

**National Campus Leaders Summit
Cultivating Community and (Re)Defining Civic Engagement
January 27 - 28, 2017 in Washington DC**

The Holocaust provides a powerful lesson in the fragility of freedom, the myth of progress, and the need for vigilance in preserving democratic values. With unique power and authenticity, the United States Holocaust Memorial Museum teaches millions of people each year about the dangers of unchecked hatred and the need to prevent genocide. The Museum encourages them to act, cultivating a sense of moral responsibility among our citizens so that they will respond to the monumental challenges that confront our world.

In this moment of national flux and anxiety, civic leadership and an understanding of history are more important than ever.

The United States Holocaust Memorial Museum is collaborating with Citizen University to offer a special opportunity to select student leaders and change-makers to dive deep into the history of the Holocaust and explore its relevance for today's college students. For two days in January, students will analyze the lessons of the Holocaust by exploring the Museum's exhibitions, hearing from national leaders in civic engagement and leadership, participating in hands-on workshops in civic organizing, and networking with student and civic leaders from around the country. Participants will leave with new skills, purpose, and knowledge to make change in their campuses and communities.

- The Museum is looking for teams of 3-5 student leaders from college and university campuses around the United States. Teams will be led by a faculty or staff member who will support their work after they return to their campus.
- Each team should consist of student leaders who represent the broadest spectrum of students across campus. Team members may have varying levels of leadership experience, ranging from emerging leaders to seasoned leaders.
- Teams are expected to plan and execute a project that aims to deepen the level of civic engagement on their campus to address an issue that affects their campus and/or local community. The project should seek to foster greater dialogue and cooperation among different groups on campus who utilize civic and democratic tools of engagement to create and nurture environments where hate cannot flourish.
- The Museum will provide a travel subsidy to each school to offset the cost of travel. Each school should determine the best mode of travel and make those arrangements for travel to and from the summit in Washington DC.
- The Museum will also provide a hotel for the duration of the summit. Student leaders will be asked to stay with a roommate. The Museum will cover some meals as well.
- Teams are expected to cover their transportation to and from airports, travel between the hotel and museum, and some meals.

TENTATIVE AGENDA
(This is still a work in progress)

Friday January 27, 2017

1:00pm	Student arrival and Museum tour
3:00pm	Civic Collaboratory and student networking reception
4:30pm	Reflections on Museum tour <ul style="list-style-type: none">• Led by Museum staff
5:30pm	Summit welcome, keynote <ul style="list-style-type: none">• Welcome from Museum staff and Eric Liu• Keynote
6:30pm	Dinner
8:00pm	Program end

Saturday January 28, 2017

8:30am	Tour of "Some Were Neighbors" exhibit
9:30am	Morning welcome, framing, and concepts of civic power <ul style="list-style-type: none">• Historical context from Museum staff• Civic power framing from Eric Liu
10:30am	Workshop session I <ul style="list-style-type: none">• Three breakouts• Activist & organizing, narrative & culture-making, leadership & innovation
11:45am	Lunch <ul style="list-style-type: none">• with guided table talk – making connections
12:45pm	Lunch plenary panel <ul style="list-style-type: none">• workshop leaders discuss in more depth about their work
1:30pm	Workshop session II <ul style="list-style-type: none">• Three breakouts• Activist & organizing, narrative & culture-making, leadership & innovation
2:45pm	Closing Plenary <ul style="list-style-type: none">• Closing and making connections• Solo written reflection• Group reflection, commitments and next steps action plan
4:00pm	Adjourn



To apply, teams should complete the team application form and individual questionnaires, and return by email no later than **Friday October 21st, 2016** to Jesse Nickelson, Director of Youth and Community Initiatives at jnickelson@ushmm.org. For questions you may call or email Dr. Nickelson at 301-314-1768.

About the Museum

A living memorial to the Holocaust, the United States Holocaust Memorial Museum inspires citizens and leaders worldwide to confront hatred, prevent genocide, and promote human dignity. Federal support guarantees the Museum's permanent place on the National Mall, and its far-reaching educational programs and global impact are made possible by generous donors.

About Citizen University

Citizen University is a national nonprofit based in Seattle that promotes and teaches the art of powerful citizenship. Initiatives include the Civic Collaboratory, a civic leadership network; Sworn-Again America, a project on civic rituals; the Citizen University National Conference; and programs and resources to teach civic power. For more, visit www.citizenuniversity.us.

Generous support for the 2017 National Campus Leaders Summit is provided by Robert K. Kraft and Family.

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Team Application**

*First they came for the Socialists, and I did not speak out—
Because I was not a Socialist.
Then they came for the Trade Unionists, and I did not speak out—
Because I was not a Trade Unionist.
Then they came for the Jews, and I did not speak out—
Because I was not a Jew.
Then they came for me—and there was no one left to speak for me.*

Martin Niemöller

VALDOSTA STATE UNIVERSITY

Name of College/University

Dr. Michael Savoie

Honors College

Name of Professor/Faculty Member

Department

Ms. Kristy Q. Clark

Public Relations/Honors Student Assoc.

Name of Campus Leader

Position/Campus Organization

Mr. Sean P. Jankowski

Senior/Honors Student Association

Name of Campus Leader

Position/Campus Organization

Ms. Ann K. Williams

Research Coordinator/Honors Student Assoc.

Name of Campus Leader

Position/Campus Organization

Mr. Josh Reed

Freshman/Honors Student Association

Brief Description of Campus Project/Idea for Project

The proposed project is to collect qualitative interviews on the topic of religious beliefs and rituals. In particular, our focus is to conduct oral histories about food and cultural beliefs. As a means to engage diverse individuals about their fundamental beliefs, the discussion of food and family will serve to make the discussion less threatening and intrusive. We want to ensure that the participants are treated with respect while offering introspective and insight into their culture and beliefs. We hypothesize that the themes will reveal that we all have cultural and religious connections especially in our cultural, religious, and food traditions.

In establishing a protocol for our interview methodology, data will be collected with the support and advice of constituent groups and faculty from across our campus. In particular, the Office of Diversity and Inclusion, Women and Gender Studies, and the Department of History. In coding the themes from the interviews, we plan to utilize a question matrix with categories including: behaviors/experiences; opinions/values; feelings/emotions; knowledge; sensory; and background.

The collection of oral histories will be housed in the Valdosta State University, Odum Library Archive. Our intention is to sustain the project over a period of many years building a substantial collection of oral histories. The collection will eventually become a useful academic resource for contextual reference material on the subject of religion and culture in South Georgia.

With regard to the project timeline, we plan to conduct interviews shortly after the leadership summit in January. In the interim, we are developing questions and establishing a protocol for conducting the interviews. Our first group will include 7 to 10 subjects. We will secure IRB permissions and ensure that the subjects are treated with respect and sensitivity. We plan to use video as a means to archive the narratives.

We plan to continue collecting oral histories as a means to sustain the project. From our collection we envision an exhibition and public presentation at a later date. It is our intention to host a public presentation when we have enough understanding and knowledge of the themes that develop.

In the more immediate future, we will invite our initial 7 to 10 subjects to a reception at the end of our academic year as a gesture of our appreciation. The intention is to bring a group of diverse individuals together to "break bread" and engage in conversation to share our common humanity.

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Individual Application**

Each member of the team should develop short responses for each of the questions below and return to their professor/staff person. These responses should be included with the application form and contract:

KRISTY Q. CLARK
Junior
229-539-0302
kqclark@valdosta.edu
Valdosta, GA

SEAN P. JANKOWSKI
Senior
229-251-0021
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Valdosta, GA

ANN K. WILLIAMS
Senior
678-698-4748
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Snellville, GA

JOSH REED
Freshman
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Monroe, GA

What does civic leadership mean to you?

KRISTY CLARK: Civic leadership is fostering communication and change in your community at large. This takes place by becoming involved in activities and programs that promote the general welfare including food banks, shelters, attending council meetings, and so forth. It involves the ability to place your own needs aside and look to alleviating someone else's or uniting a group of people together in the spirit of community. Civic leadership also requires listening and looking to see how differences in groups in your community can strengthen the group and not divide it.

SEAN JANKOWSKI: Civic leadership is an aspect of civil service in my eyes. It does not take the pursuit of a career field such as law, law enforcement, military service, government employment, etc. to act within the sphere of civil service, but is as simple as voting or picking up your trash you leave at a public park. Although "true" civil service just refers to a public servant or someone working within the government, I believe it is deeper than that and is the continued acts that better our communities and society as a whole. But now that I have defined what civil service is to me, what do I mean by civic leadership as being an aspect of civil service? Well, simply put, civic leadership is going a step beyond partaking in the betterment of society—it is leading the change for the betterment of society. A civic leader is one who goes a step further than voting, picking up trash, serving in the government, etc. (such as those activities I identify as being civil service) and are the individuals who drive and direct community organizations, sponsor events for community involvement and understanding, proposes and acts on ideas that result in a positive change in a community. That is civic leadership to me—the active drive to lead the betterment of the community and society through civil service.

ANN WILLIAMS: Community almost always describe a group of people from many different backgrounds, families, and ethnic groups, with different ideas of religion, philosophy, and ethics. Because of these differences communities of people are often composed of even smaller groups of people with much more shared backgrounds and beliefs that occasionally collaborate and communicate, but not usually. To me being a civic leader means assessing the community and its possible sub groups and working to unify the community through shared goals and qualities.

JOSH REED: Civic leadership is the backbone of a community. Without it, a community really isn't a community. It is like where I grew up, just a bunch of houses gathered around each other. Once I moved to Valdosta I wanted to be much more engaged in the community and help out as much as I can. Civic leadership is the ability and drive to change one's community for the better. It is the best thing one can do with their free time.

In your view, how is the history of the Holocaust relevant to today's world?

KRISTY CLARK: The Holocaust is a monumental part of world history. Many people lost their lives because of hate and injustice. In today's world, these two themes are still alive and active, and the Holocaust can serve as a remembrance of how unspoken biases can result in horrific incidences. The Holocaust began in the early 1930s and ended in 1945, but the world has only become more interconnected since this occurred. People of various backgrounds and beliefs come in to contact on a daily basis causing many of us to look intrinsically to our perspectives of the world and mending them the more we learn about others. This is why the Holocaust is still very important in this day and time. We as humanity form one large group that supersedes ourselves. By observing the unspoken tragedies experienced by others allows us to take a glimpse into the other side of the story. In my view, we should never forget the experiences of others, so we can learn and grow in the way we treat the people close to us and especially in our own communities.

SEAN JANKOWSKI: The historical lessons of the Holocaust are incredibly relevant today in so many ways I doubt I can touch on all. I actually was given the opportunity on a study abroad last summer (2016) to visit Central/Eastern Europe and to actually walk the streets of the Jewish quarters in Poland, to experience and learn from a trip to Auschwitz I and Auschwitz II, to visit synagogues and museums dedicated to the Holocaust, and to actually see and learn about other minorities effected such as the Roma peoples. In particular, the experience of seeing Auschwitz was both enlightening yet horrifying—to see the atrocities committed in the name of “ethnic cleansing.” Coming back to the United States and reemerging into the American political climate, it was shocking to say the least to see parallels.

The Holocaust was a dreadful event that is the epitome of the faults in human nature and is, arguably, the single event that shows how low humanity can go—the largest eradication of peoples based off the idea that said groups were “racially” different, or had a slightly different set of cultural traditions, or in some cases, just disagreed with the political party in power. Sadly, these atrocities are not gone and have continued to occur in various other genocides from the Kurds in the 1980s, to Rwanda in 1994, to even ISIS today. As we speak, there is a group committing genocide against another group literally because they have a different religious belief system.

The main historical lesson to be learned from the Holocaust that still prove relevant is the ability to use fear and differences among people to spread and foster a society of hate. This is what led to the gathering up of Jewish individuals into ghettos. It is what led to the concentration of these individuals and other groups into concentration camps. It is what led to the mass eradication of targeted “inferior” groups. The 2016 campaign election cycle, unfortunately, has been one where fear has been spread based off of the “threat” that diversity holds. There is ongoing rhetoric targeting groups as being inferior and threatening to “American way of life”—such as Mexican immigrants or Syrian Refugees (Muslims in general). There is ongoing rhetoric regarding certain groups as being responsible for the ills of the United State, such as Mexicans stealing “our” jobs. I could go on, but the point is that the Holocaust is relevant today as we simply have not learned the lessons from it. We continue to let fear mongering and hate spread based off of the differences we see among groups. This is unfortunate, and simply cannot be tolerated in human societies—our differences are what actually make us stronger.

ANN WILLIAMS: Even though the Holocaust is a historical event, the issues that it highlights are still prevalent to today's world. Though the Nazis persecution of the Jews, Gypsies, Polish and other racial groups has ceased, racial and ethnic persecution certainly hasn't. In all of our communities today, there are groups that are discriminated either for their religion, race, gender, or ethnicity. From the perspective of today, it appears that these biases will always exist. As is always the case in history and life, horrific events of the past cannot be changed but can only be learned from so that they will never recur. Perhaps the most applicable method of prevention of another Holocaust is promoting connection and unity between diverse groups in a community. A lot of the divide that supported the Holocaust seemed to have originated from a communal level with neighbor informing on neighbor. Today, much of the discrimination against people happens on a communal level. If the example of the Holocaust was used as an example of the horrors that a divided community can lead to, I believe that people would be more motivated to understand and appreciate all members of

their community. As long as communities are stuck in an us-and-them duality, the possibility of an atrocity such as the Holocaust always remains a possibility.

JOSH REED: The Holocaust is a reminder of what evils can be done under the guise of good. Hitler took over Germany legally and convinced a majority of Germany to blame Jewish people for their troubles. This shows if a charismatic enough person riles up a crowd the right way, the path for atrocities to be committed is paved. Anti-Semitic sentiments still linger in some people; those people are typically very insistent that the Holocaust never happened. The horror of the Holocaust must not be forgotten so it can never be allowed to happen again.

Why do you want to attend the summit?

KRISTY CLARK: I would like to attend the summit to learn how to foster civic leadership in my own community of Valdosta, Georgia and on my campus at Valdosta State. This summit is a wonderful opportunity to meet leaders from around the country who are committed to excellence and creating fruitful relationships in their own communities. By attending this January, it will provide a great experience for not only myself but for my peers to network with other student and community leaders to share and learn ideas that we can bring back home after we attend. It is vital to learn about the experiences and knowledge others have used to promote unity and the appreciation of diversity and apply them in our surroundings. Also, the Holocaust Museum is an appropriate venue to discuss the historical significance of speaking out on the behalf of others and to become active in one's own community considering the various exhibits that emphasize our common humanity.

SEAN JANKOWSKI: I believe the summit will be a great opportunity to not only learn, but to act on the skills I hope to acquire in order to positively impact my local community and university. Hopefully, through said knowledge, my fellow leaders and I will gain the insight needed to put forth and execute our ideas on how to foster a greater understanding of diversity in our community.

ANN WILLIAMS: The National Campus Leadership Summit gives me the opportunity and the direction to be an agent of social change in a way that is measurable and implementable. I have long had a desire to be involved in social change, working on this project allows me to fulfill that desire in a way that is guided and mentored. Also as social change requires a lot of people, the ability to seek council and assistance in a conference like setting will aid the success of our project. The project itself is exciting because it is one of our own design and consequently can address the social issues that we are most passionate about. It also allows us to further develop our leadership and management skills, both of which are crucial to being a civic leader. Ultimately this summit is the chance to better our community while also becoming better community leaders ourselves.

JOSH REED: The summit's theme is very interesting to me. Learning how others live within their communities and how to better develop my own community would be a very great experience. I have been to the United States Holocaust Memorial Museum once before and feel that hearing national leaders explain the relevance of the Holocaust to modern times will greatly enhance my first and this experience.

How do you plan to take what you learn back to your campus and community?

As outlined in the project proposal, the intention is to build an extensive collection of oral histories. In sustaining this project, the repository of data will eventually serve the broader academic community such as undergraduate, graduate, and faculty research in this area.

It must also be noted that an exhibition on the Valdosta State University campus is part of our project narrative. In addition, there are several outlets for this research to be presented including: The Georgia Collegiate Honors Conference; The National Collegiate Honors Conference; and the VSU Undergraduate Research Symposium.

Lastly, we plan to develop a website to provide an overview of the project with video excerpts from the interviews.

KRISTY CLARK: After returning from the Summit, I plan to use my new found knowledge in interviewing members of religious organizations on the Valdosta State campus and in the community to find similarities and differences between their personal experiences and testimonies. By using these interviews, I hope that my group and I will be able to learn about the diverse cultures in our community and start a conversation while bearing sensitivities in mind. During the project, it will be essential to use the skills and insights learned from the workshops and panels to create environment susceptible to understanding and the ability of disclosure. This summit will allow my group and I to learn new methodologies in how we treat individuals who are willing to share a part of themselves in order to create a smaller world between them and their neighbors.

SEAN JANKOWSKI: The plan is to take the knowledge, insights, and skills we gain at the summit and use them to execute the plans we have developed to better foster understanding of diversity in our community. By putting forth and acting on the ideas we have developed, we expect to be able to gain qualitative data through oral histories that we can then archive for others and their possible research. By first gaining a data-driven understanding of themes in our community (and not just going on what we suspect), we then can begin to form events and other active ideas in fostering understanding of diversity within the community. This will all hopefully be guided, in part, by the assets acquired at the summit.

ANN WILLIAMS: What we learn from the summit will be implemented into our project. We will use the ideas to tweak our project so that it can reach its max potential for communal impact. This will probably affect who we interview, how we interview them, and how we market the interviews to the community as an information source.

JOSH REED: Through the Honor Students Association I will use ideas inspired by the workshops and museum exhibitions to create new activities and fundraisers for the campus. HSA is always looking for new ideas to implement, unique ideas from around the nation will be very welcome in the organization.