



# Holocaust Educational Foundation of Northwestern University

FOUNDED BY THEODORE ZEV AND ALICE R. WEISS

## Winter 2023 Newsletter

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### Lessons & Legacies Ottawa



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# DIRECTOR'S LETTER

Dear Friends and Colleagues,

As antisemitism, threats to democracy, and other forms of hate abound, the need for our work in the field of Holocaust Studies continues unabated. The Holocaust Educational Foundation of Northwestern University (HEFNU) joins you in a year of work to strengthen democracy and promote justice.

HEFNU is proud to support this work in a variety of ways. I take this opportunity to re-cap our activity over the past several months and to announce upcoming programs and opportunities.

What a joy it was to see so many of you at [Lessons & Legacies Ottawa](#). After postponing the Conference for two years, being able to meet in person to present new scholarship, see old friends, make new ones, and welcome emerging scholars to the HEFNU community was truly a delight. The breadth of scholarship was certainly part of the draw – we heard from emerging and well-established scholars from an array of disciplines. It was wonderful also to honor recipients of HEFNU's [Distinguished Achievement Award: Sara Horowitz, Dan Michman, and Alan Steinweis](#). We extend a huge thank you to conference co-chairs Jennifer Evans and Noah Shenker; and to Gary Weissman and Jan Grabowski who rounded out the Conference organizing committee.

We very much look forward to our next two Lessons & Legacies Conferences. The second European 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, and the Institute for Contemporary History (Munich). The Conference organizing committee – Ildikó Barna, Michal Frankl, Hana Kubátová, Anna Ullrich, Amy Wlodarski, Florian Zabransky – is finalizing the program, which we look forward to announcing soon. We hope to see many of you there.



Our next North American Lessons & Legacies will take place near Los Angeles in cooperation with Claremont-McKenna College and the University of Southern California. We will issue the call for papers in the coming months.

This past fall, we were delighted to host [Avinoam Patt](#) for our fall lecture, which we held in cooperation with NU's [Chabraja Center for Historical Studies](#). Patt (University of Connecticut) delivered his lecture, "Ghetto in Flames:

The Memory and Meaning of the Warsaw Ghetto Uprising," based on research for his recent book *The Jewish Heroes of Warsaw: The Afterlife of the Revolt* (Wayne State University Press, May 2021).

We look forward to our annual Theodore Zev Weiss Lecture in Holocaust Studies on May 9, 2023 at 5pm CST in Evanston, IL. [Victoria Aarons](#) (Trinity University) will join us to discuss "General Representations of Intergenerational Trauma in Graphic Narratives."

HEFNU will sponsor two [Regional Institutes](#) this spring. After a hiatus due to the pandemic, this new program returned last year and continues with exciting programs in Oxford, MS and St. Louis, MO. The former, April 13-15, 2023, will focus on "Visual Culture and the Holocaust." The latter, April 28-30, 2023, will address "The Year of the Holocaust: Thirty Years Later." Please reach out to us at [hef@northwestern.edu](mailto:hef@northwestern.edu) if you are interested in hosting a future Regional Institute.

We also look forward to welcoming Fellows to the 27<sup>th</sup> annual Summer Institute on the Holocaust and Jewish Civilization. Taking place from 18-30 June, our two-week residential seminar prepares participants to develop a Holocaust course for their home institutions. The application portal remains open until February 27. Please visit the HEFNU [website](#) to apply and view the list of Faculty.

# DIRECTOR'S LETTER

We received a number of exciting Teaching Grant proposals this fall, which we will be awarding in the coming months. The Teaching Grant deadline is in December each year. The application portal for the annual [Sharon Abramson Research Grant](#) remains open until February 6. We award 6 grants of \$4,000 each year and welcome applications from all fields related to Holocaust Studies.

We continue to offer virtual programming to support scholars and professors. Junior scholars in the field have the opportunity to meet with established scholars through HEFNU's [Virtual Mentors Program](#), which continues with an outstanding line-up of mentors. We also encourage professors to utilize our [Virtual Speakers Bureau](#). The Virtual Speakers Bureau features scholars from an array of disciplines and from around the globe who will prepare a tailor-made lecture or classroom session in their area of expertise. This is a great opportunity to bring an expert in Holocaust studies into your classroom via remote technology.

I wish each of you a healthy and productive 2023. Thank you for your work to advance racial justice, peace, and equity in and through your Holocaust teaching and research.

With respect and gratitude,

Sarah M. Cushman, PhD  
Director

# PROFILE

## Avinoam Patt



**AVINOAM J. PATT** had always been interested in “the ways in which what we choose to remember about the Holocaust can be useful for different political ideologies.” Still, his concerns about “the memory of the Holocaust being distorted for political purposes” took on a new kind of relevance during the COVID

pandemic. His 2021 article “Bad Holocaust education leads to bad Holocaust analogies” in *The Washington Post* critiques the “fatuous comparison” of mask mandates to yellow stars by U.S. Representative Marjorie Taylor Greene. Patt believes that these “dangerous and facile analogies are precisely the reason that we need to have deeper Holocaust education, so people know not to make these sorts of trivializing political comparisons.”

Along these lines, Patt argues that even while many states have passed mandates to require Holocaust education in high schools, there remains a lack of resources for teachers on how to actually teach it. “On the one hand, there is a message that this is an important topic and you have to teach it, and on the other hand, there are very few resources provided about how to do so – and let’s face it, this is a really difficult topic to teach, dealing with one of the most complex historical events.” His own work to address the gap in Holocaust educational materials can be seen in his recent volume *Understanding and Teaching the Holocaust*, co-edited with Laura Hilton and published by University of Wisconsin Press in 2020. Patt also describes HEFNU’s role as “critical” in “providing these kinds of resources for instructors,” and he takes an active part in this mission himself. This past summer, he served on the faculty of the 2022 HEFNU Summer Institute, helping college instructors to develop the knowledge and skills to design and teach

Holocaust courses. Speaking of his experience with the Summer Institute, Patt reflected on the importance of “having an organization that lays out best practices, offers material that works, and also creates a community of likeminded educators who recognize the importance of this work and support one another.” More broadly, he sees HEFNU as “critically important in supporting scholars, junior scholars, and graduate students who are dedicated to this work.”

The Lessons & Legacies (L&L) conference alone, he notes, “is by far the most important Holocaust Studies conference; without HEFNU, you wouldn’t have this major conference that brings together all the scholars who are doing critical work in a rapidly evolving field.” Patt has participated in L&L conferences for the last fifteen years, whether presenting his own research or chairing panels to bring scholars together. He and Erin McGlothlin are co-editing the forthcoming *Lessons & Legacies XV: The Holocaust – Global Memory and National Narratives*. He also visited Northwestern University this fall to deliver the talk “Ghetto in Flames: The Memory and Meaning of the Warsaw Ghetto Uprising.”

Patt’s research is driven by a curiosity about post-war Jewish experiences: “To me, some of the most interesting questions are, ‘What happens after the war? How do those people who survive move on with their lives? How did Jews try to rebuild communities after the war? And what can we learn about, yes, the human capacity for resilience, but also how their memorialization practices help inform what we know today about the Holocaust?’” Patt explores these questions of aftermath and memorialization in his publications *Finding Home and Homeland: Jewish Youth and Zionism in the Aftermath of the Holocaust* (Wayne State University Press, 2009) and *The Jewish Heroes of Warsaw: The Afterlife of the Revolt* (Wayne State University Press, 2021). He is also the director of the *In Our Own Words Interview Project*, which works with the children and grandchildren of Holocaust survivors.



# PROFILE

## Avinoam Patt

As the Doris and Simon Konover Chair of Judaic Studies at the University of Connecticut, Patt strives to get his students “to think more deeply about a history that they thought they knew” by introducing them to “source materials that they probably haven’t heard about before and would likely never have seen otherwise.” He also makes sure his course materials are “not just attuned to the perpetrator’s perspective and motivations.” For example, in a recent class, he included a unit on Emanuel Ringelblum’s underground archive of the Warsaw Ghetto. In this way, he ensures his classes engage with “the sources created by victims and incorporate that into our understanding of how the history is written.” Patt finds that the Holocaust is “a topic that continues to fascinate students,” and he sees it as one of the “most important topics they can study” due to the continued relevance of the “fundamental questions about humanity” it entails: “What are the depths of human evil and even goodness? What are our responsibilities to respond to global crises when we see them? What is our responsibility to build a more successfully functioning democracy and to protect the institutions of our democracy?”

Patt’s generosity and sensitivity to students extends beyond classroom and research topics, into the realm of professional development for budding scholars. During his recent visit to Northwestern University last fall, he held a meeting with graduate students to discuss professional pathways, career opportunities, and navigating the job market.

When asked about the challenges facing the field, Patt expressed concern about the rise of misinformation in the digital age. “We thought we were entering the Information Age, but really, it’s a Disinformation or Misinformation Age. So, I think one of the challenges we’ll have to confront is – how do we respond to that type of disinformation?” As the 21<sup>st</sup> century continues, HEFNU will do its part to respond to this tension, advocating for high-quality Holocaust education and research by providing teaching resources, workshops, and grants.

### Profile by Daniel Atwood

Daniel Atwood is a doctoral student in musicology at Northwestern University, 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

## Marion Kaplan

**AWARD-WINNING HISTORIAN** Marion Kaplan's interest in Holocaust Studies and German Jewish history began with her own family, who had fled Germany as refugees. "All my surviving relatives had experienced what was happening - what had happened in Nazi Germany - and no one talked about it," she explains. "I was very curious. I wanted to know what it was all about." Between these experiences and her involvement in the civil rights movement, Kaplan has always been interested in minority experiences and history. "How does a minority get by - do they acculturate? Do they assimilate?" These are the kinds of questions which drive her research; in particular, she describes the "complexity of German and Jewish interactions" as a major theme across her work.

From her first book, *The Jewish Feminist Movement in Germany: The Campaigns of the Jüdischer Frauenbund, 1904-1938* (Greenwood Press, 1979), Kaplan was keenly attentive to the importance of studying women's experiences to develop a fuller picture of their lives before and during the Holocaust. "There were clearly huge gender differences in the way German Jewish men and women understood what was happening and how they tried to help themselves," she says, remarking that gender studies "opened up worlds to me, and I hope to many other historians." In the years since, "the field has developed, and there is more of an opportunity for thinking about gender and thinking about women - women victims as well as women perpetrators." Kaplan has continued to explore women's experiences in publications such as *When Biology became Destiny: Women in Weimar and Nazi Germany*, co-edited with Renate Bridenthal and Atina Grossmann (Monthly Review Press, 1984), and *The Making of the Jewish Middle Class: Women, Family, and Identity in Imperial Germany* (Oxford University Press, 1991). The latter text earned her the National Jewish Book Award, which she has won three times.

Though "officially retired," Kaplan still takes time to teach a class or two in her position as Professor of Modern Jewish History in the Skirball

Department of Hebrew and Judaic Studies at New York University. When she teaches about the Holocaust, Kaplan strives to emphasize the "intersections of economics, gender, race, and class." For example, she currently teaches a course called "The Nazi Racial State," which, in addition to talking about



antisemitism, "goes through the entire set of racist categories in Nazi Germany" to examine various manifestations of discrimination toward different groups, and to explore how issues of gender and class intersected with these categories. She finds that students are eager to learn about the Holocaust from this perspective, noting that "the word 'race' itself has a kind of resonance today that might have piqued their interests." This approach enriches her students' understanding of a complex history and demonstrates how Holocaust Studies can simultaneously teach "the murderous aspects of the Jewish Holocaust" and "contribute to an understanding of civil rights and racism" more broadly.

Kaplan describes HEFNU as "crucial for the field," both for its "incredible support for research and researchers" in the form of grants and workshops, and for the Lessons & Legacies Conference, "where scholars get to exchange ideas at a very high level." Without HEFNU, the scholarly field "would be totally disjointed," relying on "serendipity," or a small number of high-profile institutions like the US Holocaust Memorial Museum, to bring researchers together and build a larger sense of scholarly community. Kaplan herself plays a vital role in helping build that sense of community through her participation in HEFNU's Virtual Mentors program, where she and other distinguished scholars work with junior scholars to help them develop their research and careers, and to find their footing in the field.

# PROFILE

## Marion Kaplan

Kaplan's research continues to illuminate Jewish experiences in Nazi Europe and as refugees, as illustrated by her recent book, *Hitler's Jewish Refugees: Hope and Anxiety in Portugal* (Yale, 2020). Her work also remains connected to her family's experiences, which originally brought her into the field of Holocaust Studies. Kaplan explained that she "had an aunt who survived Theresienstadt, but whose mother didn't." She used to "say over and over again, 'if only my mom had a few more sardines.'" Kaplan had always found this puzzling – "Sardines? Czechoslovakia doesn't have any oceans. Why sardines?" While conducting research on care packages sent from Jewish refugees in Portugal to concentration camp prisoners in Theresienstadt, she learned that sardines had come from Portugal to Theresienstadt through care packages – "so that mystery was solved."

Kaplan embodies the academic ideals of scholarly curiosity, passion, and generosity through her research, teaching, and mentorship, with the numerous accolades befitting her distinguished career. She continues to inspire generations of scholars to explore the complex intersections of gender, race, and class in the Holocaust. Please see [Kaplan's NYU profile](#) for a fuller list of her publications.

### Profile by Daniel Atwood

Daniel Atwood is a doctoral student in musicology at Northwestern University, 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

### Florian Zabransky



**QUESTIONS OF INTIMACY,** emotion and gender have been voiced over the last four decades, especially as Holocaust Studies has explored women's experiences. Still, gender relations merit further attention; particularly, male experiences are too often considered universal or unmarked. Despite the fact that most re-

search focuses on men (or refers to men's testimonies), their specific gendered experiences often remain invisible.

In my thesis, I explored the intimate lives of Jewish men during the Holocaust. In *Agency and Vulnerability: an Intimate History of Jewish Men during the Holocaust*, I analyzed the nexus of agency and vulnerability through study of men's intimate choices, representations of masculine ideals, intimate violence, relationships, and intimate encounters. While gendered research on the Holocaust links women with sexuality or portrays women as markedly gendered beings, it is of utmost relevance to also highlight the gendered experiences and intimate lives of men. What is more, amid death and violence, male Jews were not merely powerless victims. Placing men at the center of attention allows one to analyze power struggles, social dynamics, and gendered hierarchies.

This includes, to provide two examples, the male perspective of intimate barter and articulations of the emotion of honor. While a great deal is known today of intimate barter and female agency, men's conduct is usually not placed at the center of attention. However, they held most positions of power, and could provide women with extra rations of bread or clothes – often in exchange for intimate favors. In doing so, Jewish men could demonstrate they were still sexually active and reaffirm their

heterosexuality. They could further highlight their hierarchical status (even without holding certain positions, i.e., as functionaries in the camps), not only towards women but also other men who were not able to approach women. Interestingly, intimate barter was pertinent in various spaces during the Holocaust, not only in concentration camps but also in ghettos and among the partisan fighters of the Jewish resistance.

In terms of emotions, honor is evoked frequently, not only in testimonies after the liberation and in hindsight, but also during the war, in diaries for example. Honor can assume different meanings and was usually associated with agency. For instance, onlooker's descriptions of the suicide of Jewish councils often evoked the notion of honor; many survivors writing about Adam Czerniaków refer to his honor when he ended his life. Similarly, in their narrative, Jewish partisans fighting the Germans defended Jewish honor by resisting the Nazi onslaught on European Jewry. They rebuked the narrative of Jewish passivity and displayed a military masculinity, courage, and strength by killing Germans and their collaborators.

For this important research endeavor, I benefited greatly from the networks and support of the Holocaust Educational Foundation, particularly the Lessons & Legacies (L&L) Holocaust Studies conference. While writing my thesis, I participated in two L&L conferences: in St. Louis in 2018, and in Munich the following year. In St. Louis, I shared my research in a "Lightning Round" for emerging scholars and a senior scholar, who had read my paper, gave me in-depth feedback. Along with the questions and discussions about my research, this provided me with a more thorough and appreciative understanding of possible avenues for my work. What is more, the conference series is a vibrant place both for discussion of research and for scholarly networking. I did not only learn about current research trends and possible research endeavors, but also planned future panels.



# FEATURED REPORT

## Florian Zabransky

The two years of the pandemic and consequent travel restrictions have shown how relevant transatlantic conversations and cooperation in Holocaust studies are. While it was possible to stay in touch via Zoom and present papers online, it was not the same. Face-to-face interaction and the in-between talks during breaks (or the odd drink in the evenings) could not have been replaced by breakout rooms. To plan panels, book projects or other forms of cooperation, it is essential to get together and have a chat, and L&L is a relevant enabler of bringing European and American researchers together.

Thus, Lessons & Legacies can be described as a very welcoming space for emerging scholars to share their ideas and receive valuable feedback. The connections and friends I made at L&L enhanced my professional development and supported me in completing my PhD.

**Florian Zabransky** is a program manager at the Federal Agency for Civic Education in Germany. He completed his PhD in 2022 at the University of Sussex. He was awarded the Clemens N. Nathan scholarship for his research on male Jewish intimacy during the Holocaust. He holds a MA in Sociology and worked at institutions commemorating the Holocaust, including the Neuengamme Concentration Camp Memorial Site near Hamburg and the Bildungsstätte Anne Frank.

## FEATURED REPORT

### Kathryn Huether

**MY DISSERTATION** would not have come to fruition without the support of the Holocaust Educational Foundation—from research funding to participation in *Lessons & Legacies*. It was at the Munich Conference that a colleague first posed a question regarding how consumerism related to my work. That comment and the numerous and insightful conversations with colleagues at these conferences and beyond were essential in the development of my work.

My background is in musicology and religious studies and my focus on the Holocaust derived from my time at University of Colorado Boulder. While I initially applied and received funding to spend a summer researching the German Jewish composer Hanns Eisler in Berlin, my trips to several Jewish museums and Holocaust memorial sites across Europe illuminated the diverse ways that music—and sound more generally—were employed. From emotional evocation to curation citing history via sound (such as the barking of dogs, conversations in Yiddish, train whistles, or shouted German), sound and music were ubiquitous. These visits were the germ of my dissertation research, which shed light on the ways that sound mediates public reception of Holocaust memory. While a great deal of scholarship has critically assessed Holocaust texts, films, and photographs - and musicologists and historians have made substantial contributions to understanding music during the Holocaust - the ways in which music and sound function as *affective* and *experiential* modes of Holocaust memory had remained underexamined. I addressed this lacuna and assessed the processes by which sound, music, and vocal affect were employed and ascribed to modes of Holocaust memory and how these applications shaped memory's reception. A connecting thread in my work was the notion that sonic elements are not considered the primary mode or modes of mediation—at least by their curators—and that the sonic component predominantly—yet not always—operates as an accompaniment to text and/or image.

I am expanding this study in my first book project, *Sounding Trauma Mediating Memory: Holocaust Economy and the Politics of Sound*, which argues that the role of the sonic in Holocaust memory is not merely as an experiential component. Curated sound in Holocaust institutions, films, literature, and testimony can be



read as a simulacrum of the Holocaust's 'political economy.' Operating within five broad categories: 1) Films; 2) Museums; 3) Audio Guides; 4) Literary Memoirs; and 5) Testimonies—this project places music and sound at its center and considers the curative processes and modes of reception I articulated in my dissertation. It further examines the social, political, and economic conditions that fostered and produced these memory forms, what I refer to as “Holocaust productions.” I argue that various sonic forms function as an auditory lens through which to read, or rather *hear*, contemporary Holocaust memory's complex relationship between individuals, societies, markets, and nation states. In other words, I explore the sonic economy of the Holocaust.

My approach is grounded in Jacques Attali's *Noise: The Political Economy of Music*, which argues that the sonic components of our world—from ambient soundscapes to the technological mutations of electronic music—do not reflect society but rather *foreshadow new social formations*. I demonstrate that by listening to Holocaust productions we can better understand how the larger public—beyond the confines of institutionalized memory—perceive, learn, and respond to Holocaust history and memory. A central component of Attali's notion is the “reciprocal interaction” model - the possibility of a superstructure to anticipate historical developments. Attali proposes four categories for music's

# FEATURED REPORT

## Kathryn Huether

“mode of production,” three of which I suggest we rework for Holocaust production.

1. Representing: (1970s) Material Forms, Documented Testimony [videos, tapes, records, film, executive commissions]
2. Repeating: (mid-1980s—2000s) Refers to the period in which Holocaust memory becomes “codified” or “canonized”
3. Post-Repeating: (2000s—Present) Sampling/Remixing/Manipulation of the first and second periods.

A key attribute of “repeating” is the development of familiarity and mass understanding of the Holocaust in public consciousness, particularly in America. Borrowing Gavriel Rosenfeld’s concept of the Holocaust’s “normalization,” my study elucidates how sound contributes to a flattening of understanding and conflates any form of distinction to one of sameness. Here, Rosenfeld emphasized how the first period becomes commodified and normalized in the second as part of popular culture. For example, Steven Spielberg’s *Schindler’s List* and John Williams’s iconic score pair empathy with the non-diegetic—or musical score—and anempathy—or apathy—with the diegetic—or source music, music found within the film’s world. This empathy is best exemplified by “Schindler’s Theme” and by the iconic violin solo performed and recorded by Jewish violinist Itzhak Perlman. “Schindler’s Theme” has taken on a life of its own, being used in professional figure skating programs, as a composition fused into the canon of solo violin works, as musical background in the Oskar Schindler Factory Museum in Kraków, and a defining feature of every “Greatest film music scores” soundtrack. “Schindler’s Theme” represents the complex ways sound operates in the Holocaust’s political economy.

What can we, as scholars of the Holocaust learn from this study more broadly? How to inspire critical engagement with all facets of Holocaust memory—from [Montana Tucker’s TikTok Holocaust docu-series for Gen-Z](#) to the living testimony and virtual programs at Holocaust institutions.

**Kathryn Agnes Huether** received her PhD in Musicology from the University of Minnesota in 2021. She is currently a visiting assistant professor of music at Bowdoin College. The recipient of the 2021-2022 United States Holocaust Memorial Museum Jack, Joseph, and Morton Mandel Center for Advanced Holocaust Research and American University’s Postdoctoral Fellowship, she engaged in a longitudinal vocal ageing study of USHMM’s *First Testimony* program. Her research considers how *sound* mediates modes of contemporary understandings regarding history, memory, discrimination, and trauma. Her most recent publication can be found in Diana Popescu’s edited volume, *Visitor Experience at Holocaust Memorial Sites* (Routledge, November 2022) and the online resource [Music and the Holocaust](#), headed by Shirli Gilbert.

## HEFNU Annual Theodore Zev Weiss Lecture in Holocaust Studies

*Vicki Aarons, Trinity University*

“Generational Representations of Trauma in Holocaust Graphic Narratives”  
Northwestern University, Evanston, IL; May 9, 2023 at 5:00 PM CST

## Holocaust Research Institute at Royal Holloway

*Job Announcements: Visiting Lecturer and Postdoctoral Scholar*

Having received a four-year award - “Global Jewish Studies in/as Holocaust Studies” - the Holocaust Research Institute at Royal Holloway, University of London will soon be advertising for a visiting lecturer and postdoctoral scholar to help embed Jewish Studies more deeply into our curriculum and contribute to research and teaching outputs that reconceive the Holocaust in more inclusive spatial, ethno-linguistic, and temporal terms.

Please keep an eye out for more information and adverts coming soon.

## Performances: REMNANTS

Beginning Spring 2023, performances of Henry Hank Greenspan’s play REMNANTS, some by student troupes, are in the works at Appalachian State University, University of British Columbia, Yale, and Malmo University in Sweden.



**The second Lessons & Legacies Europe will take place in Prague, Czechia in November 2023**

Pictured above is the Conference organizing committee (*From left to right: Florian Zabransky, Amy Wlodarski, Anna Ullrich, Michal Frankl, Hana Kubátová, Ildikó Barna*)

## Personal and Professional News

**Omer Bartov** was appointed Samuel Pisar Professor of Holocaust and Genocide Studies at Brown University on July 1, 2022. He gave the keynote lecture in the conference “Beyond” at Frankfurt Technical University, September 23, 2022: COLONIALISM, GENOCIDE, AND THE HOLOCAUST: BETWEEN THE “DUTY TO REMEMBER” AND THE URGE TO FORGET.

The lecture can be viewed on [YouTube](#) .

**Amy Carney**, Associate Professor of History, Pennsylvania State University, The Behrend College, participated in a conversation about “Eugenics in History and Literature” for the [En-Gender podcast](#). She is also completing her second year as a Penn State Schreyer Honors College Distinguished Faculty; she has hosted 10 Holocaust education programs over the past three semesters. Amy would like to thank HEFNU director Sarah Cushman for co-organizing one of those programs.

**Henry Hank Greenspan**, University of Michigan, Emeritus; Playwright and actor, reports that video of his play, *REMNANTS*, is being used in classes in the U.S. and beyond. Typically, he “Zooms in” to facilitate discussion after a class showing. Two other new plays are also being performed and shown (as video) in various contexts - *Death / Play, or the Mad Jester of the Warsaw Ghetto* and *The Spike* (true story) about a Holocaust museum that awarded actual Treblinka railroad spikes in “pink packaging” to “platinum donors.”

**John-Paul Himka**, Professor emeritus, Department of History, Classics, and Religion, University of Alberta, like many scholars who have been working on Ukraine, has been caught up in responding to the Russian invasion, presenting at webinars and writing for non-academic venues. Articles written in response to the war include a very brief history of Ukraine entitled “Ten Turning Points” that appears on the Ukraine Solidarity Campaign Website and an analysis of “Ukraine’s Geopolitical Precarity” that appeared in the leftist British online journal *Spectre* on 6 July 2022.

**Jacob Kovalio**, Associate Professor of Japanese, Chinese, Asian History / History of Nationalism and Antisemitism, Carleton University, Ottawa, Canada, Author of *The Russian Protocols of Zion in Japan* (2009) etc., received the Order of the Rising Sun with Rosette from the Government of Japan for enhancing knowledge about Japan and strengthening Canada-Japan relations. He presented “The Sanseitō Party and Beyond: Japanese and non-Japanese Elements in Jewish Conspiracy Activism” at the Japan Studies Association of Canada conference, October 22. He published the article “Dire History Repeated: the One-Party State, Lebensraum Foreign Policy and Antisemitism of the neo-Fascist Beijing Regime.” Projects nearing completion include “David Irving, History and the Canadian Connection,” “Globalization of Antisemitism: The case of Asia Pacific,” and “Meisinger in Japan.”



## Personal and Professional News

**Stuart Liebman**, Professor Emeritus, PhD Programs in Art History and Theatre, City University of New York Graduate Center, presented a lecture on November 27 on the outtakes (unused footage) from the Soviet and Polish films about Majdanek, the first major concentration/extermination camp liberated by Allied forces (in this case, the Red Army and the Kosciuszko Division of the Polish Army) in 1944. The event was held with his colleague, Irina Tcherneva of the Centre National de Recherche (CNRS), at the Mémorial de la Shoah in Paris.

**Erin McGlothlin**, Vice Dean of Undergraduate Affairs and Professor of German and Jewish Studies (Washington University in St. Louis, Co-Investigator) and Stuart Taberner (University of Leeds, Principal Investigator) have been awarded a \$1.3 million grant from the UK Arts & Humanities Research Council in support of their project “Rethinking Holocaust Literature: Contexts, Canons, Circulations.” Among other outcomes, the project will support the compilation of *The Cambridge History of Holocaust Literature*, which will include the contributions of over 40 experts in the field.

**Golan Moskowitz**, Assistant Professor of Jewish Studies, Tulane University, and Book Review Co-Editor, *Holocaust & Genocide Studies*, participated in the Lessons & Legacies seminar: “Challenging Prevailing Paradigms in Holocaust Studies through the Creative Arts.” He also presented a paper entitled “Queer Catharsis and Bodily Flux in the Work of Bruno Schulz” in the roundtable: “Cultural Expressions of Jewish Identities and the Holocaust” at the Annual Jewish American & Holocaust Literature Symposium (Miami, FL), April 26, 2022.

**John K. Roth**, Edward J. Sexton Professor Emeritus of Philosophy at Claremont McKenna College, gave the keynote address for the United Nations International Day of Commemoration in Memory of the Victims of the Holocaust on January 27, 2022. On April 30, he received the Blaisdell Distinguished Alumni Award, which recognizes Pomona College alumni for high achievement in professions or community service.

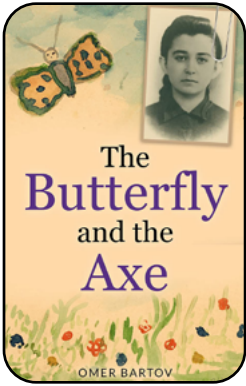
**Dr. Melanie Carina Schmoll**, Editor, Author, Research Fellow at The Finkler Institute of Holocaust Research, Ramat Gan, Israel, is working on a research project on Holocaust Education and the impact on Antisemitism in Germany and Canada. Another project deals with the view on Israel in German school textbooks. She is external chief editor for history at the leading German publishing house. Dr. Schmoll develops educational material for teachers and educators on various topics. She works as an expert, author, editor, advisor and reviewer for different textbooks, online learning platforms and encyclopedias. In November Dr. Schmoll will do a lecture tour in Alberta, Canada. She supports the “Jewish Studies Week” and will speak about “Learning from the past? Holocaust Education and its impact on Antisemitism” and “The German Annexation and its Aftermath 1938.” At the annual commemoration event for “Night of the Broken Glass - Legacies and Commemoration” organized by the Wirt Institute, U Alberta/Ed. Jewish Federation at U Calgary, Calgary, she will speak about “Holocaust Education and Antisemitism.”

## Personal and Professional News

**Therkel Straede**, Professor of Contemporary History, University of Southern Denmark, Odense, Denmark, headed The THERESIENSTADT: TOPOGRAPHY OF MEMORY project about the Danish Jews in Theresienstadt 1943-45, which in April of 2022 published a Swedish version of its website, followed by an [English version](#) in September, co-sponsored by the NYC Museum of Jewish Heritage and the Arcadia Philanthropical Fund (London). The 50+ interactive maps of the website give access to a large number of excerpts from survivor memoirs and video interviews.

**Edward B. Westermann**, Regents Professor of History, Texas A&M University-San Antonio, received the Texas A&M University-San Antonio, College of Arts and Sciences Faculty Award for Teaching for AY 2021-22. He gave invited talks at the Alfred Lerner Fellows Summer Institute for Teachers and the Jewish Foundation for the Righteous Advanced Teacher Seminar. He delivered the keynote at the 2022 HEFNU Regional Institute at Arizona State, a plenary address at the AHA's "2022 Texas Conference on Introductory History Courses," and a paper at the Aktion Reinhardt Conference in Lublin (June 22).

**Lucas F. W. Wilson**, Justice, Equity, and Transformation Postdoctoral Fellow, Department of History, University of Calgary, recently completed his PhD in Comparative Studies at Florida Atlantic University, where he worked with Alan L. Berger on a dissertation that explored the transmission of trauma from Holocaust survivors to their children and grandchildren as represented in second-generation literature and oral history. He is now writing a queer history of Liberty University.



**Omer Bartov**, Samuel Pizar Professor of Holocaust and Genocide Studies, Brown University, published his first English-language novel, *The Butterfly and the Axe*, Amsterdam Publishers, in January 2023. Based on fragments of memories, testimonies, diaries, letters and confessions, the novel seeks to fill a gap in the historical record of the Holocaust by reimagining those who were murdered and erased from memory, and to shed light on the transgenerational effects of trauma.

**Christopher R. Browning**, Frank Porter Graham Professor of History Emeritus, UNC-Chapel Hill, published the articles “How Hitler’s Enablers Undid Democracy in Germany,” *The Atlantic*, October 8, 2022, “Yehuda Bauer, the Concepts of Holocaust and Genocide and the Issue of Settler Colonialism,” *Journal of Holocaust Research* 36/1 (2022), 30-38, “The Elusive Holocaust Perpetrator,” *The Brains that Pulled the Trigger*, ed. Itzhak Fried (2021), 53-71, “Die Entwicklung der Holocaust-Forschung. Eine amerikanische Perspektive,” *Aufarbeitung des National-Socialismus. Eine Kompendium*, ed. Magnus Brechtken (2022), 145-70.

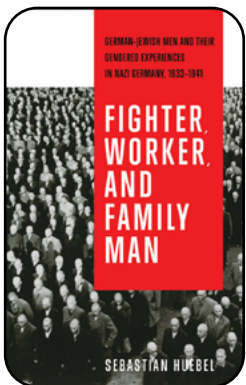


**Philipp Dinkelaker**, PhD candidate, Center For Research on Antisemitism, Berlin, is happy to announce that the conference papers of the 21st Workshop of History and Memory of National Socialist Camps and Extermination Sites have been published at [Metropol Verlag](#). He submitted the paper “Jewish Collaboration? Honor Court Cases Against Survivors of the Shoah in Postwar Germany.”

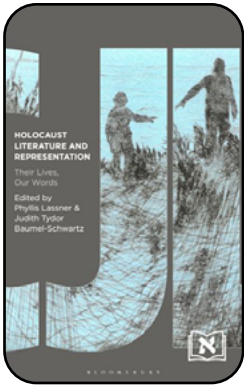
**Geoffrey J. Giles**, Associate Professor Emeritus, Department of History, University of Florida, has published an essay in French, “Déni d’homosexualité? Les relations entre hommes devant les tribunaux de la Wehrmacht et de la SS,” in Patrick Farges & Elissa Mailänder (Eds.), *Marcher au pas et trébucher: Masculinités allemandes à l’épreuve du nazisme et de la guerre*. Villeneuve d’Ascq: Presses universitaires du Septentrion, 2022, 123-155.

**John-Paul Himka**, Professor emeritus, Department of History, Classics, and Religion, University of Alberta, published two new articles on Ukrainian nationalists and the Holocaust: “What Were They Thinking? The Attitude of the Organization of Ukrainian Nationalists toward the Jews on the Eve of the Holocaust” in *Distrust, Animosity, and Solidarity: Jews and Non-Jews during the Holocaust in the USSR*, ed. Christoph Dieckmann and Arkadi Zeltser (Yad Vashem, 2021), 31-59, and “OUN and Fascism, Definitions and Blood,” *Journal of Soviet and Post-Soviet Politics and Society* 7, no. 2 (2021): 166-75.

**Steve Hochstadt**, Professor of History Emeritus, Illinois College, published *Death and Love in the Holocaust: The Story of Sonja and Kurt Messerschmidt* (Boston: Academic Studies Press, 2022), comprised of excerpts from interviews with two Berliners who married in Theresienstadt and survived Auschwitz. A 2nd edition of *Sources of the Holocaust* is forthcoming in 2023 from Bloomsbury Publishing, along with a Chinese translation of *Exodus to Shanghai: Stories of Escape from the Third Reich* by Commercial Press.



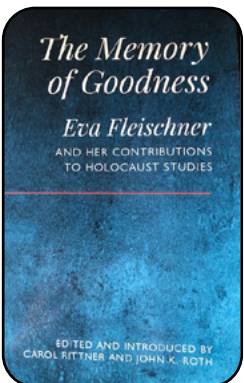
**Sebastian Huebel**, Instructor, Department of History, The University of the Fraser Valley, Canada, published *Fighter, Worker and Family Man: German-Jewish Men and Their Gendered Experiences in Nazi Germany, 1933-1945* (Toronto: University of Toronto Press, December 2021). When the Nazis came to power, they used various strategies to expel German Jews from social, cultural, and economic life. *Fighter, Worker, and Family Man* focuses on the gendered experiences and discrimination that German-Jewish men faced between 1933 and 1941.



**Phyllis Lassner**, Professor Emerita, Crown Center for Jewish and Israel Studies, The Gender Studies and Writing Programs, Northwestern University, co-edited *Holocaust Literature and Representation: Their Lives, Our Words* (Bloomsbury, 2022) with Judith Baumel-Schwartz. “This collected volume of academic autobiographical essays constitutes an innovative perspective on exploring Holocaust history and commemoration based on the personal narratives of scholars who engage in Holocaust representations. The stories reveal a wide range of approaches to working on the topic and the authors’ diverse experiences.”

**Stuart Liebman**, Professor Emeritus, PhD Programs in Art History and Theatre, City University of New York Graduate Center, published a review of Sergei Loznitsa’s “Babi Yar: Context” which appeared online on [Artforum](#), an article entitled “Four Sisters and Claude Lanzmann’s Holocaust Film Project,” in *Yale French Studies*, No.141 (Summer 2022): 85-98, and another article, “History, His Story, and Her Story. An Interview with Vanesa Lapa and Tomer Eliav [about their film “Speer Goes to Hollywood]” in *Cineaste*, Vol. XLVII, No. 3 (Summer, 2022): 22-26.

**Golan Moskowitz**, Assistant Professor of Jewish Studies, Tulane University and Book Review Co-Editor, *Holocaust & Genocide Studies*, wrote an article, “Gendered Bodily Flux and Queer Catharsis in the Work of Bruno Schulz,” which was accepted for forthcoming publication in *The Journal of Jewish Identities*. In April he also published: “[Queer Jewish Texts in the Americas](#),” *Oxford Bibliographies in “Jewish Studies*,” Ed. Naomi Seidman. New York: Oxford University Press, April 25, 2022.

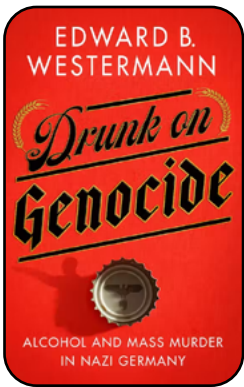


**John K. Roth**, Edward J. Sexton Professor Emeritus of Philosophy at Claremont McKenna College, co-edited *The Memory of Goodness: Eva Fleischner and Her Contributions to Holocaust Studies* (Greensburg, PA: Seton Hill University Press, 2022) with Carol Rittner, which introduces and compiles key essays by Fleischner, a pioneering Holocaust scholar and educator.

**Michele Sarfatti** published “The Fascist Government, The Holy See and the Prohibition of “Mixed” Marriages 1935-1938,” *Quest. Issues in Contemporary Jewish History*, Dec. 2022 or Jan 2023, (open access e-journal). Sarfatti is also publishing *I confini di una persecuzione. Il fascismo e gli ebrei fuori d’Italia, 1938-1943* (Rome: Viella, Jan. 2023), on the Italian Fascist treatment of Italian and foreign Jews outside Italy (African colonies, Rhodes, occupied European territories, etc.).

**Dr. Melanie Carina Schmoll**, Editor, Author, Research Fellow at The Finkler Institute of Holocaust Research, Ramat Gan, Israel, publishes extensively on various historical topics for *Brockhaus Encyclopedia*. She publishes teaching material, video clips, articles, and reviews as external chief editor for history for Duden Leanattack/Cornelsen. Also, she writes educational material in cooperation with the Hagemann Bildungsmedien on economics. Her paper “Zur Vermittlung von Wissen und Werten durch Holocaust Education im Geschichtsunterricht” is under review.

**VASA Journal on Images and Culture** invites you to a new essay from the series “Photography and the Holocaust: Then and Now,” titled “[Jewish Photographic Perspectives, Part 3](#)”. This is the first of two essays exploring the photographic activities of Henryk Ross (1910-1991) who documented surviving inside the Łódź Ghetto from 1940 to 1944. Previous essays [available here](#). Editor: Robert Hirsch (USA).



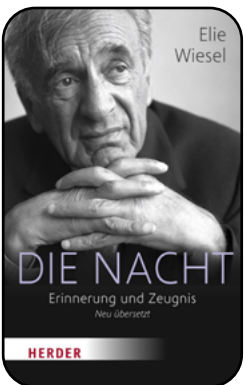
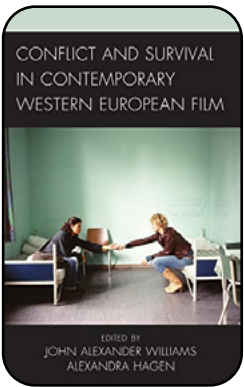
**Edward B. Westermann**, Regents Professor of History, Texas A&M University–San Antonio, published “The ‘Wild East’ and the ‘Soft West’: Alcohol, Masculinity and Geographies of Sexual Violence,” in *Negotiating the Nazi Occupation of France: Gender, Power, and Memory*, ed. Sandra Ott (Reno, NV, 2022), 86-107 and “Reflections on Bauer: Genocide and the ‘Joy’ of Killing,” *Yad Vashem Studies* 49:2 (January 2022), 65-78. His latest book, *Drunk on Genocide: Alcohol and Mass Murder in Nazi Germany*, will appear in paperback with Cornell University Press in March 2023.

**John A. Williams**, Professor of History at Bradley University, co-edited *Conflict and Survival in Contemporary Western European Film* (Rowman and Littlefield, 2022) with Alexandra Hagen, which includes a chapter by Susanne L. Jones about two recent German films, “Labyrinth of Lies” and “The People versus Fritz Bauer,” that depict postwar West German efforts to bring Holocaust perpetrators to justice.

**Lucas F. W. Wilson**, Justice, Equity, and Transformation Postdoctoral Fellow, Department of History, University of Calgary, published the article “Inherited Traumatic Threads: Post-memory and the Dis/function of Hand-Me-Downs in Bernice Eisenstein’s I Was the Child of Holocaust Survivors” in *Canadian Jewish Studies*, vol. 32 (2021): 86–98.

**Sharon Zelnick**, PhD student in the department of Comparative Literature at the University of California Los Angeles, published the article [“Dani Gal’s cinematic and activist engagements with Israel/Palestine in Germany”](#) on December 8th in the peer-reviewed journal *NECSUS: European Journal of Cinema and Media Studies*. Her article analyzes Dani Gal’s film *White City* which memorializes the Holocaust and the Nakba and the way he and other Israeli migrant artists influence Germany’s memory landscape.

**Christin Zühlke**, PhD Candidate at the Center for Research on Antisemitism, Technical University of Berlin, Germany, Visiting Scholar at University of California, Berkeley, USA, and Research Assistant at the Elie Wiesel Research Center, University of Tübingen, Germany, along with her colleagues at the Elie Wiesel Research Center, edited an entirely new translation of Elie Wiesel’s *La Nuit* into German as *Die Nacht* (Herder Verlag) which considers the Jewish and historical context for the first time. The Center seeks a comprehensive annotated German edition of Elie Wiesel’s autobiographical, essayistic, belletristic, and Judaistic works in Yiddish, Hebrew, French, and English. The Center will also launch the “Elie Wiesel Research Series.”







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# Holocaust Educational Foundation of Northwestern University

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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.

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