in the Religious Studies Department at Boston University and greatly amplified her academic college experience. In the future, she hopes to work as a Physician Assistant and incorporate her knowledge as a Jewish Studies minor into her life and career.

“Since I can remember, I’ve always dreamt of pursuing a career in the healthcare field. Like many freshmen, I had a narrow view of the true scope of interests offered at BU, staying focused on what I was most familiar with – the sciences. My class schedule was filled with biology, chemistry, and the typical courses any pre-medical student would take. Now, three years later, half of my schedule is taken up by niche classes I didn’t even know existed until I was a sophomore. And I’m all the happier for them.

My name is Allyson Imbacuan, and I am a rising senior majoring in Biology with a specialization in Cell Biology, Molecular Biology, and Genetics on a pre-medical track. In the spring of my sophomore year, I declared a minor in Jewish Studies almost on a whim. As a child, I had an odd obsession with Wikipedia, frequently reading pages on random topics ranging from The Birth of Venus painting to what a black hole was. When I was in the third grade, I first learned of Anne Frank, and a whole world opened up to me. I poured over any page I could find regarding the Holocaust and Jewish traditions, fascinated and confused as to how such an atrocity could blatantly occur with the world as an audience. My obsession with the Holocaust was pushed to the back burner when I began college, but it soon resurfaced as I searched for an interesting course to fulfill my Hub credits.

In the spring of my freshman year, I had the privilege of enrolling in a writing class with Professor Anderson, primarily studying genocide and the ethics after such an event. To date, this class is still one of the most impactful of my college career due to the method of

thinking I gained in examining the different perspectives of people affected by genocide. Through this class, I also learned of the Elie Wiesel Center, and my mind was blown. I had read Night countless times in middle school and had become a genuine fan of Elie Wiesel’s work. I still have no idea how I was so clueless about his history as a teacher at BU and an entire center being named after him, but it felt like a sign from God that the undergraduate institution I had chosen was so dedicated to Jewish studies and culture. Only a couple of days after I officially declared my minor, I received an email from the Elie Wiesel Center congratulating and welcoming me, along with informing me that they had sent me a package. Having never heard of my friends receiving anything after declaring their minors, mostly in public health, psychology, etc., I was elated and shocked to see a Starbucks gift card in the welcome package.

This first gift from the Elie Wiesel Center was the most accurate representation of them I could have gotten as a new addition to the team. Since then, I took a class about the Bible with Professor Zank, whom I soon learned was the literal director of the center. As a raised Christian, this class was the most eye-opening of all my classes at BU due to the blunt manner in which Professor Zank approached the Bible. Being one of the first in-person classes I took after a year online, I soon got to know Zank well, especially after he gave me a tour of his beautiful office inside the Elie Wiesel Center, and I got to meet his secretary. Professor Zank was enthusiastic about my many questions regarding the class and my minor, taking full advantage to ensure I was on the email list and inviting me to any related events I could attend. Upon declaring my minor, I had naively thought my major and religious background would isolate me from my peers, but I was so incredibly wrong.

The center itself is gorgeous, but the people inside are the true heart of the program. After taking a couple of classes related to religion/minor, I have entered the center more times than I can count and am greeted warmly by the professors and students there each time. I have met famed authors there, had tea with Professors, and learned of the details of the mass genocide of a group of people that remain resilient despite their history of suffering. Declaring my minor is, without a doubt, one of the best decisions I have made while at BU, and in my young adult life. I have met some of the most life-changing people during my time involved in this program and owe a large portion of my growth as a student to them as well. Although I am uncertain how I will continue my studies of the Holocaust and Judaism in the future, I carry the knowledge and memories of my time in this warm community with me forever.”

– Allyson Imbacuan



BEN GURIN

GRADUATE STUDENT SPOTLIGHT

Ben Gurin is a doctoral student in the Religion in Philosophy, Politics, and Society specialization. His areas of interest broadly include Jewish thought and history, rabbinic literature, and legal theory, focusing on studying the philosophy of Jewish law and ethical decision-making in liberal Jewish movements. Ben has a BA (2012) in Jewish Studies and Religious Studies with minors in History and Political Science and a general honors notation from Indiana University and received a master's degree (2016) and rabbinic ordination (2019) from Hebrew Union College-Jewish Institute of Religion, Los Angeles.



"My name is Ben Gurin, and I'm a rising third-year student in the Graduate Program in Religion at Boston University. I'm from Fishers, IN, and I received my B.A. in Jewish Studies and Religious Studies from Indiana University and my master's degree and rabbinic ordination from Hebrew Union College-Jewish Institute of Religion, Los Angeles. My research interests are in hermeneutics and philosophy of Jewish law in liberal Judaism. My wife, Myra, and I live in Newton with our 18-month-old daughter, Eleanor.

I knew Boston University would be the best place for me to continue my education from my first phone call with Prof. Zank. He told me about the courses that he was teaching, and our conversation did not only focus on the content of these classes but also on our thoughts on pedagogical style and the value of humanities education as well. I knew that BU could be a place where I would be able to further clarify the academic areas of interest that I wanted to delve into in this next phase of study and a place where I could refine my skills as a teacher and contributing member of an academic community.

At BU, I have the good fortune to be at a university with strong departments of religion, theology, and Jewish studies. As a student in the Graduate Program in Religion, I value the diverse backgrounds and interests of the other students in my department. Our areas of expertise in different religions enhance our studies as our conversations naturally lend themselves to considering broader questions about the nature of religion rather than focusing on the minutiae of the particular religious tradition we study.

What I most admire and value about the EWCJS are the Center's efforts to promote Jewish studies scholarship to the BU community, the Boston Jewish community, and the broader public. The lectures offered by the center this past year ran the gamut from Spinoza to Israeli pop music, and I appreciated getting to learn more about the work in Jewish Studies going on at BU beyond my department. I appreciate that I have found in the EWCJS a supportive academic community, and being affiliated with the center has been an important part of making my graduate studies at BU so worthwhile and gratifying."

- Ben Gurin

New Interdisciplinary Major

A new interdisciplinary major in HGHR was designed, proposed, and enthusiastically embraced by the University this past year, and will be offered beginning in the fall semester of 2022. Comments made by reviewers stated that this new program is "a feather in the University's cap" and an endeavor we should be very proud of. We share that opinion and are eager to welcome students to the new major, which will begin this coming fall. A launch event is currently being planned to mark this watershed moment for the Center.

H O L O C A U S T
G E N O C I D E
A N D H U M A N
R I G H T S
S T U D I E S

ABOVE: LOGOTYPE FOR
HOLOCAUST, GENOCIDE, AND HUMAN RIGHTS STUDIES
AT THE ELIE WIESEL CENTER FOR JEWISH STUDIES

HGHRs MINOR

The major will provide students with a course of study that provides historical context as well as engaging significant concerns in our contemporary world. The program is founded on the belief that the historical study of the Holocaust, the comparative study of genocide, and the quest for human rights belong together and should be studied in concert, to provide our students with depth, breadth, and a constructive perspective on fundamental human concerns. Students will learn to probe and evaluate moral, spiritual, and ethical issues that are central to learning about, and from, genocides and human rights violations.

In addition to a comprehensive review of genocides in history and the historical development of human rights discourse and law, the major enables the student to develop proficiency in examining government-citizen relations, including the extent to which individuals, societies, and domestic and international NGOs can effectively advocate and advance human rights related causes. Completing the major in Holocaust, Genocide, and Human Rights Studies helps students prepare for graduate studies in history, political science, law, literature, and religion, as well as social and governmental service careers. The major meaningfully carries forward the human rights legacy of Elie Wiesel at Boston University.

Fulfillment of the new HGHRs major will require completion of a total of ten courses, including one required course each in the areas of Holocaust studies, genocide studies, and human rights studies, and six electives from a list of pre-approved classes to be chosen with the assistance of an academic advisor in the major, and one four-credit senior thesis seminar.

HGHRs MINOR
CONCENTRATION

The Boston University College of Arts and Sciences (CAS) has offered a minor in Holocaust, Genocide, and Human Rights Studies (HGHRs) since 2016 under the direction of **Professor Nancy Harowitz** and in conjunction with the HGHRs Steering Committee. The minor in HGHRs is administered and supported by the Elie Wiesel Center for Jewish Studies.

The minor in HGHRs offers undergraduate students the opportunity to familiarize themselves with the causes and consequences of past acts of genocide, including the murder of six million Jews across Nazi-occupied Europe during WWII, as well as the role of human rights law as a means of violence prevention.

Through a multi-disciplinary approach and thanks to faculty members trained in different disciplines and fields of expertise, students learn about government-sponsored human rights abuses, crimes against humanity, the perpetrator state, the impact of extreme nationalism, and the use of the media in spreading racism and prejudice. The program also introduces students to institutions and organizations that prevent genocide and other crimes against humanity.

The minor aims to provide students with the intellectual tools to analyze the multifaceted social, economic, cultural, civil, and political components of society under genocidal regimes, repressive governments with poor human rights records, and the closely interconnected domestic and international environments in which such regimes operate. The minor provides students with the necessary skills and tools to analyze government-citizen relations, including how individuals, societies, and domestic and international NGOs can intervene to promote and protect human rights and prevent genocide. Students who complete the minor in HGHRs are well prepared for graduate studies in a wide range of fields, including history, political science, law, literature, and religion, in addition to careers in social and governmental service.

Students who wish to minor in HGHRs must complete six (4-credit) courses totaling 24 credits, including three required courses (CAS RN 384: History of the Holocaust, CAS HI 384: History of Genocide, and one of three Human Rights core courses chosen in consultation with the student's advisor) and three elective courses in Genocide studies, Holocaust studies, and Human Rights Studies.

GRADUATE CERTIFICATE

In partnership with the Pardee School of Global Studies and the Institute on Culture, Religion, and World Affairs (CURA), the Elie Wiesel Center for Jewish Studies also offers a graduate certification program in Holocaust, Genocide, and Human Rights Studies. The Graduate Certificate in HGHRs complements graduate study in history, political science, law, literature, and religion and serves as preparation for social and governmental service careers. Working closely with an advisor, Master-level and PhD-level students select four courses across disciplines to advance knowledge of the history, ethics, law, and public health analysis of the Holocaust, comparative genocides, and human rights. To be awarded the certificate, students also complete advanced research in the Holocaust, Genocide, and Human Rights Studies field through papers, thesis, or dissertation work.

To qualify for the HGHRs certificate, students must be enrolled in a graduate degree program and complete at least 16 credits of coursework (four standard courses) with a significant focus on human rights, comparative genocide, or Holocaust studies. Among these courses, at least one must be taken in Human Rights and one in Holocaust and Genocide Studies.

ACADEMIC YEAR 2021-2022

Classes offered: **14**HGHRs minors: **17**HGHRs graduates: **7**2021-2022 HGHRs COURSES
(INTERDISCIPLINARY)

HOLOCAUST AND GENOCIDE STUDIES

RN 249 **Islamophobia and Anti-Semitism** (Spring 2022)HI 384 **History of Genocide** (Fall 2021)HI 271 **The Nazis** (Fall 2021)XL 387 **The Holocaust Through Film** (Spring 2022)HI 543 **The Prevention of Genocide** (Spring 2022)

HISTORY AND HOLOCAUST

RN 384 **The Holocaust**
(Offered both Fall 2021 & Spring 2022)JS 261 **Representations of the Holocaust
in Literature and Film** (Fall 2021)JS 366 **Fascism and the Holocaust in Italy** (Fall 2021)HI 430 **Comparative European Fascism** (Spring 2022)RN 460/STH TX 805 **Seminar on the Holocaust**
(Spring 2022)HI 489/AA 489 **The African Diaspora in the Americas**
(Spring 2022)

HUMAN RIGHTS STUDIES

IR 352/PO 378 **International Human Rights:
Applying Human Rights in Africa** (Spring 2022)PO 572 **Political Systems of Southern Africa**
(Spring 2022)



MEGAN KLEIN

In May 2022, **Megan Klein** graduated from Boston University with a Bachelor's in Journalism and a minor in Holocaust, Genocide, and Human Rights Studies. Shortly after, Megan started her new role as a Client Services Associate at the Boston Red Sox.

For Megan, the most rewarding aspect of pursuing a minor in Holocaust, Genocide, and Human Rights Studies was the opportunity to be taught by knowledgeable professors and surrounded by peers equally interested in learning about events such as the Holocaust. Megan said that one of the aspects of the HGHR minor that she was not expecting was the large number of film courses offered at the Center.

"Sure, I like to watch movies, but I had never studied film before and analyzed how genocide was being portrayed by different filmmakers in different countries. I really enjoyed how those specific film classes were broken up into discussion periods as well, so we could point out things we noticed that were factually incorrect or just completely unrealistic. I took the Holocaust Through Film and Fascism & the Holocaust in Italy and would recommend them to anyone. Some of the films overlap, but these are also films that could be watched several times, and each time you would pick up on something you didn't before."

– Megan Klein

During the spring semester, Megan's involvement with the Elie Wiesel Center for Jewish Studies led her to encourage many of her friends to enroll in the introductory Holocaust course. She told us that her friends who followed her recommendation were likewise amazed by the professors' level of expertise and knowledge.

"I think my minor and involvement with the Elie Wiesel Center for Jewish Studies will stay with me for the rest of my life, whether it be through teaching others what I've learned or staying connected with professors I've had. I am thrilled to hear about the making of an HGHR major and hope that more students take advantage of the opportunities provided by the Center to learn about our history."

– Megan Klein.



SAVANNAH MAJARWITZ

Savannah Majarwitz, a senior from Jacksonville, Florida, graduated in May 2022 with a major in International Relations and two minors in Holocaust, Genocide, and Human Rights Studies and Persian Cultural Studies.

Savannah, who will be pursuing a master's degree program in Human Rights at Columbia University, spoke of how she believes her HGHR minor and the knowledge she gained from her coursework will help her pursue her career goals and passion:

"I believe my minor will help me in my future as I pursue a career in Human Rights advocacy. I would not have gotten as far as I have without my minor in the Elie Wiesel Center, and now I can proudly say I am going to be joining the MA in Human Rights program at Columbia in the fall."

– Savannah Majarwitz

For Savannah, the most rewarding aspect of pursuing a minor in Holocaust, Genocide, and Human Rights Studies was the ability to learn more about topics and subjects she is deeply passionate about. She said that her experience at Boston University, alongside her studies in Human Rights, confirmed her interest in pursuing a career in human rights advocacy.

"I am incredibly grateful that I minored in Holocaust, Genocide, and Human Rights Studies. As an International Relations major, I was always interested in exploring human rights issues more in-depth, and by pursuing this minor, I was able to learn more about my interests and accurate information about crucial historical events. I believe everyone should take at least two classes in these subjects to understand the reality and horrors of human rights abuses. I think as a society, we can be desensitized or take more distanced approaches to learning things which is why it is crucial we expose ourselves to learning about difficult topics. I am pursuing a career in the anti-human trafficking field, and within this field or any human rights field, there is a lot that you can encounter that is uncomfortable and disturbing. I believe this minor has helped me understand and process that my discomfort and anger are valid: human rights abuses should never be the norm. I will always encourage anyone of any discipline to take HGHR classes - you will learn so much!"

– Savannah Majarwitz

Seven Boston University students were recognized for their work and achievements in Jewish Studies at the Elie Wiesel Center for Jewish Studies' End of Year Celebration on April 8th, 2022.



CONGRATULATIONS TO THE 2022 ELIE WIESEL CENTER FOR JEWISH STUDIES AWARD WINNERS!

The Brooks Family Scholarship: Sophie Rahbar

The Brooks Family Scholarship honors outstanding Boston University students who have declared a minor in Jewish Studies and completed three or more courses counting toward the minor (including up to two courses in Hebrew).

Sophie Rahbar is from Los Angeles, California, and graduated with a Bachelor's in International Relations and a minor in Judaism. During her time in Boston, Sophie served as the President of MEOR Boston's Executive Organization, a Jewish community organization emphasizing the importance of Jewish values, identity, and community.

Sophie is working as a Legal Assistant while preparing to take the LSAT in August. According to Sophie, pursuing a minor in Judaism gave her a distinctive sense of self and purpose while enabling her to better understand her heritage and history.

"If you had told me 4 years ago that I would pursue a Jewish Studies minor in college and be the President of a Jewish organization, I would never have believed you. Prior to college, my affiliation with Judaism was that I was raised with a lot of pride for my religion as I am distinctively an Iranian Jew, different from an Iranian. Judaism was something that I cared about, but not to a great extent, and it certainly wasn't something I saw myself remaining involved with in college. It took me leaving my Jewish bubble at home in Los Angeles and experiencing people and friends of different backgrounds to really reignite my love and passion for Jewish Studies and my heritage. The most rewarding part of pursuing a Jewish minor has really been igniting a new love for my religion and discovering a newfound pride in all of my people's history and accomplishments.

SOPHIE RAHBAR

My minor has shown me that Judaism is not just about keeping Kosher and following the laws of the Torah - Judaism is a religion of pride and perseverance for our people, history, and community."

- Sophie Rahbar



Certificate of Achievement in Hebrew: Ariel Roshan and Ilana Balog

The Certificate of Achievement in Hebrew is presented to outstanding students who have been active members of the Hebrew program during their time at Boston University.

Ariel Roshan, a first-generation American Persian Jew born in New York, graduated with a Bachelor's in Economics and a minor in Biology. After graduation, Ariel plans on pursuing a Masters in Management (MSMS) at Questrom School of Business.



CONGRATULATIONS ON YOUR ACHIEVEMENTS
ARIEL ROSHAN



CONGRATULATIONS ON YOUR ACHIEVEMENTS
ILANA BALOG

The Levine, Martin Family Scholarship: Aliyah Huerta-Leipner and Ilana Ovental

The Levine, Martin Family Scholarship honors outstanding Boston University students who have focused on Jewish Studies throughout their time at Boston University. Eligible recipients are students who have declared a minor in Jewish Studies and completed three courses counting toward the Jewish Studies concentration.

ILANA OVENTAL

Ilana Ovental, originally from Forest Hills, New York, graduated this May 2022 with a Bachelor's in Political Science and a minor in Jewish Studies. After graduation, Ilana moved to Washington D.C. to work in education policy at the American Enterprise Institute.

For Ilana, the most rewarding aspect of pursuing a minor in Jewish Studies was the opportunity to explore a subject she was deeply passionate about. Ilana believes the Jewish Studies minor provided her room to grow academically outside of her primary area of study in political science.



ILANA OVENTAL

"My minor with the Elie Wiesel Center for Jewish Studies will certainly help me in the future because of the unique variety of courses I have taken and their connection to Judaism. Being able to learn about Israel, Torah, Jewish culture, and everything in between has enabled me to view everyday scenarios and decisions in a whole different light. An education with Judaism, for me, is essential for moving on to the professional world. I am extremely grateful for the knowledge and experience that I have gained from my Jewish Studies minor."

– Ilana Ovental



ALIYAH HUERTA-LEIPNER

Aliyah Huerta-Leipner is from Santa Barbara, CA, and graduated with a Bachelor's in Economics and a minor in Jewish Studies. Aliyah has been a member of the BU NCAA Division I softball team for four years and is a member of the Israeli Women's National Softball Team, which competes internationally. Aliyah plans to continue her graduate education next year by attending the Barcelona School of Economics to pursue the Economics of Energy, Climate Change, and Sustainability Master's program.

For Aliyah, the most rewarding aspect of pursuing a Jewish Studies minor was the ability to study a subject that enriched her personally and connected her with her Jewish heritage. Aliyah was able to travel to Israel as a part of the Israel national softball team.

Aliyah told us that the Jewish studies classes she took while at BU with professors who "are passionate about what they teach" enhanced her knowledge about Israel and Jewish communities.

"Pursuing a Jewish Studies minor has exposed me to courses and subjects that dealt with complicated and often difficult subjects. Studying these topics has helped me to learn how to confront and consider multiple perspectives on complex issues and further encouraged me to be considerate of people from all backgrounds. For graduate school and future employment, having completed this minor shows that my undergraduate education was about more than just preparing for a future career, but also about personal growth."

– Aliyah Huerta-Leipner

Certificate of Achievement in Holocaust, Genocide, and Human Rights Studies: Megan Klein and Savannah Majarwitz

The Certificate of Achievement in Holocaust, Genocide, and Human Rights Studies is presented to outstanding students who have been active members of the Holocaust, Genocide, and Human Rights Studies program at Boston University.

Megan Klein, who graduated with a Bachelor's in Journalism and a minor in Holocaust, Genocide, and Human Rights Studies, was awarded the Certificate of Achievement in Holocaust, Genocide, and Human Rights Studies.

Savannah Majarwitz, from Jacksonville, Florida, graduated this May with a Bachelor's in International Relations and two minors in Holocaust, Genocide, and Human Rights Studies and Persian Cultural Studies. She was awarded the Certificate of Achievement in Holocaust, Genocide, and Human Rights Studies at the Elie Wiesel Center for Jewish Studies' End of Year Celebration on April 8th, 2022. Savannah's interests include anti-human trafficking efforts, which she had the opportunity of pursuing as a Project Manager for the Forced Migration and Human Trafficking Initiative (FMHT) at BU Spark for the past three years.



CONGRATULATIONS ON YOUR ACHIEVEMENTS

MEGAN KLEIN



CONGRATULATIONS ON YOUR ACHIEVEMENTS

SAVANNAH MAJARWITZ

VISIT OUR WEBSITE FOR MORE PHOTOS FROM THIS YEAR'S END OF YEAR CELEBRATION.

Jamie Field is a rising 4th-year rabbinical school student at Hebrew Union College- Jewish Institute of Religion. After graduating from BU in 2017 with a major in Religion and minors in Jewish Studies and Hebrew, she moved to Washington D.C to work as a Jewish educator before beginning rabbinical school. She moved to Jerusalem for the 2019-2020 school year and has since returned to finish the rest of her education stateside in New York. She is currently the rabbinical intern at the Community Synagogue of Rye.

“On September 6, I found myself in High Point, North Carolina. The year before, I had never been to North Carolina, yet, there I was, standing on the bimah of a congregation I had never been to before preparing to lead Erev Rosh HaShana services. It was the beginning of my third year as a rabbinical student at Hebrew Union College-



JAMIE FIELD

Jewish Institute of Religion. I barely felt like a third year- we had only had a few weeks of classes before the holidays began this year. And still, as I put on my tallit and prepared to begin services with a sense of sacred responsibility, I felt surprisingly calm. I knew that all of the education and training I have had prepared me.

I entered BU in the fall of 2013 with the plan of being a doctor. Coming from Los Angeles, I was hit hard as the weather changed in the fall, I became sick, and, after lots of thinking and phone calls home, I realized that I was not on the right path. There was something in me that always knew I was meant to be a rabbi. And so, I switched my major to religion with minors in Jewish Studies and Hebrew, and discovered a new home at the Elie Wiesel Center for Jewish Studies.

In my 3 and a half semesters as a religion major, I took classes that challenged my relationship with text (like Rabbinic Literature with Professor Jonathan Klawans), forced me to examine my relationship with Israel (like Holy City: Jerusalem in Time, Space, and the Imagination with Professor Michael Zank) and allowed me to explore how Judaism is perceived in modernity (like Israeli Cinema with Professor Abigail Gillman). I learned more than just texts and facts in these classes. These classes helped me critically think about my perception of Judaism, and find where Jewish texts intertwined with my life. I met with my professors after class to discuss my path to rabbinical school, to ask them for help where I felt stuck in my learning, and to figure out how to make the most of my time at BU. Minor in Jewish studies helped me grow and prepared me for rabbinical school.

I am so grateful for the opportunities I had as a Jewish Studies student. I went to amazing speakers and events (seriously- take advantage of all of these!) and had the opportunity to learn from amazing professors- both in the classroom and in office hours. They helped to shape my college experience and guide my path towards the rabbinate. In Pirkei Avot 1 we read that “Moses received the Torah at Sinai and transmitted it to Joshua, Joshua to the elders, and the elders to the prophets, and the prophets to the Men of the Great Assembly.” In this text, we read of the chain of tradition, how knowledge of both the written and Oral Torah was passed from generation to generation. As a student at the Elie Wiesel Center for Jewish Studies, I found myself as a link in this chain, which has allowed me to pass the knowledge I have learned from my professors to my community on and off the bimah.”

- Jamie Field

Danielle Liberman graduated from Boston University magna cum laude in 2016 with a B.A. in Middle East and North African Studies and graduated from Georgetown University Law Center in 2019. Danielle is a Real Estate Associate in Greenberg Traurig's New York office. Danielle focuses her practice on a broad range of complex real estate matters, including the representation of regional, national, corporate, and individual sellers, as well as buyers, borrowers, lenders, landlords, tenants, developers, investors, and entrepreneurs in acquisitions, sales, development, leasing, and financing. She assists clients through the purchase and sale of real estate assets, from contract negotiations, due diligence, and regulatory compliance, to title review and closing.

“I arrived at Boston University with a broad interest in political science and history and a desire to learn how to be a better writer in anticipation of my future application to law school. However, I could not have predicted the ways in which my major in Middle East and North African Studies and minors in Judaic Studies and Hebrew would not only satisfy my desire but also motivate me in my legal career. Through my coursework I was able to perfect my skills in writing along with research and analytical skills, while gaining a solid foundation in the legal, political and socio-economic landscape of the Middle East.

Some of the best experiences at Boston University were through my coursework in the Judaic and Hebrew Studies programs. My courses in the Judaic Studies and Hebrew Program provided me with stimulating coursework coupled with small classes with accomplished scholars who were more than willing to help an intellectually curious student pursue miscellaneous pursuits. I am thankful to have been able to take six semesters of Hebrew in Miriam Angrist's Hebrew program, all of which integrated exciting topics such as food culture, Israeli film, and Israeli popular music.

The Elie Wiesel Center for Jewish Studies allowed me to further refine the research and writing skills I honed in the classroom through my honors thesis, as well as through an immersive study abroad program in which I was able to learn the basics of Arabic. My thesis, titled “Understanding the Mainstreaming of the Temple Mount Movement,” was the culmination of a year of immersive research and discussions with academia in the field, and was one of the most difficult and rewarding experiences I have ever had. Through writing my thesis I deepened my interest in understanding the broader socio-political climate of Israel, which will remain a lifelong

passion of mine. I was afforded the opportunity to craft the research project under the invaluable guidance of Professor Zank. My positive experiences in the Elie Wiesel Center encouraged me to pursue a legal career and continues to influence my legal career on a daily basis.

Through my degree, I was able to develop an extensive skillset and learn to ask questions, listen to others and convey my ideas in an understandable and relatable way. However, most importantly, my major and courses allowed me to develop cognitive and presentational skills, allowing me to better understand a complex geo-political region and learn how to better understand others of diverse backgrounds in order to bridge divides to reach a common goal. The skills that my major offered me help in my daily life as a Real Estate Attorney. In my day-to-day work, not only am I closely reading and analyzing contracts, but I negotiate these contracts and try to reach a common ground based on a mutual goal.

While I did not pursue a Ph.D. in my undergraduate field, my undergraduate education continues to influence my daily life and will remain a lifelong interest of mine. When asked by pre-law students what they should major in, I always advise that they should find a major that interests them that can help them build strong reading, writing, and analytical skills, as well as provides challenging and diverse courses. I am forever grateful for the experience I had at Boston University through my undergraduate major and minors, as well as the Elie Wiesel Center for continuous support throughout my degree, along with enriching programming to complement my educational experience.”

- Danielle Liberman



DANIELLE LIBERMAN



ERIN MILLER

Erin Miller graduated from Boston University in 2017 with a B.A. from the department of Psychological and Brain Sciences in the College of Arts and Sciences. She continued on to receive her Master of Public Health in 2018 from the School of Public Health concentrating in Maternal Child Health. Erin is a 2022 graduate of the NYU Long Island School of Medicine, a new allopathic medical school aimed to rear physicians who are leaders in primary care and health systems science. She is now a first year resident in Obstetrics and Gynecology at NYU Langone - Long Island Hospital in Mineola, NY.

"My passion for Holocaust studies, largely fueled by my fascination with how indifference can lead to genocide, lured me to Boston University (BU) nine years ago. I remember touring Boston University as a high school senior and happening upon the Elie Wiesel Center during my visit. At the time, I did not know how this center would influence my education and shape my future career."

During my freshman year, I met Dr. Michael Grodin, a psychiatrist at BU who combined his interests in medicine, ethics, and the Holocaust into a lifelong career. As an aspiring physician, I was fascinated by how seemingly unrelated interests in medicine and Holocaust studies could be incorporated into a career. I jumped at the opportunity to join his research team. During the summer of my freshman year, I became the senior research assistant for the Project on Medicine, Ethics and the Holocaust. Our research, based in the Elie Wiesel Center for Jewish Studies, historically analyzed the role that ethics and medicine played in both

the commitment to and resistance to genocide. Through this work, I explored the unique roles that physicians played during the Holocaust and was exposed to medical ethics and the challenges of medical decision-making. I learned from experts in Holocaust studies and medical ethics all over the world, lectured nationally, traveled across Europe visiting Holocaust memorial sites and published book chapters and journal articles. These formative experiences in my early education furthered my interest in medicine and completely altered how I understood the medical profession. They also ignited my passion for public health and, ultimately, reproductive justice.

While the Elie Wiesel Center gave me a gift in research exploration, it also gave me the opportunities to explore other areas of Jewish Studies. During my freshman year, I took Professor Michael Zank's course on The Bible, which explored the text from a historical lens, unraveling how the western religions connect through its origin. This course opened my eyes to how biblical texts can be used to unveil the history within. I was fortunate enough to have taken this course right before my Birthright trip with Boston University Hillel in 2013. During my time in Israel, Professor Zank, who happened to be traveling in Israel himself, taught a lecture in the old city of Jerusalem literally bringing to life the content we learned that semester in the classroom. It is a memory I hold as one of my most formative at BU. Nine years later, I returned to Israel with Boston University Hillel as a staff member this past summer. As I toured the old city with many current BU freshman, I recalled Professor Zank's lecture as if it was yesterday. The dedication to teaching that the Elie Wiesel Center faculty exhibit is unparalleled to anything I have experienced since my time there.

While my career these days as an OB/GYN intern focuses mostly on meticulous details like medication doses and proper surgical technique, I still utilize the tools that the Elie Wiesel Center taught me. Studying the humanities as a physician is paramount to understanding how medical treatment fits into the larger context of protecting human life. My Jewish bioethics training has taught me to question the medical hierarchy and to never accept the "status quo" as the answer to why we do things. Studying biblical history and Talmud and honing my skills in reading comprehension have enhanced my ability to scrutinize medical literature, while igniting my interest to continue learning outside of my field. Every time I return to Boston, I try to visit Boston University and always find myself returning to the Elie Wiesel Center. It was my home for my five years at BU and it served as my foundation by which I have built my education and my career."

- Erin Miller

Robyn Shane (CGS '13, COM '15) is a synagogue professional at Valley Beth Shalom, one of the largest Conservative Synagogues in the United States. Prior to earning her Bachelor of Science in Communications from Boston University, Robyn spent a year in Israel in the Nativ College Leadership Program. After college, Robyn returned to her hometown of Los Angeles to give back to her community. She went on to work as Program Coordinator at Congregation Ner Tamid in Rancho Palos Verdes and then as Community Liaison at Hillside Memorial Park and Mortuary. Robyn lives in Los Angeles with her husband, Bobby, and their dog, Lola.

"I didn't originally start my BU career thinking I would be working in the Jewish community. However, my experience with BU Hillel and the Jewish Studies program showed me a different world which ultimately led me to where I am in life. I am able to use my major in Communication and minor in Jewish Studies in many ways at work. A couple of my favorite courses at BU were courses like PR Lab and Design and New Media that gave me "real-life" experience and examples. In many of my Communication courses we had scenarios where we would practice communicating with the press or clients, which I've been able to apply in my work with congregants and the greater Jewish Community. Currently, I work as an administrator at Valley Beth Shalom (VBS), one of the largest Conservative Synagogues in the United States.

In 2010, the year before I matriculated to BU, I spent the year in Israel studying at the Rothberg International School at Hebrew University. During my time, I started my Jewish Studies with courses on the Holocaust and Religious Foundations. I knew that I needed to continue my studies at BU and ultimately minor in Jewish Studies. I can't say I had a favorite course or favorite professor because they were all so knowledgeable and I learned so many valuable lessons. But one course that sticks out is Professor Diana Lobel's Classical Jewish Thought in which we discussed religious issues in classical Jewish tradition. During this course, I learned not only about classical Jewish traditions, but how to think analytically and express my understanding of scripture. I've been able to use these examples throughout my career especially during programs I created throughout the years at the various synagogues I've worked at.

Since my time at BU, I've had an opportunity to reflect on my experiences and the courses I took to pursue my minor in Jewish Studies. I would encourage prospective and current students to take more courses. The Elie Wiesel Center for Jewish Studies taught with a different perspective than I had grown up with in the Jewish

community learning the same Jewish texts. I was able to use the same analytical thought that I learned at BU not only in my career, but in everyday interactions. I have turned the passion I developed at BU for Judaism and Jewish Studies and made it applicable in my career and in my daily life. My advice to students is find something that you are passionate about and follow that passion wherever it may lead you."

- Robyn Shane



ROBYN SHANE

JS 416 BIBLICAL FAKES AND FORGERIES



PROF. JONATHAN KLAWANS

Prof. Jonathan Klawans joined the Department of Religion and the Elie Wiesel Center for Jewish Studies in the fall of 1997. Klawans is a specialist in the religion and religious literature of ancient Judaism and teaches courses in Western Religion, the Hebrew Bible, the Dead Sea Scrolls, Rabbinic literature, and Theories and Methods for the Study of Religion. His publications include *Impurity and Sin in Ancient Judaism* (2000); *Purity Sacrifice and the Temple: Symbolism and Supersessionism in the Study of Ancient Judaism* (2005); *Josephus and the Theologies of Ancient Judaism* (2012); and *Heresy, Forgery, Novelty: Condemning, Denying, and Asserting Innovation in Ancient Judaism* (2019). Professor Klawans is also a co-editor (with Lawrence M. Wills) of the recently-released *Jewish Annotated Apocrypha* (New York: Oxford, 2020).

Throughout his time at Boston University, Klawans taught many courses, including Judaism, Christianity, and Islam; The Hebrew Bible; and Dead Sea Scrolls. He has also presented Boston University students with the opportunity to enroll in his well-sought-after seminar on Biblical Fakes and Forgeries since 2019.

“Biblical fakes can be big news. In March 2020, the Washington DC based Museum of the Bible admitted what many scholars had long suspected, that the 16 Dead Sea Scroll fragments the institution had purchased for millions of dollars were, in fact, modern forgeries. Using ancient leather or parchment, talented forgers imitate ancient writing styles well enough to fool wealthy collectors and even some scholars along the way. This was perhaps the most well-known instance of modern biblical forgery, but there have been many others: various museums in Israel, the US and elsewhere have removed items from display, and venerable publishers have had to recall books and articles. On the other hand, a small number of recent scholars believe that a long-lost manuscript of an abbreviated version Deuteronomy—dismissed as a forgery in the late

19th century—may in fact have been authentic. (Lest anyone be worried: the Dead Sea Scrolls on display at the Shrine of the Book in Jerusalem are all authentic.)”
– Jonathan Klawans

In this course, students investigate forged documents and artifacts relating to the Hebrew Bible and New Testament, pushing them to think critically about historical and ethical questions.

“This Fall, I am looking forward to offering, for the third time since 2019, a seminar on Biblical Fakes and Forgeries. The class is structured in three overall units, covering three kinds of material. In our introductory sections, we think about the difficulties in defining and proscribing lies. We all know that it’s wrong to lie, at least most of the time. But we also recognize times when deception is valorized (spycraft in war; giving hope to the ill) or at least permitted (saying a polite “I’m fine” when in fact you are not). Both the Hebrew Bible and the New Testament display complicated and varied approaches to these questions, general prohibitions of lies on the one hand, accompanied by narratives of permitted or heroic deception on the other (as when the Israelites are instructed to tell Pharaoh that they only wish to depart Egypt for a three-day celebration).

Having grappled with the religiously justified lie, the second unit of the course focuses on instances of biblical literary deceit: texts that are mistakenly or even falsely attributed to authors who did not compose them, such as the Book of Daniel in the Hebrew Bible, and the Second Thessalonians (falsely attributed to Paul) in the New Testament.

The third unit of the course then grapples with modern biblical fakes, such as the forged Dead Sea Scrolls, the so-called Gospel of Jesus’s Wife, that 19th Century Deuteronomy manuscript and a host of likely fake inscriptions relating to biblical themes and heroes, most coming through semi-legal or illegal antiquities markets. The working hypothesis of the course is that the three units are closely related:

the motivation for producing biblical fakes is connected to religiously justified deceit; the reception of biblical fakes is connected to the leaps of faith that accompany religious commitment. The disclosure of forgery is in turn motivated by religious dispute: those who reject the implication of a forgery are precisely those who will work hard to disclose its true nature.

Students taking this course will learn some fascinating history, grapple with some interesting moral questions (about justified deceit as well as antiquities markets) and develop analytic skills in differentiating weaker from stronger arguments regarding authenticity.”
– Jonathan Klawans

When we asked students who took Biblical Fakes and Forgeries to share a few words regarding their time taking this course, engaging, eye-opening, excellent, fascinating, and challenging were some of the adjectives most used to describe their experience. In addition to highlighting the thoughtfulness and kindness of



GOSPEL OF JESUS’ WIFE (IMAGE SOURCE: WIKIPEDIA)

Professor Klawans and the clarity and passion with which he lectured, students also argued that the knowledge and skills they gained in this class attest to the value of studying the Humanities.

“Biblical Fakes and Forgeries was an engaging and eye-opening course that explored broad ranging concepts such as the nature of deception, logistics of the antiquities market, the professional challenges of grappling with historicity, and a range of forgeries and potential forgeries, both ancient and modern. The class was fascinating, and I became especially interested in the reality of ancient forgeries and the question of how best to understand deception in ancient texts, and how to grapple with the line between fiction and forgery when authorial intent is unknown. We also looked at several modern forgeries,



THE JAMES OSSUARY WAS ON DISPLAY AT THE ROYAL ONTARIO MUSEUM FROM NOVEMBER 15, 2002 TO JANUARY 5, 2003

including the tale of the Gospel of Jesus’s Wife (I would say “you can’t make this stuff up,” except that the course taught me that, in fact, it can be done), the Shapira Affair, and the questionable account of Morton Smith and the Secret Gospel of Mark. In addition, I thoroughly enjoyed learning about the patterns of deception that Dr. Klawans highlighted throughout the course. It was a really excellent class.”

– Sara Boston (4th-year Ph.D. Student in the Religions of the Ancient Mediterranean track)

“Last spring I had the pleasure of taking Dr. Klawans’s Biblical Fakes and Forgeries course. Following the pattern of his latest book on the subject, the course interrogates the categories of ‘true’ and ‘false’ through a variety of lines of evidence, including authorship and pseudepigraphy in biblical and non-biblical texts, historical fiction and anachronism, and plain old forgeries and con-men. Each example is investigated through a range of strategies grounded in philosophical and ethical approaches to truth. As part of the course, students also examine in depth a text or object and apply the tools they have learned to make a case for its authenticity or forgery. My own project on the Hazon Gabriel helped me to show, I believe conclusively, that the famous, though unprovenanced, ‘dead sea scroll in stone’ is a modern fake, using facets overlooked in contemporary scholarship. Through its somewhat unconventional approach, Biblical Fakes and Forgeries represents the best of what one might expect from a humanities class: both an in-depth investigation into a particular collection of materials and a truly interdisciplinary study of a wide range of fundamental categories of thought including historiography, literary studies, ethics, reason, belief and even the epistemic nature of truth itself!”

– Scott Chase (4th-year Ph.D. Student Concentrating on the Religions of the Ancient Mediterranean)

“Something incredibly unique about taking a class with Professor Klawans is how a class on something as specific as biblical fakes and forgeries influenced my understanding in other areas of academics, even those very unrelated to biblical studies. I find myself to this day looking at any historical text under a new lens. Despite the potential confusion that could arise from studying such old and



US MUSEUM SAYS 5 FRAGMENTS IN DEAD SEA SCROLL COLLECTION ARE FAKE. (SOURCE: TIMES OF ISRAEL, 23 OCTOBER 2018)

disputed texts, Professor Klawans lectured with clarity and guided us as a class into deep constructive conversations and made space for us to explore our own interpretations. Professor Klawans’s course challenged me in a way I appreciated and deepened my interest in biblical studies. I thoroughly enjoyed all of the courses I have taken with Professor Klawans.”

– Madeline Hochman (CAS ‘21, Psychology Major and Medieval Studies Minor)

“I greatly enjoyed Professor Klawans’s JS416 Biblical Fakes and Forgeries course. It focused on a subject about which I had been relatively unaware until I took the course. In particular, it enabled me to understand, as a scholar, the variety of motives that might prompt an effort to create a pseudepigraphic or false texts. Perhaps most important to me was the course’s coverage of the Dead Sea Scrolls and the subsequent work I did in my final paper on the very recent forgeries of these incredible documents. Most of all, I especially appreciated the kind and thoughtful guidance given by Professor Klawans. In my opinion I think he is an excellent teacher and B.U. is lucky to have him. I count myself fortunate to be taught by him not only in the Biblical Fakes and Forgeries course but in his class this past semester on the Dead Sea Scrolls.”

– Nathaniel Kruger (STH ‘23, Master of Theological Studies degree)

“In the Spring 2021 semester I had the opportunity of

attending the Biblical Fakes and Forgeries course taught by Professor Klawans. The inquisitive course is made for individuals who are interested in both archaeology and religion. The archaeological techniques and findings are fascinating. Not only did we learn of cases but we learned the mechanisms people have used to both create and identify forgeries. We also had the opportunity to probe the reasons why people would go to extreme lengths to create forgeries or for scholars to authenticate forgeries. Klawans is an incredibly knowledgeable professor who is passionate about the subject matter and seeing his students have that “Aha” moment. It is a joy to learn about the subject with this professor.”

– Hannah Patterson (CAS ‘22, International Relations Major and Religion Minor)



IF AUTHENTIC, THE FAMOUS **INSCRIBED IVORY POMEGRANATE** MAY HAVE BEEN THE HEAD OF A SCEPTER FROM SOLOMON’S TEMPLE. (PHOTO: LEFT: COLLECTION ISRAEL MUSEUM, JERUSALEM/PHOTO ©ISRAEL MUSEUM, BY NAHUM SLAPAK; RIGHT: ISRAEL MUSEUM, JERUSALEM)

HI 384 HISTORY OF GENOCIDE



PROF. SIMON PAYASLIAN

Prof. Simon Payaslian, BU's Charles K. and Elisabeth M. Kenosian Professor in Modern Armenian History and Literature. His publications include *The Political Economy of Human Rights in Armenia: Authoritarianism and Democracy in a Former Soviet Republic* (2011); *The History of Armenia: From the Origins to the Present* (2007); and *United States Policy toward the Armenian Question and the Armenian Genocide* (2005).

Since joining Boston University, Professor Payaslian has taught many Holocaust and Genocide Studies courses, including History of International Human Rights, The Armenian Genocide, and Prevention of Genocide.

This fall, Payaslian will teach History of Genocide (HI 384), a course that continues to attract many highly motivated Boston University students committed to learning about and confronting such an emotionally challenging topic. When invited to share information about the course's content and reflect on his experience teaching History of Genocide over the past few years, Payaslian wrote:

"I would like to emphasize two key aspects of teaching History of Genocide (HI 384). First, HI 384 is an intellectually stimulating course that forces the students to think critically about a vast range of issues -- such as the nature of society, the character and psychology of political leadership, mass psychology, the sociology of urbanization and socio-economic factors contributing to the emergence of ideological extremism, and ultimately the mobilization of institutions and citizens for the implementation of mass murder. As such, we approach the course from multidisciplinary as well as comparative perspectives.

The cases examined include the genocide of Native Americans, and since the early twentieth century the Herero genocide, the Armenian genocide, the Holodomor in Ukraine, the Holocaust, followed by the genocides in Bangladesh, Cambodia, Rwanda, Bosnia, and Darfur. Students read primary (for example, eyewitness accounts) and secondary sources (books, articles), and watch documentaries on the genocide cases we cover in class.

The second aspect of the course to emphasize is that over the years it has consistently attracted excellent students. It is extremely rewarding to discuss the issues I mentioned above with a highly motivated group of students who are determined to learn about such an emotionally extremely difficult and depressing subject as genocides, when they could have easily registered for other courses. Nothing can be more exhilarating for an instructor than covering challenging topics with a group of students who are willing to confront the subject of genocide with all its hideous dimensions, and who are willing to assume the intellectual responsibility and emotional burden that such knowledge entails."

- Simon Payaslian

The students who enroll in Professor Payaslian's course speak of the highly informative, challenging, and impactful content they encounter throughout the semester. When asked to reflect on their time taking Professor Payaslian's class this past fall semester, Subin Moon and Sabine Ollivier-Yamin said the following:

"The word "genocide" is commonplace in political discourse and language today. And as long as I can remember, I have always had an interest in global politics and history, and so I have considered myself to be rather conscious and knowledgeable about genocide. However, after taking Professor Payaslian's HI 384 course, I have learned that many people, myself included, understand very little about genocides, especially on what prompts state leaders and institutions down to the ordinary people to commit such unimaginable acts and how we can prevent or stop genocide when we notice it. I am very thankful for having Professor Payaslian as my instructor for the course as he challenged our taken-for-granted assumptions and basic knowledge in class discussions and humanized the

genocide experience by shifting the narrative down to the individual accounts of genocide by witnesses and survivors. It has been a year since I have completed the course, and I still see myself applying my knowledge and experiences from this course in my other human rights and history courses and in my day-to-day conversations."

- Subin Moon (CAS '23, Economics and International Relations Double Major)

"Professor Payaslian's HI 384 History of Genocide course was deeply impactful to my understanding of how history functions. We learned about the most horrific and painful events in human history, without flinching from the conditions that had created them. The question of why and how people could commit such a heinous act rang throughout each case we analyzed, and the answer was oftentimes unimaginably complicated and predictable. By this I mean, we learned throughout the class the kind of social, economic, and political patterns that typically led to genocide, but we also paid attention to the specific ways these patterns collided and transmuted in each individual case. This is what I found most important and vital to Professor Payaslian's course - that the course did not omit any of the historical complications that occurred in each case. Moreover, throughout the course, the cases were never treated as mere academic subjects. By this I mean, human suffering and pain was never exploited as a source for philosophical or academic questions. Rather, our study maintained the necessary respect and care to analyze these cases without removing them from their real context and weight.

The essay assignments were also interesting, I had never written an article review before and I found the format to be an interesting form of writing. Writing comparative essays on the causes to different cases of genocide not commonly studied together, like the Cambodian genocide and the Rwandan genocide, allowed for more in depth understanding of each case. I think the class was very valuable, and I recommend it to any student!"

- Sabine Ollivier-Yamin (CAS '23, History Major and Film and TV Minor)

2021 Elie Wiesel Memorial Lecture Series

The Fall 2021 Elie Wiesel Memorial Lectures were devoted to the theme of human rights, past and present, in Jewish and American traditions.

The American Declaration of Independence (1776) and the Bill of Rights (1791) provided the precedent for much of the modern struggle for human rights across the globe. Within the United States, even with the Civil Rights Act of 1964 and the Voting Rights Act of 1965, economic equity and equality before the law, let alone in law enforcement, are still unfulfilled promises. Income inequality is rising, and fundamental human rights such as equal access to fresh air, drinkable water, housing, health care, and education remain elusive for many. Among the most compelling voices advocating for human rights that have emanated from Boston University were those of the Reverend Martin Luther King, Jr. and Nobel laureate Professor Elie Wiesel.

The Elie Wiesel Center for Jewish Studies at Boston University was honored to host three lectures in our 2021 Elie Wiesel Memorial Lecture series titled “Human Rights: The Legacies of Martin Luther King Jr. and Elie Wiesel” to honor their legacy and recall their voices for today.

The live-stream recording of the 2021 Elie Wiesel Memorial Lectures Series is available on our YouTube channel.

OCTOBER 6

**THE JEWISH HUMAN RIGHTS LEGACY
WITH RABBI SHARON BROUS**

In her talk titled “We Belong to Each Other: a Jewish Framework for a Just Society,” **Rabbi Sharon Brous** spoke about the foundation of the Jewish commitment to human rights in the Torah. She argued that the story of the Exodus from Egypt, a source of hope in the darkest hours of the Jewish people, is not just about a one-time event, nor limited to the Jews alone, but an eternal story that applies to all people. Brous explained how the Exodus story could serve as a powerful narrative that provides a frame of reference for past, present, and future struggles for freedom and dignity. The Exodus narrative attests to the possibility of freedom over slavery, dignity over degradation, and self-determination over systematized oppression. It has the power to plant the seed of hope, allowing us to dream of something different and better. In her address, Brous also argued that the Exodus narrative is a testament to the possibility of change and the inextinguishable yearning for freedom and justice in a world of systemic oppression and injustice. According to Brous, the Exodus story is an eternal reminder that we all have a role to play in realizing the dream of a more just society.



RABBI SHARON BROUS

Rabbi Sharon Brous is co-founder of IKAR, an inclusive Jewish community in Los Angeles launched to reinvigorate Jewish practice and inspire people of faith to reclaim their moral and prophetic voice. As senior rabbi at IKAR, Rabbi Sharon Brous works to develop a spiritual roadmap for a soulful, justice-driven, multi-faith ethos in Los Angeles and around the country.

The live stream recording of this event is posted on our Youtube channel, and the transcript of Rabbi Sharon's lecture is available on our website.



RABBI BROUS SPEAKING AT THE TSAI AUDITORIUM

HUMAN RIGHTS
 THE LEGACIES OF MARTIN LUTHER KING JR. AND ELIE WIESEL

OCTOBER 27
 at 7:00 PM

Reverend Dr. William Barber II
 The Human Rights Legacy of MLK Jr.: Lessons for Today

LIVE STREAMED EVENT

REGISTRATION REQUIRED

For more information contact:
 Boston University
 Elie Wiesel Center for Jewish Studies
 187 Bay State Road, Boston, MA 02215
 bu.edu/jewishstudies 617-353-8096




Dr. William J. Barber II is a pastor and social justice advocate engaged in grass-roots movements based on the moral tenets of faith-based communities and the US constitution. As President & Senior Lecturer of Repairers of the Breach and Co-Chair of the Poor People's Campaign: A National Call for Moral Revival, he leads a nationwide struggle to end systemic racism, poverty, the war economy, and environmental destruction. He serves as Bishop of The Fellowship of Affirming Ministries, Visiting Professor at Union Theological Seminary, and Pastor of Greenleaf Christian Church (Disciples of Christ) in Goldsboro, North Carolina. Dr. Barber is the author of four books and a prominent public speaker.

EVENT POSTER FOR
 REV. DR. WILLIAM BARBER II

OCTOBER 27

THE HUMAN RIGHTS LEGACY OF MLK JR.: LESSONS FOR TODAY WITH REVEREND DR. WILLIAM BARBER II

Dr. William J Barber II, one of today's most prominent voices in the struggle for change in society, spoke about the human rights legacy of Martin Luther King Jr. Reverend Barber claimed that where politics are weaponized and where almost fifty percent of people live in poverty, there is a nation in a moral, economic and political crisis. Reverend Barber called on his audience to refuse to accept the pervasive ills of poverty as inevitable and join the work for liberty and justice for all. He reminded the attendees of how interrelated we all are and warned of the dangers of silence in the face of injustice and violence. Quoting Rabbi Abraham Joshua Heschel and Elie Wiesel, he called on the audience to interfere whenever and wherever human lives and dignity are in jeopardy. Throughout his lecture, Dr. Barber encouraged the audience to join the Mass Poor People's & Low-Wage Workers' Assembly & Moral March on Washington on June 18, 2022, to break the silence and build a stage for poor, low-wealth, impacted people of every race, creed, and color to speak. He argued that it is only by coming together that we can bring about a Third Reconstruction which he claimed is the only path towards a more just society.

The recording of Reverend Barber's talk is available on our Youtube channel, and a transcript of his talk can be accessed online on our website.

NOVEMBER 8

THE HUMAN RIGHTS LEGACY OF ELIE WIESEL WITH ELISHA WIESEL



PROF. MICHAEL ZANK WITH ELISHA WIESEL
 INTRODUCTION BY DR. INGRID ANDERSON

Elisha Wiesel retired from a twenty-five-year financial markets career, and is now chairman of an Israeli start-up, The Floor, while he spends time with his family, studies Talmud, and works with non-profits such as Zioness, a progressive Zionist organization. When his father passed, he realized many others missed Elie Wiesel's voice - and so Elisha speaks from time to time about his father's legacy and message when the right opportunities arise for impact.



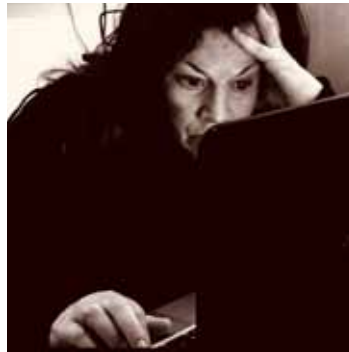
ELISHA WIESEL

The live stream recording of Mr. Wiesel's lecture is available on our Youtube channel, and the transcript for his lecture is posted on our website.

“SERVES NO PURPOSE: SPINOZA’S DENATURALIZATION OF SOVEREIGNTY,” WITH DR. GILAH KLETENIK

For our third BUJS Forum of the year, **Dr. Gilah Kletenik**, a Postdoctoral Associate at the Elie Wiesel Center for Jewish Studies, spoke about Spinoza and the “denaturalization of sovereignty,” the subject of her current book project *Sovereignty Disrupted: Spinoza and the Disparity of Reality*. In her talk, titled “Serves No Purpose: Spinoza’s Denaturalization of Sovereignty,” Dr. Kletenik revisited Spinoza’s acclaimed critique of anthropocentrism and teleology by considering it within the context of his broader ontology, which affirms reality as infinite and therefore also immanent.

You can watch the live stream recording of Dr. Kletenik’s talk on our Youtube channel.



DR. LILACH LACHMAN

“VOICE, AUDIENCE, AND GENDER IN THE ISRAELI LULLABY: NOTES TOWARDS AN ALTERNATIVE HISTORY” WITH DR. LILACH LACHMAN

In her lecture titled “Voice, Audience, and Gender in the Israeli Lullaby: Notes Towards an Alternative History,” **Dr. Lachman**, an Israel Institute fellow and visiting scholar at the Elie Wiesel Center of Jewish Studies, discussed her research project that began with the anthology of lullabies titled *Yavo Gdi Zahav* (“A golden lamb shall come”) published in 2015. Dr. Lachman explored in this talk how the modern Hebrew lullaby—after centuries of silence—evolved as a subversive translingual strain of minor literature, a hybrid genre that turned away from both Zionist folk songs and the purisms of Israeli modernism.



DR. GILAH KLETENIK



BOSTON UNIVERSITY JEWISH STUDIES RESEARCH FORUM (BUJS)

The Boston University Jewish Studies Research Forum (BUJS Forum) aims to facilitate advanced research in Jewish studies or Holocaust, Genocide, and Human Rights Studies. This academic year, the Elie Wiesel Center for Jewish Studies was honored to host Dr. David Lehrer on October 2, 2021, Dr. Lilach Lachman on February 24, 2022, and Dr. Gilah Kletenik on March 24, 2022, for our three BUJS Forums of the year held both virtually on Zoom and in-person at the Center’s library. “Middle Eastern Post-Conflict, Cross-Border Environmental Cooperation: The Work of the Arava Institute,” with Dr. David Lehrer.

In his presentation titled “Middle Eastern Post-Conflict, Cross-Border Environmental Cooperation: The Work of the Arava Institute,” David Lehrer spoke about the work of the Arava Institute. In his talk, Lehrer specifically focused on Track II Environmental Forum, the Institute’s newest branch, whose launch stemmed from a desire to promote environmental agreements between Israel, Palestine, and Jordan, improve lives, and address the environmental issues in the region. For example, to address the lack of centralized wastewater treatment and the lack of water for agriculture in rural Gaza, Lehrer explained how Track II introduced a modular wastewater treatment and reuse system in partnership with a Palestinian NGO.



BU JEWISH STUDIES FACULTY AND GRADUATE STUDENT FORUM (BUJS) WITH DR. DAVID LEHRER
ISRAEL INSTITUTE VISITING LECTURER IN ISRAEL STUDIES/POSTDOCTORAL ASSOCIATE, EWCJS

BUJS Middle Eastern Post-Conflict, Cross-Border Environmental Cooperation: The Work of the Arava Institute
With Dr. David Lehrer

Postdoctoral Associate at the Elie Wiesel Center for Jewish Studies, Israel Institute Teaching Fellow, Director of International Development Arava Institute for Environmental Studies

Dr. Lehrer holds a Doctorate from the Geography and Environmental Development Department of Ben-Gurion University of the Negev and a joint Masters Degree in Management Science from Boston University and Ben-Gurion University. Dr. Lehrer was the Executive Director of the Arava Institute for Environmental Studies from 2001 until August 2021 and has now become Director of International Development. Dr. Lehrer has been a member of Kibbutz Ketura since 1981; worked in agriculture and education; served as the General Secretary and Business Manager, and twice served as an emissary for the Jewish Agency of Israel in the US. Dr. Lehrer’s research includes studies on the effectiveness of the ISO 14001 environmental management system, sustainable development in the Dead Sea Basin and the cost of nature conservation in Israel. Dr. Lehrer is currently on Sabbatical, lecturing at Boston University.

REGISTER AT bu.edu/jewishstudies

ELIE WIESEL CENTER FOR JEWISH STUDIES
for more information contact:
Boston University
Elie Wiesel Center for Jewish Studies
147 Bay State Road, Boston MA 02215
bu.edu/jewishstudies 617-353-8096

REGISTER HERE

OCTOBER 21
3:30 - 5 PM
ELIE WIESEL CENTER LIBRARY
JCS 202
147 BAY STATE ROAD

BOSTON UNIVERSITY

THE 2021/22 BOSTON UNIVERSITY JEWISH STUDIES RESEARCH FORUM (BUJS FORUM), OPENED ON THURSDAY, OCTOBER 21, 2021, WITH A LECTURE BY **DR. DAVID LEHRER**

**ELIE WIESEL CENTER FOR JEWISH STUDIES
OPEN HOUSE**

On Thursday, September 23rd, 2022, the Elie Wiesel Center for Jewish Studies celebrated the start of the 2021-22 academic year by hosting its annual Open House. This event offered a unique opportunity for new and continuing students to meet faculty and staff members and ask any questions they had in real-time. Additionally, students were provided information about the courses, certificates, and the various funding opportunities and resources available to them through the Center.

The Open House included two well-attended faculty talks titled “Black(s) and Jew(s): The Conversation Continues” and “Climate Risk and Environmental Challenges in the Middle East,” each followed by a Q&A. In the first talk, **Ingrid Anderson**, the Center’s Associate Director, spoke to students about her course “American Conversations: Black(s) and Jew(s)” that she developed with Senior Lecturer, CAS Writing Program, **Stephen Hodin**. After that, students had the opportunity to hear from **David Lehrer**, the Center’s Postdoctoral Teaching Associate, on the Middle East’s climate risk and environmental challenges.



AT THE OPEN HOUSE

**YAVILAH MCCOY'S "EXPLORING IDENTITY
AND INTERSECTIONAL MOVEMENT BUILDING"
ALLYSHIP FACILITATION EVENT**

In response to our Black and Jewish students’ request for student-centered events that could provide them with the skills needed to become effective allies, the Center welcomed **Yavilah McCoy** on Thursday, October 7, 2021, who led a workshop on Jews, Race, and Intersectional Solidarity.

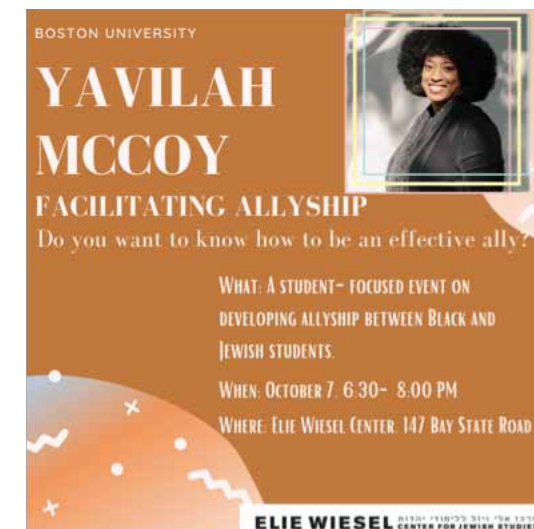
In this 90-minute free workshop open to all Boston University students, diversity educator and facilitator Yavilah McCoy introduced students to the key concepts of allyship and moderated difficult conversations on a range of topics, including Jews in America, and race, intersectionality, advocacy, and antisemitism.

Students in attendance gained a deeper understanding of the meaning of effective allyship and acquired the skills needed to support marginalized groups. In a blog post reflecting on what she learned from McCoy’s workshop, Boston University student Ayanna Moise wrote: “Allyship is about action and behavior, and to be accountable means that you have your whole life to act as an ally.”

To read Ayanna’s blog post, visit our website.



YAVILAH MCCOY



Yavilah McCoy is an Orthodox Jewish activist, educator, and founder of Ayecha, a nonprofit organization that provides resources for non-white Jews worldwide. McCoy’s mission is to give a voice to diverse Jewish people and produce discussion around how Judaism can be more inclusive in its communities. McCoy works in multi-faith communities and partners with Jewish groups to engage diversity, equity, and inclusion issues.

THE CLIMATE CRISIS: A CATALYST FOR COOPERATION WITH DR. TAREQ ABU HAMED & DR. DAVID LEHRER

On November 10th, 2021, the Elie Wiesel Center for Jewish Studies hosted a well-attended hybrid event with The Arava Institute for Environmental Studies, a leading environmental studies and research institute in the Middle East. The Arava Institute houses accredited academic programs, research centers, and international cooperation initiatives focusing on environmental concerns and challenges.

In a talk titled "The Climate Crisis: Catalyst for Cooperation," **Dr. Tareq Abu Hamed**, Executive Director of the Arava Institute, and **Dr. David Lehrer**, Israel Institute Postdoctoral Associate at the Elie Wiesel Center for Jewish Studies and Director of International Development at the Arava Institute, discussed the critical environmental peace-building work that the Arava Institute conducts in Israel, Gaza, the West Bank, and Jordan. Their conversation gave those in attendance incredible insights into the region's latest water, food security, renewable energy, and public health initiatives.

Emily Truong, a Boston University student who attended the event, wrote:

"The event was structured in a question and answer format. Two guest speakers, Dr. Tareq Abu Hamed and Dr. David Lehrer came to talk about and answer questions about the Arava Institute for Environmental Studies. It was my first time hearing about the Arava Institute. They initially showed a video about the Arava institute, which explained how it is composed of students who are Jordanians, Palestinians, Israelis, and from all over the world to learn about the environment. It is very inspiring to witness how the Arava Institute creates cross-border cooperation. Someone in the video said, "The environment can't wait for peace between the Israelis and the Palestinians." This is so true. I learned that there are only three to four hours of electricity in Gaza, and if I heard correctly, ninety-five percent of the water is undrinkable. The desalination water plant in Israel had to be shut down due to pollution. Because of this, the Arava Institute aims to bring atmospheric water generator systems into Gaza that turn humidity in the air into drinking water. Also, due to climate change, upcoming droughts are predicted to impact those most vulnerable, namely Palestine, Jordan, Syria, and Lebanon. This is a major issue because seventy-five percent of the region's gross domestic product relies on agriculture.

In the question and answer session, someone asked about their publicity efforts because this person has many Israeli friends who had not heard about the Arava Institute. In fact, more people from the states know about the Arava Institute than people from the area it directly impacts. It has a lot to do with the geography, as the location is in the middle of the desert, and transportation to the area is also quite difficult. However, I was glad to hear that they were getting recognition from different government ministries who reached out.

Issues about the environment and the climate are not new. This event reaffirmed the urgency of climate change for me and highlighted the importance of collaboration between different governments in order to fight climate change. It makes me sad that a basic necessity such as water is complicated. The effects of climate change also should not just be the problem of the developing countries that are impacted but the responsibility of the whole world. The use of fossil fuels and the habits of other industries collectively have contributed to rising sea levels and pollution, so I think it is unfair that the most hard-hit communities are those who do not have the resources to deal with the issues. I think at some point; they compared this issue with the SARS-CoV-2(Covid-19) pandemic. It was more important than ever to work together to stop the spread of the virus. The speed at which the virus spreads from the origin is symbolic of how interconnected the whole world is. I hope that governments can begin to view the climate crisis in a manner that is as urgent as the pandemic. I think the Arava Institute is a great step in the right direction, and I believe that organizations like these should expand to a more global scale. This is necessary for the sake of our planet and the people who inhabit it."
 – Emily Truong (CAS '22, Biology major and Spanish minor)

You can watch the recording of Abu Hamed and Lehrer's talk by visiting our Youtube channel.

The Elie Wiesel Center thanks Boston Partners for Peace, the Israeli American Council, the Jewish Community Relations Council, the Jewish National Fund USA, and the Consulate General of Israel to New England for co-sponsoring this event.

The Climate Crisis: Catalyst for Cooperation Between Israel and its Neighbors

NOVEMBER 10TH at 7:30 PM
 RIVER ROOM (ROOM 426), BU HILLEL, 213 BAY STATE ROAD

PRESENTED BY THE ELIE WIESEL CENTER FOR JEWISH STUDIES AND THE FRIENDS OF THE ARAVA INSTITUTE

Arava Institute
 מכון הערבה معهد وادي عربية

The Middle East is a hot spot for climate change. The Arava Institute works with Palestinian and Jordanian partners on initiatives on water, food security, renewable energy and public health.

Dr. Tareq Abu Hamed is Executive Director of the Arava Institute

Dr. David Lehrer is Director of International Development of the Arava Institute, and Israel Institute Teaching Fellow at the Elie Wiesel Center

DR. LEHRER DR. ABU HAMED

for more information contact:
 Boston University
 Elie Wiesel Center for Jewish Studies
 147 Bay State Road, Boston MA 02215
 bu.edu/jewishstudies 617-353-8096

REGISTRATION REQUIRED

BOSTON UNIVERSITY

A BU EWCJS FAI EVENT



DR. TAREQ ABU HAMED



DR. DAVID LEHRER

POWER, HIERARCHY, AND COMMUNITY IN 1950S ISTANBUL: A RESPONSE TO NETFLIX'S "THE CLUB"

On January 26, 2022, the Elie Wiesel Center for Jewish Studies hosted an online event that discussed the popular new Turkish Netflix show *The Club*.

In a discussion moderated by **Dr. Sultan Doughan**, a former Post-Doctoral Fellow at the Elie Wiesel Center, **Dr. Esra Özdemir**, Visiting Lecturer in Language Studies at Brown University, discussed the role of language and the approach to gender in the popular new Turkish Netflix show *The Club* with Professor **Pelin Başçı**, Professor of Humanities at Portland State University, and **Dr. Roberta Micallef**, Professor of the Practice in World Languages and Literatures and Women Gender and Sexuality Studies at Boston University.

Read the following articles to learn more about this much-watched Netflix series woven around the story of an Istanbulite Jewish woman named Matilda:

- *Times of Israel* - Netflix's 'The Club' Offers a Rare Taboo-Shattering Portrait of Turkish Jews
- *Al-Monitor* - Netflix Series Awakens Ghosts of Past for Turkey's Jews
- *Haaretz* - The Next Turkish TV Sensation has an Israeli Twist



You can also watch the live stream recording of the event on our website, or on our Youtube channel.

INTERNATIONAL HOLOCAUST REMEMBRANCE DAY EVENT - TRACING THE ROOTS OF MODERN ANTISEMITISM: CAN LEARNING ABOUT OUR PAST EXPLAIN OUR PRESENT?

To mark International Holocaust Remembrance Day, the Elie Wiesel Center for Jewish Studies hosted on January 30, 2022, a virtual panel discussion on Zoom with **Professor Deena Klepper**, Associate Professor of Religion and History at the Elie Wiesel Center, and **Rabbi Noam Marans**, AJC Director of Interreligious and Intergroup Relations who explored how ideas emanated from the early Christian church led to modern manifestations of antisemitism.



This online panel was moderated by **Rob Leikind**, Director of AJC New England, with welcome remarks by **Professor Michael Zank**, Director of the Elie Wiesel Center for Jewish Studies, and Ambassador **Meron Reuben**, Consul General of Israel to New England.

This event was organized by the Elie Wiesel Center for Jewish Studies in partnership with AJC New England and the Consulate General of Israel to New England to commemorate International Holocaust Remembrance Day.

You can watch the live stream recording of the panel discussion on our website, or on our Youtube channel.

SHARAKA ORGANIZATION DELEGATION AT BU: ISRAELI, EMIRATIS, BAHRAINIS, AND MOROCCANS DISCUSS THE NEW MIDDLE EAST

The Abraham Accords between Israel, the UAE, and Bahrain opened the door to a new era of cooperation and friendship. Sharaka, which means 'partnership,' was founded by young leaders from Israel and the Gulf to turn the vision of people-to-people peace into a reality.

On March 29, 2022, the Elie Wiesel Center for Jewish Studies was pleased to host members of the Sharaka Delegation from the United Arab Emirates, Bahrain, Morocco, and Israel at Boston University to discuss "The New Middle East." During this event, members of the Delegation, **Dan Feferman**, **Chama Mechtaly**, **Fatema Al Harbi**, and **Yahya Mahamid**, shared information about the work Sharaka does and how they got involved, and the importance of the historic Abraham Accords agreement in advancing peace and stability in the region.

This event was organized in partnership with BU Students for Israel, Hillel, and the Consulate General of Israel to New England.



You can watch the recording of the entire conversation with members of the Sharaka Delegation on our website, or by visiting our Youtube channel.

THE DIALOGUE PROJECT: A BETTER PEACEBUILDING PARADIGM

On Thursday, March 31, 2022, **Dr. David Lehrer**, the Israel Institute Postdoctoral Teaching Fellow at the Elie Wiesel Center, moderated the Arava Institute Alumni Panel titled "Nature Knows No Borders: Israelis and Palestinians Living and Working Together to Protect the Environment" in person at the Elie Wiesel Center, where he was joined virtually on Zoom by two Arava Institute Alumni **Odeliya Matter** and **Mohammad Azraq**, who shared stories of how the Israeli-Palestinian conflict has personally affected them and how their perspective shifted and empathy for 'the other' grew. In their conversation with Dr. Lehrer, Odeliya and Mohammad shared what they learned about cooperation around mutual goals while studying at the Arava Institute, including the importance of open, respectful, and transformative dialogue.

The Arava Institute for Environmental Studies brings Jewish, Arab, and international students together to study the region's environment and build trust. Students also participate in the Institute's internationally acclaimed Peace-building Leadership Seminar, which teaches them consensus-building skills, models of conflict transformation, and how to listen to and engage with other narratives thoughtfully. The Dialogue Project held this year at the Elie Wiesel Center for Jewish Studies aims to bring this message of peace to college campuses and communities in the U.S. and provides, in the process, college students with a rare insight into the Middle East and the Israeli-Palestinian conflict.

To learn more about the Institute's work, you can visit [The Arava Institute for Environmental Studies' website](https://www.aravainstitute.org/) or contact the CEO of Friends of the Arava Institute, Miriam May, at miriam@friendsofarava.org.



You can also watch the recording of the entire conversation on our website, or by visiting our Youtube channel.

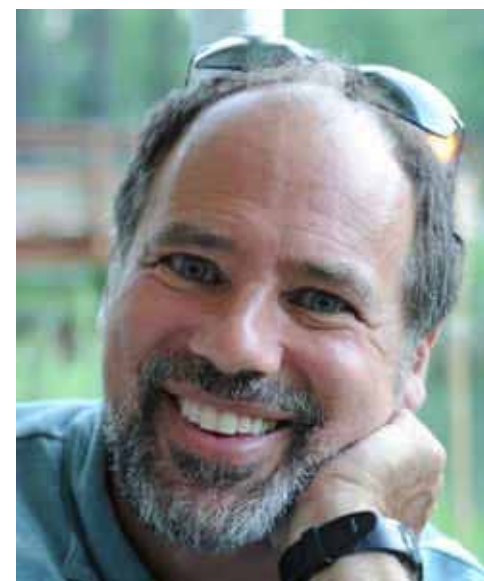
INTERNATIONAL WORKSHOP ON HERMANN COHEN

THE HISTORY OF ISRAELI MUSIC WITH STEVEN GREENBERG

On Thursday, April 7, 2022, the Elie Wiesel Center for Jewish Studies welcomed **Steven Greenberg**, a record producer, two-time Grammy Award winner, and Founder/CEO of S-Curve Music, who discussed the history of Israeli popular music. In his talk, Greenberg shared excerpts of popular songs throughout Israel's history and examined how Israel's music has reflected and affected Israeli society's evolution. To learn more about Steve Greenberg and his work, you could visit S-Curve Record's website or listen to his music history podcast Speed of Sound, produced by iHeartMedia.

This event was held virtually on Zoom and in-person at the Elie Wiesel Center's library and was co-sponsored by the Consulate General of Israel to New England.

If you missed Greenberg's talk, you could now watch the live stream recording on our Youtube channel.



STEVEN GREENBERG

The poster features a blue background with white and yellow text. At the top, it says 'ELIE WIESEL CENTER FOR JEWISH STUDIES'. Below that, 'LIVE AT THE LIBRARY IN THE ELIE WIESEL CENTER 147 BAY STATE ROAD AND STREAMING ON ZOOM'. The main title is 'THE HISTORY OF ISRAELI MUSIC' in large white letters. Below the title, it says 'APRIL 7TH 2:30 PM' and 'WITH STEVEN GREENBERG'. A small circular photo of Steven Greenberg is on the right. At the bottom, it says 'REGISTRATION REQUIRED' and provides a brief description of the event. Logos for Elie Wiesel Center for Jewish Studies, Israel Consulate General, and Boston University are at the bottom.

International Workshop on Hermann Cohen's Religion of Reason After 100 Years

This event was held virtually on Zoom and in-person at the Elie Wiesel Center's library and was co-sponsored by the Consulate General of Israel to New England.

Hermann Cohen (1842-1918) was not just a leading academic philosopher but also an influential religious socialist and a prophetic voice in the defense of Judaism at a time when political anti-Semitism made its first appearance in modern mass politics. The centenary of his posthumous *Religion of Reason Out of the Sources of Judaism* was the occasion for an international workshop, held at the Elie Wiesel Center for Jewish Studies in June 2022.

For many of the participants, this was the first post-pandemic academic gathering they intended in person since the beginning of the pandemic. Papers addressed theoretical aspects and nineteenth-century contexts, and explored aspects of ethics, virtue theory, and messianism in *Religion of Reason*, as well as discussed matters of influence and interpretation. Local and remote participants expressed their appreciation for the careful planning, the welcoming atmosphere and attention to detail, as well as the joy of intellectual exchange they experienced during the gathering.

We asked workshop participants to share their impressions with us. Here is what they wrote:

"I spent a few days at the Elie Wiesel Center at Boston University for a wonderful workshop on Hermann Cohen's religious philosophy. The three-day conference was one of

those rare occasions where truly enlightening discussions and learning took place. The setting - from the beautiful venue and the technical support to the refreshments available during the long days and the administrative arrangements - played a key role in making this possible."
- Roy Amir (Postdoctoral fellow at the Franz Rosenzweig Minerva Research Center, The Hebrew University of Jerusalem)

"Congratulations to Professor Michael Zank and the Elie Wiesel Center for Jewish Studies on organizing an edifying and collegial workshop on the centenary of Hermann Cohen's Religion of Reason Out of the Sources of Judaism. The papers were excellent, the conversations warm and productive. It is rare to find spaces where doctoral students, giants in the field, and everyone in between come together in such a rich, lively, and egalitarian exchange of ideas. I came away from the workshop with renewed excitement about the state of the field. I am grateful to the organizers for all the work that went into this wonderful conference."

- Shira Billet (Assistant Professor of Jewish Thought and Ethics at the Jewish Theological Seminary of America)

"The way the Elie Wiesel Center first organized the workshop on Cohen and then favored the discussion between the participants, offering them a familiar atmosphere and great comfort in all respects, was beautiful and fruitful."

- Pierfrancesco Fiorato (Associate Professor of Philosophy at Università degli Studi di Parma)

"It is difficult to exaggerate how much I enjoyed the International Workshop on Hermann Cohen's Religion of Reason this May. The workshop was postponed a number of times due to Covid, and at one point it was suggested that we move on-line and hold it remotely. I'm happy the decision was made to insist that it take place in person, even with the price of postponing again. Not only because Boston is beautiful, but because there is no better way to appreciate the richness and complexity of Cohen's thought than by sitting in a room with world-leading scholars and think together with them. The paper I delivered, on Cohen's

INTERNATIONAL WORKSHOP ON HERMANN COHEN

account of selfhood and atonement in light of the broader Protestant discourse of his time, benefited greatly from their knowledgeable insights and input. I am grateful to Prof. Michael Zank and the Elie Wiesel Center for Jewish Studies for organizing such an engaging and thought-provoking workshop.”

– Daniel M. Herskowitz (British Academy Postdoctoral Fellow in the Faculty of Theology and Religion at the University of Oxford.)

“I appreciate having had the opportunity to participate in the workshop marking the centennial of the publication of Hermann Cohen’s *Religion of Reason* that was organized by the Elie Wiesel Center for Jewish Studies. The center truly put BU’s best foot forward as scholars from around the world had a chance, following the relative isolation imposed upon us by the pandemic, to reconnect in an intimate and convivial environment around the vital issues raised by Cohen’s posthumous magnum opus. The range of critical and analytic perspectives to the material that were on display and the consistent theme within the presentations that Cohen offers an all-too-often underappreciated approach to the relationship between profound religious thought and philosophical reasoning reinforced the workshop’s conclusion that more needs to be done to bring Cohen’s *Religion of Reason* into the undergraduate classroom. I learned a lot from my colleagues, and I wish to commend Prof. Zank and his team at the Wiesel Center for organizing this workshop.”

– Mark A. Kaplowitz (Assistant Professor at Southwest Tennessee Community College)

“The theme of my contribution to the International Workshop on Hermann Cohen’s *Religion of Reason* was “Revelation and Repetition.” I discovered that many important things related to this work come in twos. Cohen makes the point that revelation comes twice in the Bible, first as experienced by Moses and the Israelites at Sinai and then again when it is repeated by Moses at great length in Deuteronomy. In my analysis I tried to show that the whole of chapter four of Cohen’s last work is itself structured as a series of repetitions. I also tried to situate his analysis of revelation in relation to Cohen’s repeated reading and critique of Spinoza’s view over his philosophical career. Finally, it seemed to me that the conference itself

was repeated, first as an invitation to join other scholars in thinking about this book in 2020 and then to have it postponed and reconvened two years later as the pandemic waned just enough for us to gather in person. It was in fact the first in-person conference that I had attended since the beginning of the pandemic. The delay gave me the opportunity to think more deeply about this text than I might have if we had met when first planned. The wonderfully organized hybrid event was a renewal of my interest in this important book and in the very possibility of face-to-face scholarly exchange, even if it had to happen through masks. I am grateful to Michael Zank, the Elie Wiesel Center and its staff, and all the other participants for the chance to talk and learn about the work of Hermann Cohen.”

– Michael A. Rosenthal (Grafstein Professor of Jewish Philosophy at the University of Toronto)

“I was not able to attend the Cohen workshop in person but only via Zoom. In most conferences that I attended since the beginning of the COVID 19 pandemic, participants through Zoom were not sufficiently integrated into the sessions. During those “hybrid” scholarly gatherings, even when the internet connection worked well and the talk was delivered smoothly, still communication between the speaker, the chair, and the rest of the participants did not flow. This was not the situation at the conference in Boston. Thanks to the thinking ahead and hard work of the conference organizers and conference team, attendees on zoom, myself included, were truly part of every session. We were able to see the participants physically present at the Elie Wiesel Center’s conference room and interact with them, and similarly, participants were able to see and directly interact with us. I was therefore able to follow all the conference sessions, despite the zoom fatigue, and actively participate in the rigorous discussions.”

– Ori Werdiger (Postdoctoral Fellow at the Department of Philosophy and the Anne Tanenbaum Centre for Jewish Studies at the University of Toronto)

“I spent a few days at the Elie Wiesel Center for Jewish Studies in Boston during the International Workshop on Hermann Cohen’s *Religion of Reason*. Three great memories constitute my experience at the center: the beautiful facilities, the striking hospitality of the hosts,

and the inspiring atmosphere during the workshop. The facilities allowed for a diversified program, including time for side discussions, walks at Boston River, and intellectually stimulating lunches. Michael Zank and his employees did not shy away from any efforts to turn the event into an unforgettable experience, which made it possible to bridge interdisciplinary obstacles and to approach Hermann Cohen’s philosophy of religion from various angles. The international component of the event was also expressed in the spoken languages at the conference: English, German, and Hebrew. The warm atmosphere at the conference was conducive for young scholars like me, who felt comfortable exchanging their ideas with established and world-leading Cohen scholars in a welcoming setting. All this made my stay a wonderful experience I would not want to miss.”

– Elisabeth Widmer (Postdoctoral Fellow at the University of Oslo)

“The Elie Wiesel Center has a prominent reputation in research and teaching. The workshop organized by Prof. Michael Zank included experts from six countries. One focus was on the logical, ethical and aesthetic presuppositions of Cohen’s Jewish thought. But contemporary interconnections in the politics of religion and in personal relations were also illuminated in sharp detail. A clear result emerged: Cohen’s philosophy is highly relevant for some central questions of our times. However hardly anyone in the academic public is cognizant of that. This leads to three new challenging tasks:

- 1) an English translation of Cohen’s *System of Philosophy*;
- 2) the publication of surveys on his works (e.g., *Companion to H. Cohen*);
- 3) the development of a university-level curriculum.

Teaching in particular demands something more: Cohen fused a deeply felt religion with uncompromising sober conceptual reflection. The university lecturer today must be able to illustrate this fusion in his own person. This pedagogical ability is in strikingly short supply in current academe. But what young students need most is precisely this paradigm of a philosophical synthesis resonant in the very person of their instructor.”

– Hartwig Wiedebach (Privatdozent, Uni Kassel/ETH Zurich; formerly Director of the Hermann Cohen Archiv, University of Zurich)

“The “International Workshop on Hermann Cohen’s *Religion of Reason After 100 Years*,” organized by Michael Zank, captured the best features of in-person workshops. Michael brought together an international group of scholars to spend three generous days considering Cohen’s thought, its contexts and afterlives. With ample time for discussion built into each day’s schedule, we were able to think together through the new associations and unresolved challenges introduced in the formal presentations. Several of the panels attended to lesser-known features of Cohen’s work, namely Cohen’s nineteenth-century context and his students and readers. Of particular note were the lectures of a new wave of Cohen scholars, including Roy Amir, Shira Billet, Daniel Herskowitz, Christoph Kasten, Jacob Levi, Ori Werdiger, and Elisabeth Widmer. The workshop was committed to accessibility, with care taken to mitigate health risks and virtual platforms seamlessly integrated into the program. The grace and conviviality of the workshop was sustained, in large measure, by the inimitable efforts of Theresa Cooney, Khadija El Kharfi, and Jeremy Solomons.

This workshop was a fitting conclusion to Michael Zank’s tenure as Director of the Elie Wiesel Center, exemplifying his long-standing commitments to invest in and provide a platform for junior scholars and his gift for curating vibrant conversations that reflect his perception of unexpected interrelationships. True to form, Michael’s generosity of spirit and collegiality enriched this workshop as they enriched the impressive collection of events he organized over the years of his directorship.”

– Alexandra Zirkle (Assistant Professor at the University at Buffalo)

JEWISH CULTURAL ENDOWMENT FUNDED PROJECTS

The Jewish Cultural Endowment (JCE) supports Jewish cultural programs on campus, including lectures, academic conferences, literary events, curricular enhancement, artistic performances, and exhibitions. It accepts submissions from all BU faculty, staff, and students and operates under the auspices of the Elie Wiesel Center. The Jewish Cultural Endowment's mission is to foster an appreciation of Jewish culture's richness and diversity.

TOWN HALL: WAR IN UKRAINE

THURSDAY, MARCH 17

4:30 PM

LAW AUDITORIUM 767 COMMONWEALTH AVE

SPEAKERS:

PROFESSOR POLITICAL SCIENCE NETA CRAWFORD (CAS)

PROFESSOR HISTORY AND INTERNATIONAL RELATIONS IGOR LUKES (CAS)

ASSOCIATE PROFESSOR OF HISTORY ALEXIS PERI (CAS)

PROFESSOR OF ENGLISH AND WOMEN'S, GENDER, & SEXUALITY STUDIES CARRIE PRESTON (CAS)

PROFESSOR OF LAW DANIELA CARUSO (LAW)

PROFESSOR OF LAW ROBERT SLOANE (LAW)

ASSOCIATE PROFESSOR OF INTERNATIONAL RELATIONS KAIJA SCHILDE (IR)

PROFESSOR OF THE PRACTICE OF INTERNATIONAL RELATIONS JOSEPH WIPPL (IR)

ASSISTANT PROFESSOR OF POLITICAL SCIENCE AND INTERNATIONAL AFFAIRS NICHOLAS MICINSKI (UNIVERSITY OF MAINE)

SPONSORED BY: COLLEGE OF ARTS AND SCIENCES, BU LAW SCHOOL, CENTER FOR THE STUDY OF EUROPE, AND THE ELIE WIESEL CENTER FOR JEWISH STUDIES, DEPARTMENT OF POLITICAL SCIENCE, DEPARTMENT OF HISTORY, CENTER FOR INNOVATION IN SOCIAL SCIENCE

BOSTON UNIVERSITY

CO-SPONSORSHIP HIGHLIGHTS

Town Hall on the War in Ukraine Co-Sponsored by The Elie Wiesel Center for Jewish Studies

The Elie Wiesel Center for Jewish Studies co-sponsored the Town Hall on Russia's Invasion of Ukraine at Boston University School of Law. Nearly 200 Boston University students were in attendance on March 17, 2022, as ten faculty members from various departments across Boston University examined the different aspects of the war, speaking from their area of expertise before opening the floor for discussion to the audience.

You can learn more about the Town Hall in the article published by *BU Today*.

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Boston University African American Studies program
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 Boston University Hillel
 Boston University History Department
 Boston University School of Law
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 The Jewish Community Relations Council
 The Jewish National Fund USA

IN 2021-2022, THE JCE FINANCIALLY SUPPORTED THE FOLLOWING PROJECTS:

BU Hillel's Passover programming
 BU Arts Initiative: hosting of Yamma Ensemble during the Global Music Festival
 BU Hillel's Joyous Jewish Purim Drag Show
 Dr. Joan Listernick's presentation of the painted works of Judith Zonis Listernick, the texts of Elie Wiesel, and piano accompaniment
 Dr. Matthew Creighton's course enrichment for invited speakers Adam Kirsch and Rich Brownstein
 Dr. Ianna Hawkins Owen's "Fierce as Death": Agadelkha and Jewlia Eisenberg in Memoriam and "Bent Like a Question Mark." Performing the Celia Dropkin Archives.
 Dr. Annette Frost and the Creative Writing Department's Favorite Poem Project
 BU Hillel's "Joyous Jewish Music" programming

Co-Sponsored Events

Religion & (Breaking) Boundaries graduate student conference with the Boston University Graduate Student in Religious Studies Association.
"Known and Strange Things" – an Evening in Conversation with Teju Cole as part of the Conversations in the Arts and Ideas series.
 This event was co-sponsored by the BU Center for the Humanities, Kilachand Honors College, the Office of the Provost, the CAS Dean's Office, the BU Arts Initiative, and the CAS Core Curriculum.
International Holocaust Remembrance Day event "Early Christian Ideas and Modern Antisemitism" co-sponsored with AJC New England and the Consulate General of Israel to New England.

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Jeremy Solomons

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Meckenzie Sarage

Mikayla Steinberg

Willa Nesoff



MIKAYLA STEINBERG



WILLA NESOFF

Mikayla Steinberg is a senior from New Jersey studying Pure and Applied Mathematics and Computer Science with a minor in Jewish Studies at Boston University. Mikayla is very much involved in Jewish life at Boston University, including being active at the EWCJS events and leading the conservative minyan at BU Hillel. She also serves as the 2022 Director of Boston University Computer Science Ambassadors. Mikayla has kicked off her career in cybersecurity and is excited to continue working in the field.

According to Mikayla, pursuing a minor in Jewish Studies allowed her to learn about various aspects of Judaism, ranging from world cultures of the Jewish people, the Jewish understanding of gender and sexuality, Holocaust history, and multi-religious connections to Jerusalem. Exploring these topics has helped Mikayla grow the Jewish community at Boston University and strengthen her identity and personal connection to Judaism.

“My name is Mikky Steinberg, and I am a senior at Boston University studying applied mathematics and computer science with a minor in Jewish studies. On campus, I am the director of a student leadership group called Computer Science Ambassadors, and I am very involved in Hillel and the Elie Wiesel Center for Jewish Studies.

Working at the Elie Wiesel Center for Jewish Studies was an amazing experience! Everyone who works there is incredibly friendly and easy to communicate with. In my time there, I felt I made a genuine impact on the Jewish community at BU. I worked on EWCJS Giving Day and the 2022 End of Year Celebration, and the feedback from those events was amazing! I loved connecting deeper with the Jewish community at BU, and I love to stay involved with the activities run by the EWCJS!”

- Mikayla Steinberg

Willa Nesoff, a Menino Scholar, is a rising junior at Boston University pursuing a major in International Relations at the Pardee School of Global Studies and a minor in Spanish. At Boston University, Willa has served as an Orientation Student Facilitator and an Outreach Committee member of the Admissions Student Diversity Board, assisting with various outreach efforts connecting Boston University to students from Boston Public Schools. Reflecting on her time as an undergraduate student assistant at the Elie Wiesel Center for Jewish Studies this past academic year, Willa wrote:

“A bit about me: I am an International Relations major with a regional concentration in Europe and a functional concentration in foreign policy and security studies. I also minor in Spanish. This summer, I am working for the Mayor’s Office of Civic Organizing in Boston’s City Hall. I enjoy learning about foreign relations, the American prison-industrial complex and recidivism, and how basic human interactions shape politics. In my free time, I enjoy playing soccer, cooking with my friends and family, and listening to music.

I entered Boston University as an undeclared student, so as a rising junior, I am just beginning to hone my specializations. My favorite courses have been Performance Spanish, History of Black Studies, and the American Presidency.

During my time at the Elie Wiesel Center for Jewish Studies, I worked mainly with Jeremy Solomons and Meckenzie Sarage. I contributed to and ran most of the social media accounts. I communicated and planned with BU professors to create promotional materials for courses in Jewish Studies. I staffed quite a few events the Center had, mainly coordinating with speakers, welcoming guests, and helping with the behind-the-scenes of various events, both in person and virtual. These aspects of communication were new for me, as my major does not highlight these things. I am very grateful for those opportunities to practice new skills.

I enjoyed the energy of the staff at the EWCJS since it was apparent to me that everyone was passionate about the work at hand. I was pleased with the people I worked with and the variety of ways of thinking I was exposed to. I established great connections with people of all ages, academic interests, and ways of life. The Center builds community around like passions, everything from environmental justice to food, and creates spaces for ongoing conversations. I also love the building the office is in. If you are a BU community member, you must pop in some time!”

- Willa Nesoff

PRESS MENTIONS

October 22, 2021

The Jewish Post
 “Washington National Cathedral Adds Stone Craving of Holocaust Survivor Elie Wiesel to Its Human Rights Porch”
<https://www.jewishpost.com/hp/img/20211022-washington-national-cathedral.pdf>

January 27, 2022

The Embassy of Italy in Washington D.C “We remember. The Embassy of Italy in Washington D.C. and the consular and cultural network in the United States commemorate International Holocaust Remembrance Day.”
https://ambwashingtondc.esteri.it/ambasciata_washington/en/sala-stampa/dall_ambasciata/2022/01/we-remember-the-embassy-of-italy.html

March 22, 2022

Public Seminar
 “Putin’s New Iron Curtain: Freedom and democracy are both impossible if we do not take responsibility for the other” <https://publicseminar.org/essays/putins-new-iron-curtain>

April 15, 2022

Rabbi Andrew Jacobs
 “Something To Reflect On At Your Seder”
<https://rabbiandrewjacobs.org/2022/04/15/something-to-reflect-on-at-your-seder>

June 16, 2022

BU Today
 “POV: Antisemitic Mapping Project Likely to Lead to More Anti-Jewish Violence”
https://www.bu.edu/articles/2022/pov-antisemitic-mapping-project-likely-to-lead-to-more-anti-jewish-violence/?utm_campaign=bu_today&utm_source=email_20220620_full&utm_medium=2_must_read_3&utm_content=opinion

July 29, 2022

Arava Institute
 “David Lehrer: My Year in Boston”
<https://arava.org/2022/07/year-in-boston>

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If you would like to be kept informed of upcoming events and hear about the work of the Center, please sign up for our newsletter.

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YouTube: <https://www.youtube.com/c/ElieWieselCenterforJewishStudies>

Twitter: [@bujewishstudies](https://twitter.com/bujewishstudies)

DONATE

Please consider donating to the Center to help us continue engaging our students and the public through lectures and events like the Boston University Jewish Studies Research Forum (BUJS) and the Allyship event with Yavilah McCoy. We want to do our part in building a community around the values of Jewish history and tradition, to engage and challenge ourselves and our students to remember the past, think more deeply about the present, and work toward a shared future for all.

To do this, we need your support.
To give to the Elie Wiesel Center, visit

www.bu.edu/jewishstudies/support-ewcjs

We are grateful to our alums and community members who supported us this year and helped us sustain and expand the activities of the Center.

We are grateful to the following friends of the Center for their generous donations in the past year:

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