



Holocaust Educational Foundation of Northwestern University

FOUNDED BY THEODORE ZEV AND ALICE R. WEISS

SUMMER NEWSLETTER

2023

Table of Contents

- 2** Director's Letter
- 3** Profile: Sue Vice
- 5** Profile: Benjamin Frommer
- 7** Featured Report:
Alessio Ponzio
- 9** Teaching the Holocaust in
War-Torn Ukraine
- 11** Regional Institute Reports
- 14** Announcements and Events
- 15** Personal and
Professional News
- 18** Publications



DIRECTOR'S LETTER

Dear Friends and Colleagues,

We hope that summer (for those in the Northern Hemisphere) finds you well. We wish you a season of rest and rejuvenation. Even as you continue research and writing in the months ahead, we hope you return to campus in September with renewed energy for the work of Holocaust teaching and learning.

HEFNU also has a little break over the summer to recover from a busy year and gear up for the next. I take this opportunity to review our activities over recent months and look forward to those ahead.

We had a eventful spring - on campus and in our collaborations with others. Here at Northwestern University, we invited two incredible scholars to speak about different aspects of the Holocaust.

Anna Hájková (Warwick University, UK) screened a film version of her play (co-written with Erika Hughes), "The Amazing Life of Margot Heuman," which portrays conversations between Hájková and Heuman, one of the few out lesbian Holocaust survivors.

Victoria Aarons (Trinity University) gave HEFNU's Theodore Zev Weiss Lecture in Holocaust Studies. Phyllis Lassner offered a wonderful introduction, placing Aarons's lecture, "Generational Representations of Trauma in Holocaust Graphic Narratives," in the context of her decades long career.

Both lectures welcomed students, faculty, staff, and the greater Evanston community.

HEFNU sponsored two Regional Institutes to foster networks of Holocaust scholars and instructors.

The University of Mississippi hosted a Regional Institute on "Visual Culture and the Holocaust" from 13-15 April with 23 Fellows participating. The outstanding faculty included Paul Jaskot (Duke University), who also offered the keynote lecture, "Public Monuments and Holocaust Memory:



Reassessing the Memorialization of Criminality in Germany."

Washington University in St. Louis and the St. Louis Kaplan Feldman Holocaust Museum welcomed 18 Fellows to the Regional Institute on "The Year of the Holocaust: Thirty Years Later" held 28-30 April. Doris Bergen gave the keynote titled, "Hindsight and Insight: Thirty Years of Holocaust Studies, War, and Genocide."

We welcomed 24 Fellows to the 27th annual Summer Institute on the Holocaust and Jewish Civilization. Our two-week (18-30 June) residential seminar held on the Northwestern University campus in Evanston prepares participants to develop a Holocaust course at their home institutions.

The second European Lessons & Legacies Conference will take place in Prague this coming November in cooperation with the German Federal Agency for Civic Engagement, Charles University, the Masaryk Institute and Archives of the Czech Academy of Sciences, and the Institute for Contemporary History (Munich). The Conference organizing committee – Ildikó Barna, Michal Frankl, Hana Kubátová, Anna Ullrich, Amy Wlodarski, and Florian Zabransky – looks forward to welcoming many of you to Prague.

The next North American Lessons & Legacies will take place in Southern California in cooperation with Claremont-McKenna College and the University of Southern California. Please see the call for papers at this [link](#). The deadline for proposals is 4 December 2023.

I wish each of you a relaxing and productive season. Thank you for your work to advance Holocaust teaching and research.

With respect and gratitude,

Sarah M. Cushman, PhD

Director

PROFILE

Sue Vice



Sue Vice is a renowned literary scholar whose primary focus lies in the study of representations of the Holocaust in fiction. She has dedicated her academic career to exploring various aspects of Holocaust literature and its impact on our understanding of the historical event, from her second

book, titled *Holocaust Fiction* (Routledge, 2000), to journal articles on fictionalized representations of children's perspectives in Holocaust literature and, more recently, of Holocaust survivors with dementia. As she notes, "it can be quite a taboo to make fiction about the Holocaust," but these works can nonetheless serve important functions, and offer valuable new perspectives for study. For example, Vice notes that, despite the "paradox of trying to write from a child's perspective as an adult, lots of people have tried, either in fiction or in testimony, to reproduce the viewpoint of a child" – a lens which "can be really helpful because it defamiliarizes these events that as adults we've come to be really oddly familiar with." At the same time, she points out that "unless you really are a child, then you can't do it – children don't typically write that way." Rather, it's "literature written by adults to be read by adults, from the perspective of a child." She also explores embellished and outright false Holocaust testimony in publications like her book *Textual Deceptions* (2014, Edinburgh), noting the risks of "encouraging Holocaust denial and disparaging genuine survivor accounts."

Vice's scholarly interests carry over into her teaching as a professor at University of Sheffield, where she has taught the course *Representing the Holocaust* for 25 years. The course starts with testimony and goes through poetry, fiction, graphic memoirs like Art Spiegelman's renowned work *Maus*, and

concludes with film and documentary. Through this approach, Vice endeavors to instill in her students an appreciation for the unique contributions that literature and film can make to our understanding of the Holocaust, while learning to critically analyze the various choices of the authors, poets, and filmmakers being studied. She notes that, while students have "often learned about the Holocaust in school, and some have even been to Auschwitz due to educational travel programs in British schools, they haven't usually studied it from a literary or film studies perspective." She finds that students "continue to really want to study this topic," with a full classroom every year, "even though for these students the Holocaust is further and further away in time." Throughout the course, students "gain an appreciation for what literature can contribute to our understanding of the Holocaust, and what they can contribute as literary and film scholars." While teaching this material, Vice strives to impart students with a sense of the intersectionality of the Holocaust and its various categories of victims – the T4 program, and the targeting of homosexual men and Roma populations, for example – while not "losing track of the Jewishness of it," the knowledge that "a particular group of people – the Jews – were especially targeted." She has also published on the pedagogical challenges of teaching Holocaust literature and film, contributing to the scholarship on Holocaust education and fostering improvement within the field through reflection on her own teaching experience.

In recent years, Vice has taken on a significant role with HEFNU as a member of the Academic Council. While she had long participated in the Lessons & Legacies conference, she notes that being on the Council gave her "new insight into the huge array of opportunities offered by HEFNU, such as the bursaries supporting younger scholars to develop their research or teaching skills." Through these grants, HEFNU nurtures the next generation of Holocaust scholars. While HEFNU is a US-based organization, Vice finds that she's "come to feel that it's a

PROFILE

Sue Vice

worldwide body,” connecting scholars around the world in the shared mission of advancing high-quality Holocaust curriculum and research. During the Covid-19 pandemic, she notes, “more things were offered online, such as regional symposia which might have previously remained local.” A small silver lining to an otherwise deeply cloudy time, this shift facilitated greater participation and engagement from scholars globally, reinforcing the importance of international cooperation and knowledge sharing. Despite the difficulties imposed by the pandemic, Vice recognizes the resilience and adaptability of the academic community in finding alternative avenues for discourse and collaboration. Her time on the Council has also given her a new appreciation for “all of the amazing work that goes into fundraising, advertising, and organizing the Summer Institute and Regional Institutes.” These Regional Institutes, a relatively recent addition to HEFNU’s offerings, facilitate scholarly exchange of ideas in localized contexts; this year, HEFNU has coordinated Regional Institute meetings in Oxford, Mississippi, and St. Louis, Missouri.

Sue Vice’s involvement in the field of Holocaust literature and education reflect her dedication and expertise as a literary scholar and pedagogue. Through her research and publications, she has shed light on the complexities of representing the Holocaust in fiction. Her extensive experience teaching the course *Representing the Holocaust* has provided generations of students with an appreciation for the contributions of literature and film in Holocaust studies and provided them with the appropriate critical apparatus for assessing these representations. Her contributions as a scholar, educator, and HEFNU Academic Council member continue to advance the field and ensure that future generations continue to engage with and learn from this crucial historical event.

Profile by Daniel Atwood.

Daniel Atwood is a doctoral student in musicology, concentrating on theatrical music and popular culture in early modern England. His advisor is Linda Phyllis Austern. He currently serves as graduate assistant for the Holocaust Educational Foundation.

PROFILE

Benjamin Frommer



As former director of HEFNU during the pivotal time of its transition to Northwestern University, Benjamin Frommer's association with this organization is likely well-known to long-time readers of this newsletter. He played a primary role in establishing HEF within the university, providing important

groundwork for the years to follow. Frommer formalized the organization's grant application and review processes and increased their amount. He also established the position of the HEFNU graduate assistant. In addition to his impressive contributions to the success of this organization, Frommer's extensive research and thought-provoking publications have reshaped scholarly understanding of Central and Eastern European history. Notably, his book *National Cleansing: Retribution Against Nazi Collaborators in Postwar Czechoslovakia* (Cambridge, 2005) explored the complex dynamics of vengeance and justice in the aftermath of World War II, and it reflects a generation of scholarship made possible with the opening of the archives after the fall of the Soviet Union. Through meticulous analysis, Frommer shed light on the social and political processes that shaped post-war trials, challenging conventional narratives and provided nuanced insights into of this crucial period in history.

Currently, Frommer is working on a book titled *The Ghetto Without Walls: The Holocaust in the Nazi Protectorate of Bohemia and Moravia*, a territory in which 80,000 Jews were murdered. "What makes this region particularly interesting," he says, "is that this was perhaps the most assimilated Jewish community in the world at the time." Intermarriage rates were around 40% in the western part of the territory in the 1930s – "a figure that isn't reached in the USA until the 1980s." In other words, Jews

"lived and worked in the same places as non-Jews and ate the same things in the same places." Frommer notes, "from the Nazi point of view, this makes it more laborious and even potentially dangerous to identify and separate people out from the community," since such a significant proportion of Jews in the region had non-Jewish relatives or relations with the non-Jewish community. The book "takes a ground-level perspective to explore the daily life experiences and participation of the local population and government, and how it was experienced by Jews in the region." By delving into the lives of individuals in this unique context, Frommer seeks to unveil the intricacies of daily existence during this time, and to offer a nuanced understanding of the Holocaust's impact on Jews and the broader community.

Beyond his research endeavors, Frommer is also known for his exceptional dedication to teaching and mentoring, engaging students with the same rigor and intellectual curiosity that defines his research. He finds it critical to "bring students to the extent possible into the dynamics and the dilemmas of the time, to try and understand the historical actors, the limited choices they faced, and the consequences of those choices." He incorporates numerous primary sources, such as first-person memoirs and diaries, to help students "understand the difficulty of living in times where people could not determine the general outlines of their own fates, and had to make individual decisions within a very small, unpredictable, and uncontrollable set of options." Frommer's pedagogical approach instills in students a profound empathy for and a nuanced understanding of these historical actors. One aspect of this historical complexity that Frommer finds resonates with today's students lies in the intersectionality of targeted groups during the Holocaust. "The genocide of the European Jews was part of an encompassing worldview that also included the murder of the disabled, Roma, and gay men," Frommer notes, adding that "a lot of the major figures who ran the killing centers that

PROFILE

Benjamin Frommer

murdered millions of Jews had previously worked in the euthanasia facilities to kill the disabled.” He finds that students are highly responsive to these intersectional connections, constituting “a meeting point of people’s interests today, and historically sound research.”

Benjamin Frommer’s multifaceted contributions to the field of Holocaust studies through his role as former director of HEFNU, his groundbreaking research in Central European history, and his dedication to teaching have solidified his reputation as a prominent scholar and educator. Frommer’s instrumental role in establishing HEF within Northwestern University and his efforts to strengthen the foundation exemplify his commitment to advancing Holocaust education and research. His thought-provoking publications continue to reshape our understanding of post-war retribution and justice. His teaching philosophy fosters a deep appreciation for the complexities of decision-making in historical contexts. Through his invaluable contributions, Frommer continues to shape the field of Holocaust studies, both through his own research and, through his work at HEFNU and his teaching, by creating a space for future generations of scholars to explore the complexities of this dark chapter in history with intellectual rigor and empathy.

Profile by Daniel Atwood.

Daniel Atwood is a doctoral student in musicology, concentrating on theatrical music and popular culture in early modern England. His advisor is Linda Phyllis Austern. He currently serves as graduate assistant for the Holocaust Educational Foundation.

FEATURED REPORT

Alessio Ponzio



I earned my PhD from the University of Michigan. During that time, I was a graduate student instructor for a class on the origins of Nazism – which gave extensive consideration to anti-Jewish policies and practices – and two classes focused on the history of the Holocaust. As an Assistant Profes-

sor in Modern European History and the History of Gender and Sexuality at the University of Saskatchewan, I have devoted lectures and discussions to Nazi anti-Jewish policies, the Holocaust, and the post-war Jewish Diaspora. While teaching my survey courses on Modern Europe in 2019 and 2020, I realized that these topics attracted the attention of students who wanted to understand why and how the Holocaust happened.

In 2020, browsing the courses offered at the University of Saskatchewan, I noticed that only three made a clear reference to the Holocaust in their descriptions: my two survey courses and a course devoted to the history of mass killings and genocides. Another course, “Holocaust in German Literature and Film,” previously offered by the Department of Languages, had not been taught for a few years. Further research confirmed that a course completely devoted to the history of the Holocaust had never been offered. I decided that it was time for my university to have a class devoted to study of the Holocaust.

In 2021, to conceptualize my syllabus, I participated in the “Silberman Seminar” organized by the US Holocaust Memorial Museum and the Summer Institute of the Holocaust Educational Foundation of Northwestern University. The lectures delivered by established scholars and discussions with other enthusiastic USHMM and HEFNU fellows provided me with invaluable bibliographies, teaching sources,

and pedagogical techniques. The conversation with Holocaust Survivor Irene Hasenberg Butter, organized by HEFNU and Professor Debórah Dwork, was a unique experience that deeply affected me as a scholar and as a person.

In the Winter of 2023, I was able to teach “History of the Holocaust” for the first time. To reach as many first-year students as possible, the course was offered at the 100-level. Given my scholarly expertise, I hope to offer soon an upper-level class devoted to gender, sexuality, and the Holocaust. My course, a much-needed contribution to the academic offerings of my university, attracted – and hopefully will continue to attract – many students interested in learning about and understanding the history of the Holocaust.

The teaching grant I received for the academic year 2022-2023 from the Holocaust Educational Foundation of Northwestern University was an important contribution to launching my class. It not only funded the organization of two lectures by Professor Doris Bergen, but it also endowed our library with new material.

Prof. Bergen, former member of the HEFNU Academic Council, is not only a world-leading scholar in Holocaust Studies but also an alumna of the University of Saskatchewan. Her fantastic public lecture, held on March 6, 2023, titled *No Secret: Sex in Holocaust Survivor Accounts and Why It Matters*, attracted students, faculty, staff, and members of the Saskatoon community. Prof. Bergen gave another lecture to my class that, according to the response papers written by a few students after her visit, was a source of inspiration for many.

Much of the teaching grant generously offered by HEFNU was designated to buy new books, pay for journal subscriptions, and purchase film resources. The University of Saskatchewan already held many outstanding titles related to the Holocaust and had online subscriptions to a few journals. However,

FEATURED REPORT

Alessio Ponzio

thanks to the grant we were able to acquire additional material to bolster our library collections in support of the new course. The University of Saskatchewan's subject librarian for History, Dr. David Smith, inspired by the new course and to support our students, created a research guide aimed at connecting students and faculty to the full range of the library's collections related to Holocaust Studies, from articles, books, and reference titles to websites, literature, and film.

During the first iteration of my class, thanks to the financial support of the College of Arts and Science, the Department of History, and the Department of Drama of the University of Saskatchewan, I was also able to organize a screening of *The Amazing Life of Margot Heuman* on March 17, 2023. The viewing was followed by a very inspiring virtual Q&A session with Dr. Anna Hájková and Dr. Erika Hughes, creators of this play, who captivated the young audience in discussing the importance of recovering the histories of queer Holocaust survivors.

Reading the evaluations for this class I was particularly happy about one comment. A student wrote that they had discovered a true passion for the study of the Holocaust, wanted to learn more about this subject, and in the future would like to specialize in Holocaust studies. Comments like this one validate my efforts, highlighting once again why teaching the Holocaust matters and making clear why HEFNU's work can make a real difference.

Alessio Ponzio holds a PhD in History and Political Science from Università Roma Tre and a second PhD in History and Women Studies from the University of Michigan. He is currently Assistant professor in Modern European History and History of Gender and Sexuality at the University of Saskatchewan and an adjunct professor in History of Homosexuality at the Università di Torino. Ponzio is the author of two books and several articles devoted to youth education in Fascist Italy and Nazi Germany. In recent years he has focused his research on non-normative sexualities in post-World War II Italy. After publishing a few articles about male homosexuality in post-Fascist Italy, Ponzio is currently working on his third book titled *Scandalous Practices. Homosexuality, Male Prostitution, and Sexual Citizenship in Post-Fascist Italy* (Temple University Press).

TEACHING THE HOLOCAUST IN WAR-TORN UKRAINE

Anastasiia Simferovska



I began the seventh session of my Holocaust art and literature class on Thursday, November 19, 2022. I stared into my Zoom screen, divided into thirteen black squares with my students' names on them. "Can you hear me?" I asked. "If you cannot switch on your camera, just put a 'thumb up' in

the chat box so that I know you are there and alive." The only one to have my camera on, I felt embarrassed Zooming from a cozy room in Evanston while my students in Lviv hid in the basements of their dorms, the only relatively safe place during air raid sirens and Russian missile attacks. After a massive shelling disrupted our previous session, the Internet connection in Ukraine became unstable, so my students kept their cameras off. Cheered by their electronic thumbs on the black backdrop, I started the class.

I could never imagine that my teaching career in the field of the Holocaust Studies would coincide with the outbreak of a major war in Eastern Europe. In late January 2022, I was honored to receive the Holocaust Educational Foundation Teaching Grant. The grant fulfilled my long-lasting dream to teach a Holocaust class of my own design at the Ukrainian Catholic University (UCU) in Lviv, one of the leading Ukrainian educational venues. Back in 2014, in the UCU Jewish Studies program, I took my very first graduate level class in Modern Jewish History. The HEFNU Teaching Grant enabled me to return my professional debt to the university which was my starting point in the field of Jewish Studies. I felt particularly obligated since, by 2022, UCU did not offer a single course on the Holocaust. With the generous help of the HEFNU Teaching Grant, my course titled, "Document-Image-Text: The Holocaust in East European Art and Literatures" introduced

Holocaust studies into the UCU curriculum. The course was scheduled for the fall semester of 2022. On February 24, 2022, Russia attacked Ukraine. The war began.

Amidst the unsettling reality in which one could not predict anything on an hourly basis, UCU not only continued to operate, but also set its academic schedule for the fall semester of 2022. Initially planned in person, my class was now moved online. Fourteen students enrolled. Trying to overcome anxiety over my own parents who remained in Ukraine, I set to work on my course syllabus. The onslaught of Russia's war brought new challenges to the increasingly difficult task of teaching the Holocaust and particularly Holocaust representation to a Ukrainian audience. How does one teach a Holocaust class amid an unfolding war, which obsessively uses the language, terminology, and propaganda narratives of WWII? How does one teach a genocide class while a new genocide is unfolding in front of one's eyes?

I saw my teaching goals as trifold. First, I aimed to introduce Ukrainian students to the diversity of Jewish and non-Jewish responses to the Holocaust in poetry, literature, and art. Second, I sought to teach them how to close-read and contextualize visual images and literary narratives concerning mass atrocities to better understand the forms and functions of art, poetry, and literature in times of war and its aftermath. Third, I planned to train students to approach critically their present-day perception of Nazi anti-Jewish violence and to avoid its comparison with Russia's anti-Ukrainian hatred. "Definitive contexts should not be mixed," I had to remind my students and, at times, myself.

Structuring my course as an image-centered and text-based seminar, I had decided to avoid atrocity depictions. With images of death and suffering pouring from news broadcasts and social media, it was crucial to preserve a psychologically safe space where my students could analyze and think instead of react. Yet, I wanted to teach my

TEACHING THE HOLOCAUST IN WAR-TORN UKRAINE

Anastasiia Simferovska

students how to question visual and verbal sources that both explicitly depict or deliberately avert scenes of violence. Therefore, we read Tadeusz Borowski's Auschwitz stories and explored Boris Lurie's Holocaust photograph collages alongside Gela Seksztajn's watercolor portraits of children in the Warsaw ghetto and Stanislaw Lem's unfinished fantasy novel. Unmuting our Zoom microphones, we steadily learnt to discuss these and several other texts, to question what we see and what we read, and to develop our arguments.

Teaching a Holocaust class in war-torn Ukraine was a challenging yet motivating experience. The HEFNU Teaching Grant gave me a possibility to visit my native Lviv, albeit virtually, join my colleagues, and intellectually contribute to Holocaust education in Ukraine. Ultimately, in a way, the war helped me and my students bond with the texts we studied. It brought a sense of personal engagement with the real and the reimagined stories of different people in a different war suffering, perishing, and using their creative power to resist destruction.

Anastasiia Simferovska holds a PhD in Art History from Lviv National Academy of Arts, Ukraine. Currently, Anastasiia is a PhD candidate at the Department of Slavic Languages and Literatures and the Crown Graduate Fellow at Northwestern University, where she is working towards her dissertation on image migration in artistic and literary Holocaust texts in Eastern Europe. In 2022, Anastasiia received the HEFNU Teaching Grant.

“Visual Culture and the Holocaust” Oxford, Mississippi April 13-15, 2023

On April 13-15, the Holocaust Educational Foundation of Northwestern University and the University of Mississippi (Oxford, MS) co-sponsored a Regional Institute on pedagogy about “Visual Culture and the Holocaust. Bringing together an interdisciplinary group of faculty, graduate students, and museum administrators from around the region and the broader United States to explore the role of photography, cinema, museums, and architecture in studying and teaching the Holocaust, the event was a resounding success.

This Regional Institute was particularly poignant as it honored the memory of our esteemed colleague, Professor Willa Johnson, Professor of Sociology and Anthropology at the University of Mississippi. Professor Johnson had played a pivotal role in initiating the organization of the Regional Institute last year. Unfortunately, she passed away in November, leaving behind a remarkable legacy of dedication and commitment to Holocaust education. The topic of the Regional Institute was in fact inspired by Dr. Johnson’s recent book, *Through an Artist’s Eyes: The Dehumanization and Racialization of Jews and Political Dissidents during the Third Reich* (Routledge, 2021), which explores the work of German Communist artist Karl Schwesig, who documented the development of Jews’ and others’ visual representation in popular culture during the Nazi period.

The three-day workshop began with a keynote address from Paul Jaskot, Professor of Art History at Duke University, who offered thought-provoking insights on how Holocaust memorials have changed since Nathan Rappaport’s iconic “Monument to the Ghetto Heroes” from 1948. His expertise shed light on the development of non-representational

forms of visual commemoration and drew parallels between the Vietnam Veteran’s Memorial in Washington, DC and the Memorial to the Murdered Jews of Europe in Berlin. This opening session set the tone for subsequent panels that focused on pedagogy, which were equally engaging and enlightening.

Friday’s schedule comprised three workshops, each dedicated to exploring a specific aspect of visual culture and the Holocaust. Hilary Earl from Nipissing University in Ontario led a discussion on Holocaust photography. Drawing upon her work on a series of photographs taken of a massacre of Jews in Liepāja (present-day Latvia) in 1941, Earl engaged participants in a discussion about our own consumption of photographs and how expectations and meanings are drawn from implicit contexts that may or may not be present in the subjects being photographed. Joshua First from the University of Mississippi conducted a conversation on cinema and the Holocaust. In highlighting

two disparate works of cinema, an unknown Soviet film from 1945 titled *The Unvanquished* and Stephen Spielberg’s iconic *Schindler’s List* (1993), First explored how genre structures our understandings of, and emotional engagement with, the Holocaust. Lastly, Jason Dawsey from the National World War II Museum in New Orleans led a panel on Museums, shedding light on the challenges and opportunities inherent in curating exhibitions on this sensitive subject. Dawsey pointed out that public exhibitions must walk a fine line between catering to an entitled clientele and presenting original and truthful information.

On Saturday morning, Paul Jaskot concluded the Regional Institute with a compelling discussion about architecture and construction during the Holocaust. His presentation underscored the relationship between space and ideology, emphasizing how the built environment can be utilized to



REGIONAL INSTITUTE REPORTS

enforce or challenge oppressive systems. Throughout the event, participants engaged in lively discussions, sharing their research findings, pedagogical strategies, and personal reflections. The Regional Institute fostered an inclusive and collaborative environment, enabling participants to deepen their understanding of the Holocaust while fostering connections and cultivating lasting professional relationships.



The impact of the Regional Institute extends beyond the immediate event, as participants are inspired to integrate their learnings into their teaching, research, and public outreach. The knowledge and insights gained from this intensive workshop will undoubtedly ripple through their respective institutions, influencing countless students and community members. The Regional Institute on “Visual Culture and the Holocaust” successfully provided a platform for scholarly exploration and interdisciplinary exchange.

Report by Joshua First, Croft Associate Professor of History and International Studies, University of Mississippi

“The Year of the Holocaust: Thirty Years Later” St. Louis, Missouri, April 28-30, 2023

On a sunny April day, scholars from across the Midwest arrived at the Washington University in St. Louis campus. A flurry of introductions and reunions revealed a group from myriad backgrounds and institutions. The theme of the conference, “The Year of the Holocaust: Thirty Years Later,” proved an intriguing topic that those gathered explored through film, literature, scholarship, and museum exhibitions over the three days of the HEFNU-sponsored Regional Institute.

The Institute kicked off with a film screening of “The Mover” (Davis Simnis Jr., 2018). The film tells the story of Janis Lipke and his wife Johanna, who were recognized by Yad Vashem in 1966 as Righteous Among the Nations and are considered national heroes in Latvia. After the screening, Brad Prager, Professor of German and Film Studies at the University of Missouri, led a discussion analyzing the film. The screening set the tone for the Institute, starting off a weekend of lively discussion and thoughtful inquiry about new approaches to Holocaust scholarship and education.

The second day continued with Prager leading a discussion of Holocaust film and the role of Schindler’s list within its lexicon. The session, titled “The Holocaust Film Since *Schindler’s List*: New Directions, New Films” sparked intense discussion on the use and misuse of Holocaust films. Fellow scholars explored the representation of victims, perpetrators, and national memories, and the evolution



REGIONAL INSTITUTE REPORTS

of these themes since 1993. Warren Rosenblum, Professor of History at Webster University, then led a session titled “Placing the ‘Euthanasia program’ within Holocaust history.” This session explored scholarship about persecution of people with disabilities during the Nazi era and approaches for teaching this topic in college classes and beyond. Anika Walke, Associate Professor of History at Washington University in St. Louis, led the final session of the day, with a presentation titled “The End of the Cold War and the Emergence of a New Archive of the Holocaust in Eastern Europe.” This session brought to light the evolving geographical understanding of the Holocaust and the recentering of Eastern Europe as a space of mass murder. All three session leaders focused on changing scholarship and the discussions that followed centered on how and what to teach as participants expressed a common frustration in wanting to discuss and teach more than course and time limitations allow.

The newly opened St. Louis Kaplan Feldman Holocaust Museum was the venue for the evening program. RI Fellows explored the Museum’s permanent exhibition on the Holocaust, offering insight and thoughtful critiques and congratulatory remarks for the Museum team. The evening concluded with a public lecture by Doris Bergen, Professor of Holocaust Studies at the University of Toronto, titled “Hindsight and Insight: Thirty Years of Holocaust Studies, War, and Genocide,” which focused on five areas of change and continuity in Holocaust Studies. By exploring themes of gender and sexuality, centering the victim voice, and situating the Holocaust within a global context, Dr. Bergen demonstrated where Holocaust Studies has been and where it needs to go.

The final day began with a discussion on Holocaust exhibitions. Helen Turner, Director of Education at the Kaplan Feldman Holocaust Museum, led a session titled “The Changing Shape of Holocaust Museum Culture: Creating a Museum for the Twenty-First Century.” This fostered discussion on how the Holocaust is portrayed in public spaces, for whom Holocaust Museums are built, and what educators are trying to impart to students and adult visitors.

The St. Louis Regional Institute concluded with a session on “New Directions in Holocaust Literature” led by Erin McGlothlin, Vice Dean of Undergraduate Affairs, College of Arts & Sciences and Professor of German and Jewish Studies at Washington University in St. Louis). McGlothlin challenged the master narrative of Auschwitz as the center point and instead reframed the Holocaust to include diverse and previously decentralized voices.

Each session leader sought to engage with the thirty-year arc of Holocaust education and scholarship since 1993, the so-called “year of the Holocaust.” From films, books, academic pursuits, and museum representations, there is a clear bend towards the inclusion of previously marginalized experiences and spaces. Holocaust scholarship continues to grow and evolve, and many new challenges and questions await the next thirty years in the field.

Report by Helen Turner, Director of Education, St. Louis Kaplan Feldman Holocaust Museum



ANNOUNCEMENTS AND EVENTS

The **Women in the Holocaust: International Study Centre** (Israel) will be hosting its first international conference on Women in the Holocaust in Belgrade, October 10-12, 2023. Contact WHISC at whisc.center@gmail.com for more information or see their [website](#).

The **Martin-Springer Institute** exhibit, “Through the Eyes of Youth: Life and Death in the Bedzin Ghetto” will be displayed in December 2023 Scottsdale, AZ, and in March 2024 in Chandler, AZ.

This year’s **J AHLIT (Jewish American and Holocaust Literature) symposium** will be held November 12-14 at The Betsy Hotel in Miami Beach. Please send brief abstracts to, or request more information from Dr. Holli Levitsky, Jewish Studies Program, University Hall 3863, Loyola Marymount University, Los Angeles, CA 90045.

Lessons & Legacies XVII: Languages of The Holocaust. HEFNU is pleased to announce the seventeenth biennial International Conference on the Holocaust. L&L 2024 will take place 14-17 November 2024 (Thursday–Sunday) at Claremont McKenna College and the University of Southern California. All proposals must be submitted online via the Lessons & Legacies Oxford Abstracts portal. The submission portal will open in Summer 2023. Submission Deadline:
4 December 2023

PERSONAL AND PROFESSIONAL NEWS

Barbara C. Allen, Ph.D. has been promoted to the rank of Professor of History at La Salle University, Philadelphia, Pennsylvania, to take effect in Fall semester of 2023. A specialist in the history of Russia and the Soviet Union, she has taught a course on the history of the Holocaust since 2018.

The **Azrieli Foundation's Holocaust Survivor Memoirs Program** is pleased to welcome **Dr. Carson Phillips** as their new Manager of Academic Initiatives.

Monique R. Balbuena, Associate Professor of Comparative Literature at the University of Oregon, has received a Sosland Foundation Visiting Fellowship from the Jack, Joseph, and Morton Mandel Center for Advanced Holocaust Studies at the United States Holocaust Memorial Museum. Balbuena will use the 2023-24 Sosland Fellowship to develop her project, "Sephardic Literary Responses to the Holocaust."

Laurie Baron, Professor Emeritus of History at San Diego State University, presented the paper "Persistent Parallels and Particularities: Evoking and Avoiding the Holocaust in Armenian Genocide Centennial Films," at the Western Jewish Studies Association Conference, University of Nevada-Las Vegas, March 13, 2023.

Dr. Waitman Wade Beorn, Assistant Professor, History, Northumbria University, Newcastle, UK, has been awarded a £223,000 Research, Development, and Engagement Fellowship from the Arts and Humanities Research Council (AHRC) for his project "Visualizing Janowska: Creating a Digital Architectural Model of a Nazi Concentration Camp." He will be creating a digital reconstruction of the Janowska concentration camp in Lviv, Ukraine.

Suzanne Brown-Fleming, Director of International Academic Programs at USHMM and Adjunct Professor, Center for Jewish Civilization, Georgetown University, announces that it has been a great few months for the Museum's Vatican Archives Initiative with multiple media features in *Time Magazine* ([link](#)), *Moment Magazine* ([link](#)), and *The National Catholic Reporter* ([link](#)).

László Csősz, historian and employee of the Hungarian Jewish Museum and Archives in Budapest and **Veronika Szeghy-Gayer**, researcher from the Centre of Social and Psychological Sciences SAS, won the prestigious Mark Pittaway Article Prize for an article on the Aryanization of Jewish property in Košice at the end of World War II ([link](#)).

Philipp Dinkelaker recently received his doctorate at the Center for Research on Antisemitism, Technical University of Berlin, summa cum laude. In 2023, he started to work as a postdoc researcher at the Europa-Universität Viadrina, Faculty of Law. The interdisciplinary project "Law without Law" aims to publish a critical commentary and analysis of the current German legal practice of restitution of Nazi-looted cultural goods and art.

International Council for Diplomacy and Dialogue (ICDD) Director, **Eric Gozlan**, won a court case in France against an extremist whom he charged with anti-Semitism. With African businessman Samba Bathily, ICDD begins construction of the first large Holocaust Museum in Africa (Cape Verde), where African teachers will be able to receive support to teach the Holocaust.

PERSONAL AND PROFESSIONAL NEWS

Wolf Gruner, Shapell-Guerin Chair in Jewish Studies, Professor of History and Founding Director, USC Dornsife Center for Advanced Genocide Research, announces #LastSeen: USC Dornsife Center for Advanced Genocide Research, as part of a multi-institutional project to collect, analyze, digitize, and publish the last photographs of Nazi Mass deportations of Jews and Sinti and Roma. Since October 2021, our research has increased the number of towns in Germany for which we now have visual evidence of Nazi mass deportations from 27 to 60, as well as identified many victims, as the innovative digital image atlas shows: [\(link\)](#).

Muskingum University has named **Laura J. Hilton** as its inaugural Miriam Schwartz Faculty Scholar. Dr. Schwartz, a distinguished scholar and faculty member of the Center for Slavic and East European Studies at The Ohio State University, was a Board of Trustees' member for Muskingum. She established the Miriam Schwartz Education Fund, which is dedicated to keeping alive the memory of the Jewish Holocaust and the horror that can result from unexamined prejudices, myths, and hatred.

Jeffrey Koerber received tenure and promotion to Associate Professor in the Department of History at Chapman University.

Kateřina Králová, Assistant Professor of Contemporary History, focuses in her work on reconciliation with the Nazi past, the Holocaust, the Greek Civil War, post-war reconstruction, and conflict-related migration. In 2022, the Claims Conference supported her application for a Holocaust Teaching Partnership, awarded to CUNI. Later that year, she became Head of the newly established Research Centre for Memory Studies. In the coming months, she is presenting at the European Congress of Modern Greek Studies in Vienna, on a panel titled, "Jews in Greece between Exclusion and Accommodation" alongside A. Apostolou, T. Blümel, and K. Lagos; she will also be presenting at Lessons & Legacies on the panel "Rethinking Aftermaths: A Fresh Look at 'Return' after the Holocaust" with E. Anthony, S. Cramsey, and A. Löw.

Björn Krondorfer, Regents' Professor and Director of the Martin-Springer Institute, Endowed Professor in Department of Comparative Cultural Studies, Northern Arizona University, mentored & created the exhibitions "A Complicated Life in Complicated Times: Gino Parin and the Holocaust" (a Triestine painter who died in Bergen-Belsen) and on Americans in the Spanish Civil War. As part of the eight-part series "The Holocaust as an Interdisciplinary Tapestry," Krondorfer presented on "Why Should We Care? The Holocaust and Public Humanities" (Apr 27), organized by Classrooms Without Borders, Johannesburg Holocaust & Genocide Center, Ghetto Fighters' House, et al.

Lawrence L. Langer, Professor Emeritus of English, Simmons University, received the Eternal Flame Award from the Annual Scholars Conference on The Church Struggle and the Holocaust (University of Texas, Dallas) in March.

PERSONAL AND PROFESSIONAL NEWS

Dr. Alexis M Lerner, Assistant Professor at the US Naval Academy, ran a pre/post treatment survey in 2021 across the US and Canada with the Holocaust education organization Liberation75. Starting in September 2023, the Minister of Education of Ontario has announced that every single 6th grade class will integrate Holocaust education into their curriculum and directly cites Dr. Lerner's study as the impetus for this decision. Learn more at [this link](#).

Stuart Liebman, Professor Emeritus of Art History, Theatre and Film Studies, City University of New York Graduate Center, participated in two public presentations about Holocaust-related films. On November 27, 2022, he gave a lecture about the outtakes of the filmed material by Soviet and Polish filmmakers at the Mémorial de la Shoah (Paris). On January 27, 2023, he participated in a discussion of Jean-Christophe Klotz and Sandra Schulberg's "Filmmakers for the Prosecution" at its American premiere at Firehouse Cinema, NYC. In 2022, he became a coordinator for the Vienna-based "Visual History of the Holocaust."

Paul Morrow, VAP, Human Rights Center, University of Dayton, became co-principal investigator on a federally-funded grant (PREVENTS-OH) focused on raising awareness about risks and responses to domestic violent extremism in Southwest Ohio. Grant projects include community awareness briefings for interfaith groups; course modules on misinformation and media literacy for college students; and community dialogues on risk and protective factors. Separately, he organized an exhibit titled "The [Dis]Information Age" at Dayton's Peace Museum. He is organizing a panel on Decolonization and Museums at Dayton's Social Practice of Human Rights Conference in November 2023.

Avraham (Alan) Rosen, Project Scholar, Elie Wiesel Living Archive, 92nd Street Y, NYC, served as moderator for the Rabbi Joseph Polak 80th Birthday lecture, "The Rabbis Who Fled Europe to Survive," 12/4/22. He also presented "How Stories Uncover the Purpose of Life: Elie Wiesel's Inspired Legacy," Eckerd College, 3/14/23, "The Astonishing Jewish Religious Activity in Auschwitz," Holy Cross College, 3/20/23, "17 Elul 5699: The Jewish Calendar Beginning of WW2," Conference on Violence and Jewish Time, Hamburg, 3/28/23 and "David Boder, I Did Not Interview the Dead: Launch Online Edition," Yale Fortunoff Archive, 5/4/23.

Dr. Melanie Carina Schmoll, editor, author, advisor, speaker, and research Fellow at The Finkler Institute of Holocaust Research, Ramat Gan, Israel, is working on a research project called: "Misinformation about Israel and Antisemitic Views in School Textbooks? The Case of Germany." She is external chief editor for history at the leading German publishing houses for school textbooks, and various online learning platforms and encyclopedias. In May, Dr. Schmoll will undertake a lecture tour in Canada. She is presenting in "The Tour for Humanity" in Toronto and will speak about "Holocaust Education in Germany and Canada" to teachers in Ontario. This summer she will support the TAU Workshop on Israel and the Middle East in Jerusalem, Israel.

James Waller, Cohen Professor of Holocaust and Genocide Studies, Keene State College, announces that he will be the inaugural Christopher J. Dodd Chair in Human Rights Practice and Director of the Dodd Human Rights Impact Programs for the Human Rights Institute at the University of Connecticut, beginning in August 2023.

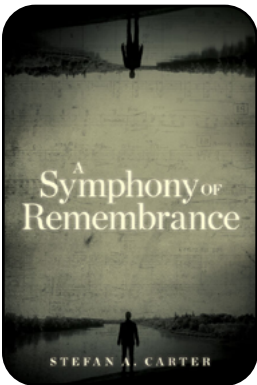
PUBLICATIONS



Victoria Aarons, O.R. & Eva Mitchell Distinguished Professor of Literature in the Department of English at Trinity University, published the book *Memory Spaces: Visualizing Identity in Jewish Women's Graphic Narratives*, Wayne State University Press, 2023.

Laurie Baron, Professor Emeritus of History at San Diego State University, published "Movies as Prosthetic Holocaust Memories," which appeared in *Holocaust Literature and Representation: Their Lives: Our Words*, edited by Phyllis Lassner and Judith Tydor-Baumel-Schwartz (Bloomsbury Academic: 2023). He also published a review of *The Survivor*, directed by Barry Levinson, in *Journal of Sport History*, 49:2 (Summer 2022), 173-175.

Dr. Waitman Wade Beorn, Assistant Professor, History, Northumbria University, Newcastle, UK, is under contract with University of Nebraska press for his third book manuscript, tentatively titled *Between the Wires: The Janowska camp and the Holocaust in Lviv*, for publication hopefully in 2024.



Arielle Berger, Managing Editor, Holocaust Survivor Memoirs Program, the Azrieli Foundation, announces that the Azrieli Foundation has partnered with Penguin Random House Canada to release a collection of five audiobooks from memoirs published by their program, in honor of International Holocaust Remembrance Day. Their two newest titles were released to coincide with the 80th commemoration of the Warsaw Ghetto Uprising; *A Symphony of Remembrance*, by Stefan A. Carter, and *The Smallest Hope*, by Jack Klajman, focus on the authors' experiences in the Warsaw ghetto and during the Warsaw Ghetto Uprising.

Jeremy Best, Associate Professor of History at Iowa State University, published "The Kaiser's Silver: German Nationalism and the 1913 Nationalspende for Christian Mission," in *German History*, 2023, ghad013, [link](#).



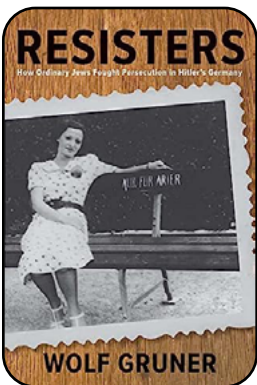
Suzanne Brown-Fleming, Director of International Academic Programs at USHMM and Adjunct Professor, Center for Jewish Civilization, Georgetown University, published another piece from the Vatican archives released in March 2020, titled, "The Rome Lectures: Father Marie-Benoît and the Path to Jewish-Christian Rapprochement," in *Holocaust Education Today: Confronting Extremism, Hate, and Mass Atrocity Crimes. The Ethel Lefrak Holocaust Education Conference Proceedings*, Carol Ritter, ed. (Greensburg, PA: Seton Hill University, 2023), pp. 137-145.

Christopher R. Browning, Professor Emeritus of History, University of North Carolina at Chapel Hill, has published: "Hitler, Antisemitism, and the Final Solution," *Antisemitism Studies* 7/1 (spring 2023), pp. 80-99; "An American in Germany: Fall 1940," *Journal of Holocaust Research* 37/1 (2023), pp. 88-94; and "Adenauer's Bargain," *The New York Review of Books* LXIX/ 20 (December 22, 2022), pp. 69-70.

PUBLICATIONS



Beverly Chalmers, of the advisory board of the Women in the Holocaust: International Study Centre in Israel, announces that her latest book, *Child Sex Abuse: Power, Profit, Perversion* (Grosvenor House Publications, 2022) has recently won three book awards: a Book Excellence Award, an Independent Book Award, and a Maincrest Media Award. The book is a sequel to her previous multiple-award winning books, *Birth, Sex and Abuse: Women's Voices under Nazi Rule* (2015) and *Betrayed: Child Sex Abuse in the Holocaust* (2020). Online recordings of her presentations on the two latter books to the Ghetto Fighters House *Talking Memory* series are available on YouTube.



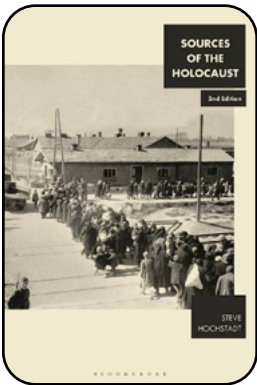
László Csősz, historian and employee of the Hungarian Jewish Museum and Archives in Budapest and **Veronika Szeghy-Gayer**, researcher from the Centre of Social and Psychological Sciences SAS, will publish the article “Mapping the Tragedy of the Jews in Košice (1944)” in June of 2023 on the website of the Institute of Social Sciences CSPS Slovak Academy of Sciences (www.svusav.sk). Based on documents concerning Jewish property from the Košice City Archives, the two researchers created four maps to visualize the location of the downtown ghetto of Košice and the houses that had been inhabited by local Jews until April 1944.

Philipp Dinkelaker, postdoctoral researcher at the Europa-Universität Viadrina, Faculty of Law, co-authored with Paula Oppermann the text “A Letter to “Brothers in Faith”: Attempts at Jewish Emigration from Nazi Germany to Riga,” in *Peripheral Histories*, ISSN 2755-368X ([link](#)).

Leoni Ettinger, PhD Candidate, Department of German, NYU, published “Witnessing Impossibility: The Traumatic Theater of Rachel Neuburger’s *Nepenthe*” in *Journal of Literature and Trauma Studies* 8(2), 2022, 25-54 ([link](#)). Set in 1961 LA, Rachel Neuburger’s *Nepenthe* (2016) depicts a woman confronted with repressed recollections of forced prostitution at a Nazi concentration camp. The play invites the audience to witness the return of her trauma, which had been forgotten not only by her but the historiography of World War II itself.

Wolf Gruner, Shapell-Guerin Chair in Jewish Studies, Professor of History and Founding Director, USC Dornsife Center for Advanced Genocide Research, has authored a new book, *Resisters. How Ordinary Jews Fought Persecution in Hitler's Germany*, which will be published by Yale University Press on August 1st ([link](#)). A paperback edition is now available for his earlier work *The Holocaust in Bohemia and Moravia. Czech Initiatives, German Policies, Jewish Responses*, New York (Berghahn Books 2019), and “Kristallnacht. The November Pogrom 1938 in Nazi Germany” went live as part of the online Oxford Bibliographies in Jewish Studies.

PUBLICATIONS



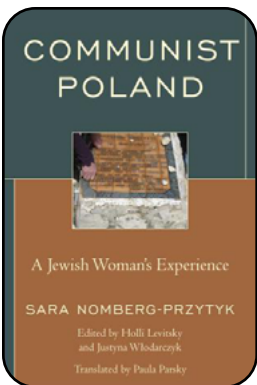
Elizabeth Harvey, Professor of History, University of Nottingham, UK, is currently the project lead for a Berlin-based team preparing the English-language series of 16 volumes documenting the Holocaust across Nazi-occupied Europe, 'The Persecution and Murder of the European Jews by Nazi Germany, 1933-1945' (PMJ). They've just published vol. 4, the first of three volumes documenting the persecution and murder of the Jews in Nazi-occupied Poland. This volume's title is *Poland: September 1939-July 1941* (Berlin: De Gruyter, 2023). For further information on the series, please visit [this link](#).

Steve Hochstadt, Professor Emeritus of History, Illinois College, produced a second edition of the Holocaust documents collection, *Sources of the Holocaust* (Bloomsbury, 2022). He also published two articles on Jewish refugees in Shanghai: "Japanese and Jews in Shanghai," *Modern Judaism - A Journal of Jewish Ideas and Experience*, v. 42, October 2022, 211-243, and "The Kadoorie School: Educating Refugee Children in Shanghai," in K. Ostoyich and Yun Xia, eds, *The History of the Shanghai Jews: New Pathways of Research* (Palgrave Macmillan, 2022), 99-131.



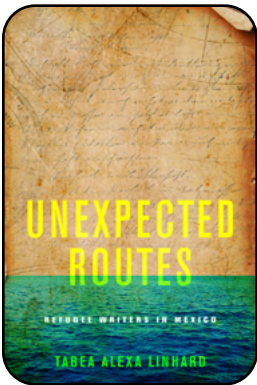
Sara L. Kimble, Associate Professor at DePaul University, published "Internationalist Women against Nazi Atrocities in Occupied Europe, 1941-1947," in *Journal of Women's History*, vol. 35 no. 1, 2023, p. 57-79. Kimble unearths the history of a 1942 protest against war crimes by women, catalyzed by refugees and informed by the Polish Government in Exile. The article reveals struggles to convince feminist organizations that the plight of war captives and refugees was a women's issue, and to persuade legal circles to recognize crimes committed against women.

Kateřina Králová, Assistant Professor of Contemporary History, published "Memory Landscapes in Ruins: The Example of the Hirsch Quarter in Thessaloniki," in *Memory Cultures since 1945: German-Southeast European Entangled History*, Series: *Südosteuropa-Jahrbuch*, Vol.46, Frankfurt am Main: P.Lang (2023). She also recently published "Hachsharot in Greece, 1945-1949: Camps or vocational centers?" in *Quest. Issues in Contemporary Jewish History. Journal of the Fondazione CDEC* 21:1 (2022), and "Matalon family secrets: Silenced memories and network dynamics in Holocaust testimonies" in *S:I.M.O.N.* 9:2 (2022).



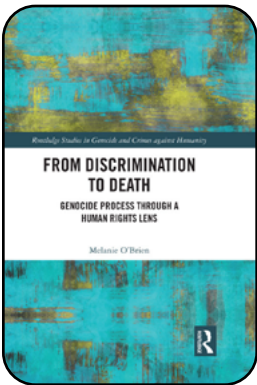
Lawrence L. Langer, Professor Emeritus of English, Simmons University, published *An Unimaginable Partnership: The Art of Samuel Bak and the Writings of Lawrence L. Langer* (Pucker Art Publications/Syracuse University Press, 2022). The book includes all twenty of the essays he has written about the art of Holocaust Survivor Sam Bak. He also published *Hierarchy and Mutuality in Paradise Lost, Moby-Dick and The Brothers Karamazov* (Lexington Books/Rowman Littlefield, 2022); this is his first book not directly related to the Holocaust.

Holli Levitsky, Director of Jewish Studies at Loyola Marymount University, co-edited and contributed to *Communist Poland: A Jewish Woman's Experience* (Lexington Studies in Jewish Literature) along with Sara Nomberg-Przytyk (Author) and Justyna Włodarczyk (Editor, Contributor), published in 2022.



Stuart Liebman, Professor Emeritus of Art History, Theatre and Film Studies, City University of New York Graduate Center, published “Four Sisters and Claude Lanzmann’s Holocaust Film Project,” in *Yale French Studies*, No.141 (Summer 2022): 85-98, “History, His Story, and Her Story. An Interview with Vanesa Lapa and Tomer Eliav,” *Cineaste*, Vol. XLVII, No. 3 (Summer 2022): 22-26 (about their film, *Speer Goes to Hollywood*), and “War after War. Sergei Loznitsa’s unflinching visions of Ukraine in flames,” (about Loznitsa’s film, *Babyn Yar*) in the online edition of *Artforum*. ([link](#))

Tabea Alexa Linhard, Professor of Spanish, Comparative Literature, and Global Studies published *Unexpected Routes: Refugee Writers in Mexico* (Stanford: Stanford University Press, 2023). The book chronicles the refugee journeys of six writers whose lives were upended by fascism in the aftermath of the Spanish Civil War and during World War II.



Melanie O'Brien, Associate Professor of International Law, UWA Law School, University of Western Australia, authored *From Discrimination to Death: Genocide Process Through a Human Rights Lens* (Routledge, 2023). *From Discrimination to Death* studies the process of genocide through the human rights violations that occur during genocide. Using individual testimonies and in-depth field research from the Armenian Genocide, Holocaust, and Cambodian Genocide, this book demonstrates that a pattern of specific escalating human rights abuses takes place in genocide.

Dalia Ofer, Professor emerita, Hebrew University of Jerusalem, Avraham Harman Institute of Contemporary Jewry and Jewish History Department, coedited with Sara Rosen *Diary from Hell in Transnistria 1942-1944*, (Jerusalem: Yad Vashem, 2022). This is a most important diary from Transnistria translated from Yiddish. The Hebrew edition was published 2020. She also published “Children’s Voices: Solidarity and Survival of Families in the Warsaw Ghetto” in *Jewish Solidarity: The Ideal and the Reality in the Turmoil of the Shoah*, Eds, Dan Michman, Robert Rozett, (Jerusalem: Yad Vashem: 2022). She is presenting a paper in Belgrade in October, titled “Mothers and Motherhood in the Ghettos: re-considering the Images from Diaries and Testimonies” at the Women in the Holocaust International Study Centre (WHISC).



Michael Polgar, Professor of Sociology at Penn State University Hazleton, announces *The Holocaust: Remembrance, Respect, and Resilience*, a free online textbook co-edited by two children of survivors, Michael Polgar and Suki John, professor of classical and contemporary dance at Texas Christian University. This OER now be viewed at [this link](#). For information, contact Michael Polgar at mfp11@psu.edu.

Stephani Richards-Wilson, PhD, EdD, Associate Professor of Business and Management, Alverno College, recently completed a chapter in an Open Educational Resource (OER) published by Penn State on Pressbooks. The anthology is titled *The Holocaust: Remembrance, Respect, and Resilience*. Her chapter deals with post-war German filmmaker Falk Harnack, who was involved with and connected to the resistance movements in Nazi Germany. The book can be accessed via MERLOT. Dr. Richards-Wilson is a graduate of the 2009 Summer Institute on the Holocaust and Jewish Civilization.

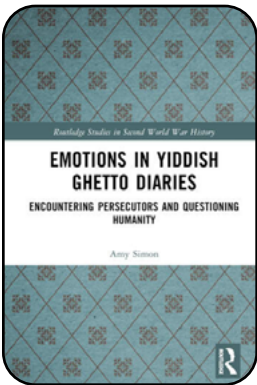
PUBLICATIONS



Avraham (Alan) Rosen, Project Scholar, Elie Wiesel Living Archive, 92nd Street Y, NYC, published “The Language of Survival,” *Maus Now: Selected Writing*, ed. Hilary Chute. NY: Pantheon, 2022, and “The Elie Wiesel Living Archive as a Companion to the Memoir, *Night*,” Wiesel Living Archive, 12/16/23 ([link](#)).

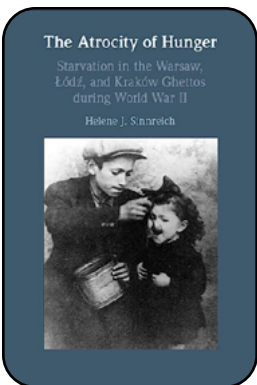
John K. Roth, Edward J. Sexton Professor Emeritus of Philosophy, Claremont McKenna College, co-authored with Leonard Grob the book *Warnings: The Holocaust, Ukraine, and Endangered American Democracy* will appear in the second half of 2023.

Barbara Rylko-Bauer, Adjunct Associate Professor of Anthropology, Michigan State University, has had her book, *A Polish Doctor in the Nazi Camps: My Mother's Memories of Imprisonment, Immigration, and a Life Remade* (University of Oklahoma Press, 2014), translated and published in Czech: *Lékařkou v Koncentračních Táborech: Svědectví Vězeňské Doktorů z Táborů v Ravensbrück, Gross-Rosen a Neusalz* (Víkend, 2022).



Dr. Melanie Carina Schmoll, Research Fellow, The Finkler Institute of Holocaust Research, publishes extensive teaching resources. As external chief editor for history for Duden/Brockhaus she publishes on various historical topics. She developed resources for the virtual exhibition “Tolerant statt Ignorant” [“Tolerant instead of Ignorant”]. She also recently published *Escape Rooms für den Erdkundeunterricht 5-10* (Auer Verlag, 2023) ([link](#)).

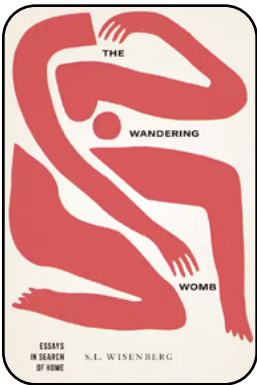
Amy Simon, Assistant Professor, Farber Family Endowed Chair in Holocaust Studies and European Jewish History, Michigan State University, has written a monograph *Emotions in Yiddish Ghetto Diaries: Encountering Persecutors and Questioning Humanity*, which will be published by Routledge in June. Her chapter, “Holocaust Diaries as Historical Sources,” will appear in April in *Sources for Studying the Holocaust: A Guide* ed. Paul R. Bartrop (London: Routledge, 2023).



Helene Sinnreich, Associate Professor, Department of Religion, University of Tennessee, Knoxville, published *The Atrocity of Hunger: Starvation in the Warsaw, Łódź and Kraków ghettos during World War II* (Cambridge University Press, 2023). This book focuses on the Jews as they struggled to survive the deadly Nazi ghetto, in particular, the genocidal famine conditions. In this book, Sinnreich explores their story, drawing from diaries and first-hand accounts of victims and survivors.

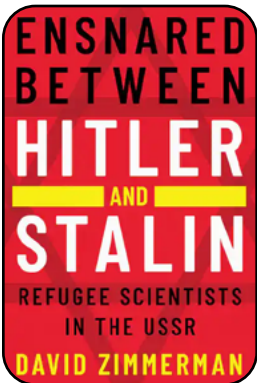
Victoria Grace Walden, Senior Lecturer, University of Sussex, announces that the Digital Holocaust Memory Project Team at the University of Sussex, UK and their international partners have recently published a series of four recommendations reports that were developed through co-creation workshops which brought together professionals from Holocaust organizations and the tech and creative industries, alongside academics from a range of disciplines. Learn more at [this link](#).

PUBLICATIONS



Alexander Williams, PhD Candidate, University of Groningen, Institute for the Study of Culture (ICOG), published “Witnessing the Ghost, Letting the Ghost Witness: Exploring the Impediments of Witness Narratives in Holocaust Camp Testimonies through Spectrality and the Metaphor of the Muselmann,” *Shofar: An Interdisciplinary Journal of Jewish Studies*, 41, no. 1 (2023), 185-211. The article explores how the metaphor of the ghost can help to clarify phenomena found in Holocaust testimonies which fall outside traditional dichotomies such as life/death or presence/absence.

Lucas F.W. Wilson, Justice, Equity, and Transformation Postdoctoral Fellow, Department of History, University of Calgary, published the article “‘Remember, my house it’s also your house too’: Survivor-Family Homes as Postmemorial Structures in Art Spiegelman’s *Maus*” in *Modern Language Studies* 52, no. 2 (2023): 10–33. The article examines the representation of domestic space in Art Spiegelman’s *Maus* and how protagonist Artie’s childhood and adulthood homes not only represent his belated relationship to the Holocaust but how his homes themselves shape said relationship to the Holocaust.



S.L. (Sandi) Wisenberg, writer and adjunct lecturer at University of Chicago Graham School Writer’s Studio, has published a fourth book; *The Wandering Womb: Essays in Search of Home* was published in March by the University of Massachusetts Press, where it won the Juniper Prize in creative nonfiction. It is about being haunted by European Jewish history, among other things. It was praised by the Jewish Book Council (3/27/23), Southern Review of Books (3/27/23), Chicago Reader (3/24/23), and Booklist (3/15/23). Her short story, “Bad Girl in Berlin,” won *Narrative*’s spring ‘22 story contest.

Leah Wolfson, Rosalyn Unger Director of Campus Outreach Programs at USHMM, announces a new teaching resource. *Experiencing History | Holocaust Sources in Context* ([link](#)) is a multi-media, open-access primary source tool that allows students to connect with the human experience of the Holocaust through personal accounts and artifacts that have been carefully curated around purposeful themes. Through the study of these compelling first-hand accounts, students are prompted to uncover profound questions and deeply examine the world we live in.

David Zimmerman, Professor of History, University of Victoria, Victoria, BC, Canada, published *Ensnared between Hitler and Stalin: Refugee Scientists in the USSR* (University of Toronto Press: 2023). In the 1930s, hundreds of scientists fled Hitler’s Germany and some made the disastrous decision to seek refuge in Stalin’s Soviet Union. These refugee scholars were arrested, murdered, or forced to flee during the Great Terror. Many of the survivors then found themselves embroiled in the Holocaust. The book follows the lives of thirty-six scholars in their quest for safety.



Holocaust Educational Foundation of Northwestern University

FOUNDED BY THEODORE ZEV AND ALICE R. WEISS



TEACHING RESOURCES



TEACHING GRANTS

Teaching Grants help faculty at two- or four-year colleges and universities launch or improve resources for Holocaust related courses, particularly at institutions with few or no such courses.



VIRTUAL SPEAKERS BUREAU

Professors can use the Speaker's Bureau to connect with over 70 distinguished Holocaust scholars from an array of disciplines, who will prepare a tailor-made virtual lecture or classroom session in their area of expertise.



REGIONAL INSTITUTES

HEFNU partners with regional host institutions to connect experts on Holocaust-related topics with professors who want to teach or improve a Holocaust course and to develop regional networks of university-level Holocaust educators.

SUMMER INSTITUTE ON THE HOLOCAUST AND JEWISH CIVILIZATION

This intensive two-week seminar in Holocaust Studies, taught by experts in the field, supports college faculty, advanced graduate students, and museum staff to broaden their interdisciplinary perspective and develop and refine Holocaust courses.

RESOURCES FOR SCHOLARS

LESSONS & LEGACIES CONFERENCE

The premier intellectual gathering in the field of Holocaust Studies. Lessons & Legacies is held biennially in North America and every four years in Europe.

SHARON ABRAMSON RESEARCH GRANTS

Grants of \$4,000 support research related to the Holocaust. Doctoral candidates nearing completion of their dissertations and faculty from all disciplines are eligible.

VIRTUAL MENTORS PROGRAM

Early career scholars can network and meet with distinguished scholars in the field of Holocaust Studies for "one-off" online meetings. Topics include career opportunities and development, research topics and sources, and work-life balance.





Holocaust Educational Foundation of Northwestern University

FOUNDED BY THEODORE ZEV AND ALICE R. WEISS

The mission of the Holocaust Educational Foundation of Northwestern University (HEFNU) is to advance Holocaust education at institutions of higher learning around the world. To achieve this mission, HEFNU aims to develop professors qualified to teach Holocaust courses, grow the number of colleges and universities that offer Holocaust courses, and thereby increase the number of students who study the Holocaust.

If you wish to support our mission, there are two ways to make a tax-deductible contribution:

1. To make an online contribution, [click here](#).
2. To contribute via mail, please send a check or money order payable to
“Northwestern University” Memo: Holocaust Educational Foundation, to:
ARD; 1201 Davis Street; Evanston, IL 60208; Attn: Jill Smith.

Please let us know a check is on the way via email at hef@northwestern.edu.



Kresge Centennial Hall, Room 3-210
1880 Campus Drive
Evanston, IL 60208

hef.northwestern.edu
hef@northwestern.edu
847.467.4408