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A Message from the Director

A year ago, my colleague Alan Steinweis noted on these pages that the spring 2020 semester was “like no other.” The same can be said of the 2020-2021 academic year at the University of Vermont. Despite the many challenges associated with the COVID-19 pandemic—diverse teaching modalities, student absences due to illness or quarantine, the challenges of new technologies, to name a few—the work of students, faculty, and staff associated with the Miller Center for Holocaust Studies has continued and prospered. A special word of the thanks is due our students: enrollment in our courses has been strong, and students have shown energy and commitment in their academic work.

Unfortunately, the pandemic required the cancellation or postponement of the public events planned for the preceding two semesters, but we are optimistic that we will be able to host a series of compelling lectures by nationally and internationally recognized scholars during the 2021-2022 academic year (see page 14).

Despite the challenges of the pandemic, the Miller Center has undertaken a number of new initiatives and programs. With the support of the Miller Center and in cooperation with the Department of German and Russian, UVM hosted a post-doctoral fellow, Dr. Catherine Greer, over the past two semesters. Catherine was not only able to move forward with her research on musical and artistic life in the Theresienstadt ghetto; she also taught, to high acclaim, two courses in the Holocaust Studies curriculum: “Representing the Holocaust” in the fall 2020 semester and, in the spring of 2021, “Postwar Germany and the Holocaust.”

The Miller Center has also increased its support for graduate study at UVM. Enrollment in the Department of History’s M.A. program is

growing, and several students who are specializing in the history of Nazi Germany and the Holocaust will be receiving funding from the Miller Center in the form of assistantships and fellowships.

Finally, with a view to the years ahead, we have initiated a program to expand the Holocaust Studies curriculum through course development grants to select faculty in the College of Arts and Sciences. This year, Professors Lutz Kaelber and Jonah Steinberg will be developing courses on “The Sociology of the Holocaust” and “The Romani Holocaust,” respectively (see p. 6), and in the coming year, Professors Antonello Borra (Romance Languages/Italian Studies) and Hilary Neroni (English/Film and Television Studies) will be planning new courses in their respective fields.

As the pages to follow reveal, our students continue to engage in innovative research, our alumni are making great strides in graduate study and their professional pursuits, and faculty affiliated with the Center remain productive as ever. During the upcoming fall 2021 semester, I will be on leave as a fellow at the

Institute for Contemporary History in Munich, Germany, returning in January 2022. I am grateful to Alan Steinweis for serving as Interim Director of the Miller Center during my absence. Finally, my thanks to Ande Tagliamonte for her outstanding administrative support over the past academic year and to Katherine Quimby Johnson for her assistance in editing this issue of the *Bulletin*.

On behalf of all my colleagues at the Miller Center, I wish you good health in the summer and academic year ahead.

Jonathan Huener
Professor of History and Director



The Billings Library—Home to the Miller Center for Holocaust Studies.

Photo by Sally McCay.

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Wolfgang Mieder and Richard Sugarman Retire after Decades of Service to Holocaust Studies at UVM

By Katherine Quimby Johnson

Today's Miller Center for Holocaust Studies at UVM is inconceivable without Richard Sugarman and Wolfgang Mieder. Each has been vital not only to the Center's ongoing work during the past three decades, but also to its very existence. Both were members of the Faculty Advisory Board that came together to create the Center as a way of honoring the scholarly and pedagogic legacy of Raul Hilberg following his retirement from UVM in 1991.

Once the Center was approved in 1992, both became crucial to the establishment of the academic minor in Holocaust Studies, which was approved in 2003—both in their advocacy for the minor and in their classroom practices. Two of Richard's courses, "Judaism in the Modern World" and "Moral and Religious Perspectives on the Holocaust" have been popular with students since the minor's inception. The experience of Julia Kitonis, a 2021 graduate featured in this issue's "Student News" (see p. 11), is far from unique; Julia's work for "Moral and Religious Perspectives," investigating and discussing Jewish leaders' and thinkers' responses to and recognition of the Holocaust, inspired the interdisciplinary research that resulted in her senior honors thesis.

Early on, in 1993, Richard presented a lecture, "On the 50th Anniversary of the Warsaw Ghetto Uprising," as part of UVM's commemoration of that event, and, more recently, he gave the Miller Center's 2018 Yom HaShoah lecture: "Response, Resistance & Rescue During the Holocaust." He also contributed a chapter, "Rabbi Michoel Dov Weissmandel and the Holiness of Rescue: Jewish Religious Perspectives and Responses" to the Center's publication *Making a Difference: Rescue and Assistance During the Holocaust, Essays in Honor of Marion Pritchard*, edited by David Scrase, Wolfgang Mieder, and me (2004).

David Scrase, the Center's founding director, says of Richard: "He was 100% supportive in all we did in Holocaust Studies. His enthusiastic assistance in reaching out to a general public was greatly appreciated, his knowledge of the history and the depth of his philosophical knowledge always in evidence." The gravitas of his presence will be greatly missed.

In recognizing Wolfgang Mieder's many contributions to the Center, David Scrase said, "As a native German, Wolfgang was always conscious of German guilt. He was fully supportive, and actively so, in all aspects of the Center's mission." He was actively involved in the many publications put out by the Center in its early days and, if memory serves, may be credited with naming this newsletter *The Bulletin* at a time when David and I were searching for a title.

In the Center's early years, the Summer Seminar on the Holocaust and Holocaust Education for teachers in the region was an annual feature of the Center's public programming. After the first seminar, it became apparent that an appropriate text was

needed; with David Scrase, Wolfgang co-edited *The Holocaust: Introductory Essays* (1996), produced at a time when materials for the high school and college classroom were in short supply. The need for this book was evident in the regular orders and requests for permission to reproduce certain chapters that arrived from various colleges across the country.

Wolfgang and David also co-edited a companion volume, *The Holocaust: Personal Accounts*, in 2001. This collection compiled 20 first-person testimonies by seminar presenters both local and international, in order to record their experiences before old age could take too great a toll. This volume gave voice to a wide range of experiences of a generation of victims, but also of those who liberated the camps and who worked in the Displaced Persons camps. *Personal Accounts* continues to be used by students and scholars, and was translated and published in German in 2016 as "*Nichts konnte schlimmer sein als Auschwitz!*" *Überlebende des Holocausts und ihre Befreier berichten* (Bremen: Donat Verlag, 2016).

Wolfgang took the lead on his next co-editing venture with David. *Reflections on the Holocaust: "Festschrift" for Raul Hilberg on His Seventy-Fifth Birthday* (2001) gave Wolfgang the opportunity to honor a former colleague whose work and work ethic he admired, respected, and emulated.

David and Wolfgang's fourth collection, on which I shared editorial duties, honored long-time member of the Center's Board of Advisors Marion Pritchard, named Righteous Among the Nations in 1981 for her work rescuing Dutch Jews. *Making a Difference: Rescue and Assistance During the Holocaust. Essays in Honor of Marion Pritchard* included a chapter by Wolfgang on one of his scholarly passions, Victor Klemperer. "'The Chorus of Voices of the People: Everyday Germans and the Survival of Victor Klemperer'" looks at the language and gestures of the ordinary people, some of whom were utterly casual in their antisemitism, some of whom offered a few words of encouragement or committed small acts of compassion that helped Klemperer cope with the extreme difficulties of living in the darkest of times.

Wolfgang ends that essay with the hope that those who offered Klemperer encouragement to persevere serve as a reminder that "standing up for what one believes and exercising compassion and morality can make a difference." It seems fitting to close this tribute by saying: Richard, Wolfgang, you have each stood up for what you believed. You have exercised compassion and morality. You have certainly made a difference to the Miller Center for Holocaust Studies and the many students who have enrolled in your courses over the decades. The Miller Center has been the grateful recipient of your knowledge, expertise, and generosity with your time, and more. We wish you both all the very best in your retirement.

Spotlight on Alumni

Mark Alexander, Cassandra LaPrade-Seuthe, and Michelle Magin Describe Their Work at the United States Holocaust Memorial Museum

Mark Alexander:

Although I had originally decided to pursue higher education to become an elementary school teacher, my plans changed after I transferred to UVM in 2010. I soon began focusing on courses in history and Holocaust studies, and I decided to change my major. During my time at UVM, I had my first experiences as a teaching assistant, a writing tutor, and an editor. I discovered that I enjoyed researching and writing as much as helping others learn. Not wanting my studies to end, I decided to pursue graduate work in the field of Holocaust studies. I received my master's degree at UVM in 2015 before beginning a doctoral program at The George Washington University in Washington, DC. While earning my Ph.D. in history, I began working as a graduate research assistant and a contracted researcher for the United States Holocaust Memorial Museum (USHMM). Although I had always thought that I would eventually be teaching in a classroom, I began to become very interested in the public history work done by Holocaust museums.



After defending my dissertation in 2019, I obtained a position at the Levine Institute for Holocaust Education at USHMM. In this job, I conduct research and develop educational resources for students and general audiences. Most of my time is devoted to writing new articles for the online Holocaust Encyclopedia and creating collections of primary sources for the digital learning tool, "Experiencing History." It is exciting to help produce resources that are seen and used by so many people, and this position gives me the opportunity to continue learning new things every week. Although the museum building itself has been closed for much of the last year, we have stayed very busy producing many new digital resources.

Kassandra LaPrade-Seuthe:

When the Hessisches Landesmuseum in Darmstadt, Germany, reopened after renovation in 2014, it debuted a gallery named in memory of former curator Karl Freund (1882-1943). Freund, who was Jewish, was forced from his position in 1933 and was killed at Auschwitz. The museum was not yet open when I was in Germany as a UVM graduate student. When I later learned of Karl Freund, it was no surprise that the walls that housed wonders I marveled at as a child once held other secrets.



Curiosity about the material world, and a desire to know more about its omissions, directed my academic interests. As an undergraduate, I pursued German studies and classics. Over time, my studies gravitated from the comfortable distance of ancient history to the disquieting proximity of Nazi Germany.

From 2009 to 2013, I worked at the United States Holocaust Memorial Museum, first as an intern, later with the team working on the exhibition "Some Were Neighbors: Collaboration and Complicity in

the Holocaust." For three years, I revisited the question of how ordinary people acquiesced to, or resisted, National Socialism.

I began my graduate studies at the University of Vermont eager for a comprehensive education in Holocaust history. I also sought to refine my skills as researcher and writer. As a graduate student, I explored how citizens of Nazi Germany reaped material benefits by exploiting the labor of so-called "racial" others. Other opportunities the program offered, such as the chance to explore the intersections of history with material culture and digital humanities, resonate in my work today.

After graduating from UVM, I joined the team of acquisition curators at USHMM who accept personal papers and objects into the Museum's permanent collection. Digitization of primary sources to facilitate the study of Holocaust history is a growing priority. Our responsibility is to ensure that a photograph of a beloved spouse that was carried through the concentration camps is discoverable and that it resonates to someone on a device as it does in person. We achieve this through thorough research and documentation of our collections, which allows others to access and contextualize the stories of Holocaust victims, survivors, perpetrators, and others in their work.

Michelle Magin:

In 2007 I graduated from the University of Toronto with a B.A. in history. For a year I worked for Scholastic Canada as an editorial assistant before beginning my M.A. in history at the University of Vermont. While in the program, I began studying German in earnest, and spent a summer taking language classes in Berlin. In addition, thanks to the support of a travel grant from the Department of History, I travelled to Germany to complete research for my M.A. thesis in Braunschweig.



During my second year, I worked as a library assistant, and had the opportunity to process the papers of Raul Hilberg while working in Special Collections at the Howe Library. For me, this was a truly unique and worthwhile experience, which, for a time, piqued my interest in archival studies. Additionally, I worked on the *UVM History Review*, as an editor in my first year, and as the senior editor in my second. Coordinating these publications and working with other graduate and undergraduate students are some of my fondest memories of Vermont. This publication experience helped me gain an internship at the United States Holocaust Memorial Museum. While there, I secured a studentship to the University of Manchester, and completed my Ph.D. in German Studies. My work focused on Holocaust memorial sites and educational programs in Berlin and Brandenburg.

Currently, I am an Assistant Editor for the journal *Holocaust and Genocide Studies* in the Jack, Joseph and Morton Mandel Center at the USHMM. My primary role is to work with authors to help prepare their articles for publication. Since taking on the role in 2019, I have thoroughly enjoyed being back at the Museum and working with colleagues who share an interest in issues related to the Holocaust and past and contemporary genocides.

Book Review

Review: Peter Fritzsche, *Hitler's First Hundred Days: When Germans Embraced the Third Reich*

421 pp. Basic Books, 2020

by Nate Gondelman

Recently, in the United States, there has been much discussion among journalists and political pundits about the opportunity for transformational change in the early days of President Joseph R. Biden's administration because of the COVID-19 pandemic and its socioeconomic fallout. This prospect is often compared with the transformative early months of President Franklin D. Roosevelt's administration in 1933, which undertook bold and unprecedented efforts to ameliorate and reverse the suffering of the Great Depression with the New Deal. But at the same time FDR's administration was offering succor to an economically prostrate nation, there existed another, darker example of a new political regime catalyzing a seismic shift in a country in crisis: Adolf Hitler in Germany.

In *Hitler's First Hundred Days: When Germans Embraced the Third Reich*, Peter Fritzsche, a renowned and prolific scholar of Nazi Germany, unpacks the shockingly rapid metamorphosis of the Weimar Republic into a fascist dictatorship. Fritzsche, author of ten previous books, often tends to focus his scholarship on the ways in which society and ordinary people process, navigate, and interact with the broader historical forces that surround them. *Hitler's First Hundred Days* follows this model, as Fritzsche uses newspapers, diary entries, cinema, music, theater, and anecdotes to illustrate the profound—and, for contemporary readers, instructively unsettling—degree to which Germany and German society changed in the first three months of Hitler's regime.

In *Hitler's First Hundred Days*, Fritzsche utilizes original research from primary sources and builds on existing historical scholarship to produce an effort that is accessible to a mainstream audience and still useful and provocative for those readers more familiar with and studied in the subject of the Third Reich. Interestingly, the book does not follow a classic chronological structure from Hitler's first day as chancellor through his one hundredth. Instead, Fritzsche allocates a significant portion of the first several chapters to properly sketch out the political, economic, and societal state of play in what turned out to be the death throes of the Weimar Republic. After January 30, 1933, Fritzsche generally employs a chronological course, but it is more thematic than linear, and events that occur well after the first hundred days of Hitler's rule—and indeed those that ensue well after 1933—are included when appropriate in order to demonstrate the ultimate outcome of a particular initiative or policy that materialized in late winter or spring 1933. In particular, the final few chapters of the book stray from the "first hundred days" framing, with one chapter devoted mainly toward the impact of the Nazi political revolution outside of Germany and especially in neighboring France. But true

to form, Fritzsche also avoids a classically hierarchical approach to his narrative. Though Hitler and Reich Minister of Propaganda and Public Enlightenment Joseph Goebbels are referenced frequently throughout the book, the focus of the action is not at the Reich Chancellery or at Nazi Party headquarters. Rather, the emphasis is on the manifestation of the Reich in everyday life—on the streets, in the home, and in workplaces.

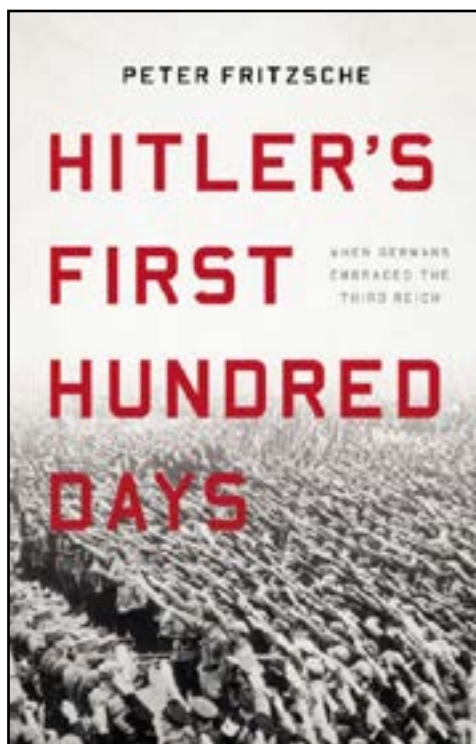
Hitler's First Hundred Days is by no means presented as a work that attempts to considerably alter consensus scholarly narratives on the early days of the Third Reich; this is neither its intention nor its purpose. Instead, the period of one hundred days offers a new framing

for the author to exhibit the historic and, for those alive in 1933, unforeseeable pace at which the Nazi grip on Germany crystallized. The how and why of this transformation is the crux of the book, and what makes it especially unique and refreshing is how Fritzsche almost serves as a tour guide, deftly and efficiently taking readers on a tour of early 1930s Germany to elucidate this incipient metamorphosis at a grounded, everyday level.

An undercurrent throughout the book is the degree to which the Third Reich, despite its eventual global historical power and impact, was anything but inevitable. Fritzsche underscores this by opening the book with a recounting of the circumstances that led to Hitler's appointment as chancellor by President Paul von Hindenburg. Both Hindenburg's decision, and that of German National People's Party leader Alfred Hugenberg to accept new elections—a prerequisite for Hitler's strategy to suffocate democracy in Germany—were decisions that contemporary readers now understand to have led to disaster, but at the time, alternative decisions by either or both

men that could have charted other historical trajectories were just as plausible. Indeed, late 1932 witnessed a downturn in Nazi political fortune at the ballot box, and the German press speculated that this was a harbinger of the party's ultimate demise after a few years of increasing successes. Fritzsche's emphasis on this inflection point is crucial so that readers do not get swept up into a presumption of inevitability by the remarkable pace and success of the Nazi regime in transitioning Germany from a republic to a fascist dictatorship.

Since Fritzsche focuses so much on the experiences of ordinary Germans, he spends a sizeable amount of time painting a detailed and textured portrait of life in late Weimar Germany—particularly in Berlin. One element of this picture is an account of the political parties. On the left were the Communists and the Social Democrats; in the middle, the Catholic Center Party; and on the right, the German People's Party, the German National People's Party, and



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the Nazis. Fritzsche does work to debunk the persistent mainstream misconception that the Nazis rode working class frustration in the context of the Great Depression to great political heights by pointing out that affluent burghers were far more likely to vote for the National Socialists than unemployed Germans. Strategically, the Nazis operated in an anti-republican context already established by other right-wing and conservative organizations and parties. But what was unique about the Nazis was their capacity to rekindle the collective, unified national spirit and solidarity of 1914, as well as their ability to marshal activism—and, as Fritzsche makes clear with specific regard to the Nazis, violence—in the streets on a level that could compete with the presence of the Social Democrats and Communists on the left. This show of public force, exemplified by the brown-shirted SA, ultimately convinced the conservative nationalist elements of the Weimar government, including Hindenburg, Hugenberg, and former chancellor Franz von Papen, that new elections and Hitler's appointment to the chancellorship would be the best solution to resolve the current political impasse. Though the conservative hope that the Nazis could be tamed and ultimately co-opted for the sake of political expediency seems impossibly naïve now, readers must again remember that enough of the Nazi ideological framework was built on well-trodden paths blazed since 1918 by the German Right so that Hitler always remained a preferable alternative to conservative nationalists when compared with the reviled Left.

From January 30, 1933 onward, the Nazis quickly used the machinery of the state to solidify their grip on power and transform German society from a republic to a Nazified state. Public spectacles and the use of new media were integral in cementing the power and command of the Reich, beginning on the night of Hitler's appointment as chancellor with a torchlight parade in Berlin and a major speech by Hitler less than a fortnight later at the Sportpalast. By sheer fortune, Hitler's ascent also coincided with the proliferation of radio throughout Germany, giving Hitler and Goebbels a direct connection to everyday Germans in their own homes. This was particularly important because people trusted what they heard on the radio—because of its directness and accessibility—more than what they might read in a newspaper. With leverage over the communication apparatus of the state and the pretext of the Reichstag fire on February 27, the Nazis were able to censor critical press coverage and use the SA to harass political opponents. As a result, the March 5 elections were neither fair nor free—but they were the final elections to occur in Hitler's Germany. Even with forty-eight percent of the vote going to the Center and Left, the Right (led by the Nazis) had picked up enough additional support since the end of 1932 to take the next step in consolidating their political power. As Fritzsche puts it, "The week that followed the elections was the single most consequential in German history." February had been a period of flux and of transition, "but the frame of events tilted just a little bit every day after Hitler's appointment as chancellor and soon things started to slide out of place at greater speed." By the middle of March, according to Fritzsche—just six weeks into Hitler's chancellorship—the Weimar Republic was finished.

With the elections out of the way, the Nazis exploited their initiative and ratcheted up attacks on Social Democrats, Communists, and Jews. Using harrowing accounts of individual acts of denunciation, violence, and middle-of-the-night abduction of those considered politically undesirable, Fritzsche tries to capture the pervasive fear that infiltrated the mind, body, and even the subconscious of those unwilling or, for "racial" reasons, unable to submit to the Reich. The risks of dissent, including confinement in newly opened concentration camps, were not hidden from the public, and those who did not resign

or cease their political affiliations and activities on the Left faced grave physical consequences. Serious political opposition simply became untenable, and Fritzsche comments on how those political dissidents who were incarcerated in spring 1933 left a politically divided country but, upon release at the end of the year, returned to one that had accepted Nazi rule. How much of this acceptance of the Reich was active versus passive? And what portion was the result of consent versus coercion? The answer is nuanced and not binary, but Fritzsche does point out that 1.6 million Germans joined the Nazi Party between January 30 and May 1, 1933—though over eighty percent of these joined in the ten-day period between the announcement of a ban on new members (April 20) and the day when the moratorium took effect on the first of May.

The Nazis were particularly skilled at legitimizing their movement by connecting and incorporating their ideals and mission with the legacy of the German past. "In no other period in modern history," Fritzsche writes, "did citizens identify their own personal happiness with the fate of the nation as much as Germans did in the 1930s." To this effect, the Day of Potsdam on March 21 provided a sense that Hitler and the Reich were reigniting pride in German history and propelling the nation forward to even loftier heights after a decade and a half of indignity. Meanwhile, the Day of National Labor on May 1 represented a unique element of Nazi appeal—a right-wing, nationalist party that professed to honor labor and unite the German *Volk* across class lines in the collective spirit and solidarity of 1914. According to Fritzsche, this was a direct and successful attempt by Hitler to co-opt Social Democratic ideology and make it obsolete in Nazi Germany.

Perhaps Fritzsche's most fascinating argument is the way in which he frames Germany's anti-Jewish legislation and initiatives during the first hundred days. Beyond the manifestly devastating impact on Jews wrought from the boycott on Jewish businesses on April 1 and the ensuing Law for the Restoration of the Professional Civil Service, Fritzsche examines how the presence of the boycott and new legislation itself dovetailed with the conversion of German society into full-fledged National Socialism. Most Germans had made the choice to conform at least passively with Nazi rule so as to "participate in the new community," and Nazi policy toward Jews made it necessary for any German participant in society to begin—if they had not already, which many had—to view life and society through an explicitly racialized lens. Even the methods by which the Reich defined Jews, which forced Germans to follow their ancestry back to at least their grandparents, normalized and familiarized ordinary Germans with the concept of othering Jews as aliens. As Fritzsche puts it, "The remaking of Germany required the unmaking of Jews. German life meant Jewish death."

For something as prominent in historical memory as Hitler's rise to power and the Nazification of Germany, it takes a concerted intellectual effort by an individual to detach oneself from the knowledge of what one knows *did* happen in order to assess effectively and objectively the events of late 1932 through 1933. Otherwise, one will assume a level of inevitability or preordainment to Hitler's ascent to power and lose the ability to evaluate the circumstances that made it possible. Furthermore, such a fallacious and ahistorical perspective inhibits one's ability to recognize how truly stunning and surprising it was that the Nazis were able to essentially complete their political revolution within the first hundred days of Hitler's chancellorship. Peter Fritzsche's *Hitler's First Hundred Days* does a remarkable service by intentionally setting out to disabuse anyone of the notion that anything about Hitler's appointment or his

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subsequent ability to envelop German society under Nazi rule was predestined. In Fritzsche's words, "If history is continuity and discontinuity, resolution and catastrophe, it is also surprise and unanimity; a total fascist state that in January 1933 was highly contested and rather improbable was widely accepted and broadly realized one hundred days later." As surprising and shocking as they were, these first hundred days ultimately predicated the next twelve years of Nazi tyranny. Attentive readers will hopefully permit this lesson to imbue their perspective on the history and trajectory

of the Third Reich going forward, and from a critical historical perspective, they will be all the better for it. And though historians are often understandably reluctant to project lessons from their own scholarship onto contemporary matters, it may be difficult for current readers of this book to not at least momentarily reflect on the fragility and precariousness of democratic government in the face of historical forces that seek to undermine it—particularly when the threat may not register as existentially dangerous until it is too late.

Kaelber and Steinberg Receive Course Development Grants

In January 2021 the Miller Center issued to faculty in the College of Arts and Sciences a call for proposals for new courses in Holocaust Studies. A faculty committee composed of Professors Anne Clark (Religion), Susanna Schrafstetter (History), and Jonathan Huener (History) reviewed the proposals and awarded course development grants to Professors Lutz Kaelber (Sociology) and Jonah Steinberg (Anthropology) for the summer of 2021.

The grants, funded this year by the Ader-Konigsberg Endowment for Holocaust Studies, are intended to deepen and diversify the Holocaust Studies curriculum at UVM, which serves students in the College of Arts and Sciences, including those pursuing a minor in Holocaust Studies.

In the summer of 2022, Professors Antonello Borra (Romance Languages) and Hilary Neroni (English/Film and Television Studies) will receive grants to develop courses in their respective fields.

Lutz Kaelber will be developing a course titled "Sociology of the Holocaust," which will acquaint students with theories of deviance, social control, and organizations in the social sciences—theories that have been employed by scholars such as Raul Hilberg and Christopher Browning to study the Holocaust. Students will further engage in the study of specific related topics, including the history of "eugenics" and "racial hygiene"; the marginalization of Jews, Sinti, and Roma; disability in Nazi Germany; the role of bureaucracies in the Holocaust; comparative approaches to the study of genocide; and the extent to which nations have developed what is known as a collective memory of the Holocaust. Kaelber is a specialist in the sociology of collective memory, crimes against children in Nazi Germany, and the social theory of Max Weber. He is co-editor, with Raimond Reiter, of *Kindermord und "Kinderfachabteilungen" im Nationalsozialismus: Gedenken und Forschung* (Frankfurt am Main: Peter Lang, 2011).

Jonah Steinberg's course, "The Romani Holocaust," will be the university's first and only course related to the global Romani population. The genocide of Roma—sometimes called the *Samudaripen* or the *Porrajmos* in Romani—is traditionally underrepresented in scholarly materials on and popular narratives of the Holocaust. The course will explore the targeting of Roma by the Nazis; their incarceration in camps; modalities of the Nazi killing of Roma, including experimentation on humans; representations of Roma in propaganda; anti-Nazi Romani resistance during the Holocaust; and recent advocacy to enhance public awareness about the Romani place in the Holocaust. Filling critical gaps in both public knowledge and in institutional commitments, the course will confront contemporary modalities of hate in which ties between the *Samudaripen* and current racist acts and policies reveal themselves. Steinberg has been engaged in Romani studies for nearly three decades and currently holds a grant from the National Science Foundation that focuses on Roma populations. He is also the creator and curator of a major museum exhibit (2023) at the *Musée des Civilisations de l'Europe et de la Méditerranée* (MuCEM) in Marseille, France.

www.uvm.edu/cas/holocauststudies

Update on the *Ordinary Soldiers* Project

By Col. (Ret.) Jody M. Prescott, UVM Class of 1983

With the support of the Miller Center for Holocaust Studies, the *Ordinary Soldiers: A Study in Ethics, Law and Leadership* lesson plan was developed and first taught at UVM in the spring of 2012. Now published under the auspices of the U.S. Holocaust Memorial Museum and the West Point Center for Holocaust and Genocide Studies, the *Ordinary Soldiers* lesson plan is the result of a multidisciplinary team making a case study of the actions of a reserve Wehrmacht infantry battalion in German-occupied Belarus in early October 1941. A video explaining the *Ordinary Soldiers* lesson plan can be found on the U.S. Holocaust Memorial Museum's website, www.ushmm.org/military/case-studies.

The commander of the 1st Battalion, 691st Infantry Regiment, ordered each of his three maneuver company commanders to kill all of the Jews in their respective areas of operation. One commander, a member of the Nazi Party since 1929, complied immediately. A second commander, a World War I veteran, considered the order and then rejected it outright. The third commander, also a World War I veteran, hesitated to comply with the original order and requested it in writing from the battalion commander. Once he received the written order, he directed the company's first sergeant to gather a detail of soldiers together and conduct the executions—while he returned to his office and handled administrative tasks. One illegal order given to three very similarly-situated small unit commanders—three very different responses. Why?

This year, the lesson plan was taught remotely at the Defense Institute for International Legal Studies (DIILS) to two dozen international officers and civilian legal advisors in the Law of Armed Conflict and Human Rights course, and to four classes of seniors in the Army ROTC program at Norwich University. This marks the seventh year the lesson plan was taught at DIILS and the eighth year it was taught at Norwich.

These experiences teaching *Ordinary Soldiers* were the impetus behind a new book by the lesson plan's lead author. The more often it was taught, the clearer it became that following international humanitarian law (IHL) in combat because it is the law is not really a decisive factor for many troops. Unfortunately, though,



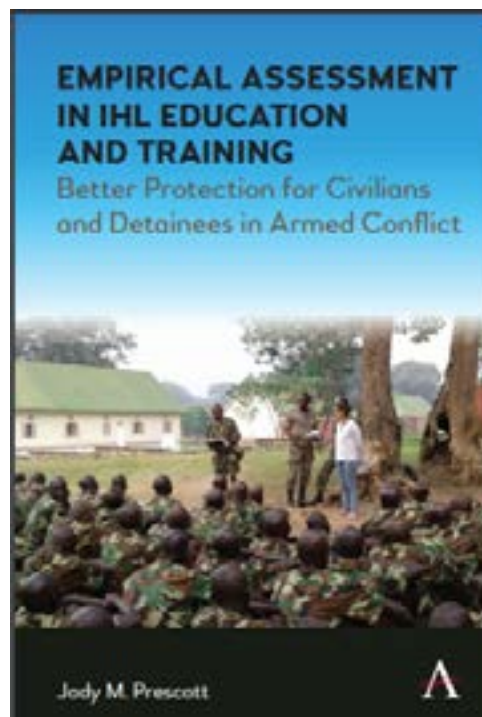
this is largely the approach taken by many militaries today in educating and training their troops in IHL, as well as by certain international and civil society organizations.

Empirical Assessment in IHL Education and Training: Better Protection for Civilians and Detainees in Armed Conflict rejects this typical approach, which focuses heavily on the law itself as the reason why troops should follow it, and relies extensively on lawyers in delivering it. This approach assumes that education and training equals compliance in the field, but empirical research over the last two decades has established that although education and training in IHL is, of course,

important and required by international law, the relationship between this instruction and compliance in the field is not as strong as many have assumed.

Empirical Assessment argues instead that research data shows that whether troops comply with IHL in combat situations depends on many different factors, of which the law is only one. Just as important, perhaps, is the example set by military leaders in engaging with their subordinates in addressing thorny moral and ethical dilemmas in armed conflict, the credibility of the IHL instructors in the eyes of the troops, and the degree to which the troops have internalized the core principles of IHL as part of a positive, shared military identity of honorable professionalism. Further, multidisciplinary teams of mental and behavioral health specialists, ethicists, statisticians, and lawyers are probably better suited to develop effective lesson plans that can be delivered by leaders at all levels than are lawyers alone. Finally, the entire process must be data driven, with data collected on troops' attitudes and behaviors related to core IHL principles to determine whether in fact the education and training is having its desired effects.

In April 2021, in the American Red Cross's national essay competition on education in IHL, the lead author's essay capturing the main points of the book won first place. The essay will be posted on the American Red Cross website and published in its newsletter and will later be the subject of a podcast by the American Red Cross on IHL education. *Empirical Assessment* will be published by Anthem Press in late July 2021.



News from the Faculty



In the spring semester 2021, **Antonello Borra** (Romance Languages) taught a class entitled “Turin: Identities and Cultures,” cross-listed as Jewish Studies 096 and World Literature 095, that investigated issues central to the identity of modern Italy as well as Jewish-Italian identity and writing about the Holocaust. The authors studied included Carlo Levi, Primo Levi, and Natalia Ginzburg.

Senior Lecturer **Andrew Buchanan’s** (History) research focuses on US foreign relations and diplomatic, military, and cultural history. His most recent article, “Domesticating Hegemony: Creating a Globalist Public, 1941-1943,” was published in *Diplomatic History* in March 2021. Buchanan is currently working on a new book project with Bloomsbury Press, provisionally titled “The Long World War II: Revolution, Decolonization, and the Rise of American Hegemony.”



Robert Gordon (Anthropology) retains his long-standing interest in genocide, especially as it pertains to minorities labeled as peripatetic. He is also interested in the role of “experts” in these erasive practices and in this regard has published *South Africa’s Dream: Ethnologists and Apartheid in Namibia*. (Berghahn 2021) and “The Voodoo Ethnologists of Omega,” *South African Historical Journal* 72 (3), pp. 386-404. Both publications take as their point of departure an insight by Moritz Bonn that colonialism is not only exploitative but also ridiculous, and examine the role of social scientists, in particular anthropologists, in authorizing and legitimating such policies. As part of the project on erasive practices, an article on servility has been accepted by the *International Journal of African Historical Studies*. While there is a burgeoning literature on resistance to erasive practices, relatively little work has been done on the nature of compliance and servility in such situations.



Gordon has also been involved in a collaborative project entitled *When Tears Don’t Matter*, with the internationally renowned photographer Margaret Courtney Clarke, concerning the current plight of those labeled “Bushmen.” This volume, to be published by the art house Steidl in Göttingen, Germany, is due out in October 2021.



In addition to serving as director of the Miller Center, **Jonathan Huener** (History) brought to publication his most recent book *The Polish Catholic Church under German Occupation: The Reichsgau Wartheland, 1939-1945*, which appeared in February with Indiana University Press. He also continued his editorial work on the volume emerging from the most recent Miller Symposium, “Poland under German Occupation;” presented a paper on “Pope Pius XII and Poland” at a symposium organized by the United States Holocaust Memorial Museum on “Unsettled Questions and New Directions: The Vati-

can and the Holocaust”; and taught two courses in the Holocaust Studies curriculum, History 16/Modern Europe and History 115/The History of Poland. Huener has received a Distinguished Fellowship from the Center for Holocaust Studies at the Institute for Contemporary History, Munich, where he will be spending the fall 2021 semester and summer of 2022 researching his next book, a history of the Reichsgau Wartheland, a region of Poland annexed by Nazi Germany in 1939.

Lutz Kaelber (Sociology) gave an online lecture, “A History of Eugenics,” with Patricia Heberer for the United States Holocaust Memorial Museum in the summer of 2020. He prepared the following publications: “Willy und Horst Strauss und die Hadamarer ‘Mischlingsabteilung’ (1943 – 1945): Neue Forschungen,” *Bad Emser Hefte* 568 (2020); “‘Kinderfachabteilungen’ im Nationalsozialismus als Einrichtungen, in denen behinderte Kinder und Jugendliche getötet wurden: Neuere Forschungen, Gedenkformen und Vergegenwärtigungen,” p. 221–42 in *Krankenmorde im Kinderkrankenhaus Sonnenschein in Bethel in der NS-Zeit?*, edited by Claus Melter (Weinheim: Beltz/Juventa, 2020); “Geschiedenis van een Nederlands-Duitse familie en de Holocaust,” *Historiek* January 25, 2021 (available at <https://historiek.net/geschiedenis-van-een-nederlands-duitse-familie-en-de-holocaust/139818/>); “Wolfgang und Günter Heinemann als ‘jüdische Mischlinge ersten Grades’ im ‘Erziehungsheim’ Hadamar. Zur Verfolgungsgeschichte einer Familie aus Schöningen,” *Braunschweigisches Jahrbuch für Landesgeschichte* 102 (2021); “Die ‘Mischlingsabteilung’ in Hadamar (1943-1945): Lebensgeschichten Nürnberger Kinder und Jugendlicher und ihrer jüdischen Elternteile,” *Mitteilungen des Vereins für Geschichte der Stadt Nürnberg* (forthcoming); “Disability in Nazi Germany: Memory of ‘Euthanasia’ Crimes and Commemoration of Their Victims,” in *Dis/ability and Culture in German-Speaking Europe*, edited by Linda Leskau, Tanja Nusser, and Katherine Sorrels (Rochester: Camden House) (forthcoming); “Minderjährige ‘Jüdische Mischlinge’ im ‘Erziehungsheim’ in Hadamar (1943-1945) und ihre jüdischen Eltern,” prepared for inclusion in a volume on *Medical Murder at Hadamar*, edited by Roland Leikauf (Cologne: Psychiatrie-Verlag, 2022); “Vorwort,” in *Kindermord im Krankenhaus: Die Tötung behinderter Kinder im Kinderkrankenhaus Rothenburgsort*, by Andreas Babel, 3rd ed. (Bremen: Edition Falkenberg, 2021).



Dennis Mahoney (German and Russian) has come to the end of his eight years as President of the International Novalis Society (since 2012), but will continue to serve as coeditor of *Blütenstaub: Jahrbuch für Frühromantik*. Its most recent issue (2020) contains the proceedings of the 2016 conference on Novalis’s early Romantic Idea of religion between Enlightenment, Protestantism, Catholicism, and Judaism, including his own article on the topic “‘Zukunft in der Vergangenheit’: Novalis und die Jesuiten,” 115–127. Together with Wolfgang Mieder, he has coauthored an article in volume 37 of *Proverbium: Yearbook of International Proverb Scholarship* (2020) entitled “‘Zollfrey sind Gedanken doch’: Sprichwörtliches in Friedrich von Hardenbergs (Novalis) Werken,” 173–206. He and his wife also provided an original translation of Heinrich Heine’s “Lorelei” poem for Wolfgang Mieder’s volume “*Was soll es bedeuten? Das Lorelei-Motiv in Literatur, Sagen, Kunst, Medien und Karikaturen* (Wien: Präsen, 2021), 241.

News From the Faculty, continued from Page 8



Wolfgang Mieder (German and Russian) published *Schneewittchen. Das Märchen in Literatur, Medien und Karikaturen* (Wien: Praesens Verlag, 2020), *The Worldview of Modern American Proverbs* (New York: Peter Lang, 2020), “Mit dem Kopf durch die Wand.” *Sprichwörtliche Somatismen in der modernen Lyrik* (Burlington, Vermont: The University of Vermont, 2020), and *Proverbial Rhetoric for Civil and Human Rights by*

Four African American Heroes: Frederick Douglass, Martin Luther King, Jr., John Lewis, Barack Obama (Burlington, Vermont: The University of Vermont, 2020). He also edited the thirty-seventh volume of *Proverbium. Yearbook of International Proverb Scholarship* (Burlington, Vermont: The University of Vermont, 2020). Among his articles are “‘Love Is Just a Four-Letter Word’: Sexuality and Scatology in Modern Anglo-American Proverbs,” *Proceedings of the Thirteenth Interdisciplinary Colloquium on Proverbs at Tavira, Portugal*, eds. Rui J.B. Soares and Outi Lauhakangas (Tavira: Tipografia Tavirense, 2020), 15–40; “‘Es geht doch nichts über einen gesunden Brei von Lügen und Phrasen’: Sprichwörtliches in den Tagebüchern von Joseph Goebbels,” *Proverbium*, 37 (2020), 207–246; “‘Do Unto Others as You Would Have them Do Unto You’: The Golden Rule as an Emotional Appeal for Humanity in American History,” in *Emotsional’naia sfera cheloveka v iazyke i kommunikatsii: Sinkhroniia i diakhroniia*, edited by M.L. Kovshova and P.S. Dronov (Moskva: Institut Iazykosnaniia RAN, 2020), 237–261; and “‘Mit Haut und Haar’—Somatismen in der modernen Liebeslyrik,” *Colloquia Germanica Stetinensia*, 29 (2020), 131–156. He also presented online lectures in Poland, Russia, Portugal, and at folklore conferences in Oklahoma and Oregon.



Jody Prescott (Environmental Studies and Computer Science) has continued to present the *Ordinary Soldiers* lesson plan to different military and civilian audiences over the last year, as well as teaching cybersecurity law & policy again. In the fall, he published two articles on gender in military operations, “Gender Blindness in US Doctrine” in *Parameters* (the Army War College journal) and “Moving from

Gender Analysis to Risk Analysis of Failing to Consider Gender” in the *Royal United Services Institute Journal*. On the basis of the articles, he was asked to be on a gender panel for the Civil Affairs Association’s annual conference in the fall. This spring, he delivered the keynote address to Military Gender Analysis Tool workshop hosted by the Nordic Centre for Gender in Military Operations in Sweden, and he presented at the May training session of the 350th Civil Affairs Command for its officers and senior sergeants. Jody was selected as an adjunct scholar for the Modern War Institute at West Point for 2020/2021, and for UVM’s Outstanding Part Time Faculty Teaching Award for 2020/2021.

Robert Rachlin (German and Russian) continued his study of Greek with Professors Bailly and Franklin in the Classics Department. His annual chamber music concert as pianist with violinist Kevin Lawrence was cancelled along with other programs, owing to the pandemic. He continues to serve as a member of the Advisory Board of the Miller Center and



participated on a panel of three faculty members examining the author of a senior honors thesis about the contemporary reception of jurist Carl Schmitt, sometimes called the *Kronjurist* of the Third Reich.

Susanna Schrafstetter (History) published *After Nazism: Relaunching Careers in Germany and Austria*, coedited with Thomas Schlemmer and Jürgen Zarusky. This publication is volume 5 of the *German Yearbook for Contemporary History*, a series sponsored by the Leibniz-Institute for Contemporary History in Munich, Germany, and published by University of Nebraska Press. She also published a chapter, “The Geographies of Living Underground: Flight Routes and Hiding Spaces of Fugitive German Jews, 1939-1945,” in *Lessons and Legacies 14: The Holocaust in the 21st Century: Relevance and Challenges in the Digital Age*, edited by Tim Cole and Simone Gigliotti. Susanna will be on sabbatical in the spring and fall of 2022 and will be working on her project about German-Jewish emigration to Fascist Italy.



Helga Schreckenberger (German and Russian) published the article “Zeitzeugenschaft und Selbstdarstellung in Hertha Paulis *Der Riß der Zeit geht durch mein Herz* (1970),” which analyzes the autobiographical representation of Hertha Pauli’s exile experiences in France. She also published “Outcast—the Period from the ‘Anschluss’ to Exile in Egon Schwarz’s Autobiography *Unfreiwillige Wanderjahre*,” arguing that Schwarz’s most traumatic experiences took place in post-Anschluss Vienna, before his forced emigration to Bolivia. Her article “Für ein unabhängiges Österreich: Stimmen französischer Intellektueller in der Exilzeitschrift *Nouvelles d’Autriche* (1939),” in *Feuchtwanger Studies*, ed. Daniel Azuelos and Andrea Bunzel. (Berlin: Peter Lang, 2020, Ebook), 164-181, shows that the journal constitutes an important document reflecting the French intellectuals’ sympathy for the Austrian exiles, as well as their rejection of the Anschluss. Schreckenberger’s article on the Austrian writer Lilian Faschinger was reprinted in the volume *Schriftstellerinnen 3*. She hopes to travel to Vienna this summer to continue her research at the Dokumentationsarchiv des österreichischen Widerstands.

Alan E. Steinweis (History) is nearing completion of his general (but brief) history of Nazi Germany, which will be published by Cambridge University Press. He looks forward to a sabbatical semester in spring 2022, during which he will work on his next project, a study of the November 1939 failed assassination attempt on Hitler by the German cabinetmaker Georg Elser. He devotes time to his responsibilities as a member of the editorial board of the *Vierteljahrshefte für Zeitgeschichte* and as a member of International Advisory Board for the document publication project *The Persecution and Murder of the European Jews by Nazi Germany*, a 16-volume German-Israeli project. He wrote two pieces for publication: “Kristallnacht and the Reversibility of Progress,” in *Die Zukunft der Erinnerung: Perspektiven des Gedenkens an Nationalsozialismus und Shoah*, edited by Stefan Vogt, forthcoming from De Gruyter, and “Kristallnacht,” in *The Cambridge History of the Holocaust*, vol 1., edited by Mark Roseman and Dan Stone, forthcom-



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ing from Cambridge University Press. He published a book review of *New Perspectives on Kristallnacht: After 80 Years, the Nazi Pogrom in Global Comparison*, edited by Wolf Gruner and Steven J. Ross, in *Holocaust and Genocide Studies*. The Holocaust Education Foundation of Northwestern University awarded Steinweis its Distinguished Achievement Award, which was supposed to be conferred at the biennial conference of the organization at the University of Ottawa in November 2020, but which has been postponed to November 2022.

Richard I. Sugarman (Religion) retired from the faculty at UVM at the end of the spring semester 2021 (see article p. 2). He taught at UVM for over 50 years. He served as an original member of the faculty steering committee to establish the Center for Holocaust Studies at UVM. This past academic year he taught two courses at UVM for the HS minor: “Moral and Religious Perspectives on The Holocaust” and an advanced seminar on Emmanuel Levinas, widely regarded as the pre-eminent post-Holocaust Jewish philosopher. In the latter course he used the new paperback edition that he authored: *Levinas and the Torah: A Phenomenological Approach*, (Albany: State University of New York Press, 2020). In addition, he authored two articles, one entitled “The End of Theodicy and the Emergence of the Ethical Rationality of Transcendence” (forthcoming in *International Journal of Continental Philosophy and Religion*). The second is entitled “On Generational Responsibility and the Thought of Emmanuel Levinas” (forthcoming from Tenuvot Press).



G. Scott Waterman (Psychiatry) has retired from teaching but remains engaged in activities related to the philosophy of psychiatry and to Holocaust studies. He continues to serve on the Executive Council of the Association for the Advancement of Philosophy and Psychiatry and to chair the Karl Jaspers Award Committee, which annually selects the best paper by a student or trainee on a topic within that subdiscipline. His commentary (coauthored with Awais Aftab of Case Western Reserve University), “Conceptual Competence in Psychiatry: Recommendations for Education and Training,” appeared in the April 2021 issue of the journal *Academic Psychiatry*. He remains a member of the Advisory Board of the Miller Center for Holocaust Studies and recently became chair of that body. He currently serves as a volunteer Covid-19 vaccinator with the Medical Reserve Corps of the Vermont Department of Health.



Steve Zdatny (History) has spent a quiet Covid year teaching remotely and writing. Without the possibility of going to France for research, Zdatny spent the summer writing a couple of chapters of his book manuscript, which is a history of hygiene in modern France. He also wrote a number of book reviews, and the spring of 2020 saw the publication of the special issue of *French Historical Studies* on the history of French fashion, which he coedited. Zdatny became pretty proficient at using Teams—but, as his students remind him several times a week, not perfect.

Holocaust Studies Courses Offered at UVM • 2020-2021

Fall 2020

History 119 – Modern Jewish History (Steinweis)
 History 227 – Seminar: Nazism and Fascism (Steinweis)
 Italian 195 – The Holocaust in Italian Literature and Film (Borra)
 Religion 180 – Moral and Religious Perspectives on the Holocaust (Sugarman)
 World Literature 017 – Representing the Holocaust (Greer)

Spring 2021

History 115 – History of Poland (Huener)
 History 139 – Modern Germany (Schrafstetter)
 History 190 – The Holocaust (Steinweis)
 World Literature 017 – Postwar Germany and the Holocaust (Greer)

Fall 2021

History 191 – World War II (Buchanan)
 History 227 – Seminar: Nazism and Fascism (Steinweis)

Student News



Theo Cutler (class of 2021) is a senior from Pennsylvania pursuing a double major in History and Political Science with a concentration in European history and political economy, respectively. He was awarded the Paul D. Evans Prize for Excellence in History by the UVM Department of History.

His Honors College thesis examined the intellectual legacy of Carl Schmitt, a German political philosopher and constitutional theorist infamous for his collaboration with the Nazi regime. Despite this infamy, Schmitt's work has been the subject of extensive debate and engagement across the political spectrum. Cutler's thesis explores a number of Schmitt's texts, their reception in the decades following World War II, and the resurgence of interest in Schmitt's thought that has occurred in the United States and China beginning the early 2000s. It also offers a consideration of Schmitt's personal and academic life in light of the recently translated personal diaries he kept, which offer a more comprehensive understanding of his antisemitism and the nature of his collaboration with the Nazis.

Nearing the close of his two years of master's studies at UVM, **Sandor Farkas** is working on a thesis that examines American conservative Holocaust memory. Prior to enrolling at UVM, Farkas graduated from Dartmouth College in 2017 with a major in history and a minor in Jewish studies, completed fellowships with the Tikvah Fund and ISI, and spent a semester studying at Yeshivat Darche Noam in Jerusalem. While at Dartmouth, he served as editor-in-chief of *The Dartmouth Review*, won the 2016 Robert McKennan Prize for the best thesis in anthropology, and won the 2017 Gary H. Plotnik Memorial Prize for best paper in Jewish studies. As an officer in the Virginia and Vermont Army National Guards, Lieutenant Farkas continues to serve in medical operations and leadership. His thesis explores how the American right understood, remembered, and used Third Reich atrocities, and is based on a thorough survey of references to the Holocaust and related subjects in periodicals representing the breadth of the American right. It considers how factions on the right used Holocaust memory when discussing each other and major issues in American politics, such as anti-Communism, the State of Israel, and ethnic and religious identity. While the Holocaust's role in American politics centered around Communism and the Cold War until the fall of the Soviet Union, it also played a central role in the right's perception of religion, race, and Jews. Farkas hopes to pursue further research on the relationship between American Holocaust memory and racial, ethnic, and religious identity in America, including the Civil Rights Movement. Upon completion of his thesis this summer, Farkas plans to pursue *smicha* and work



in educational strategy while considering applications to doctoral programs in American and Jewish history.



Elizabeth Farrell (class of 2021) majored in History with minors in Holocaust Studies and German. In her undergraduate seminar with Professor Alan Steinweis during the fall semester of 2020, she researched the responses of Jews to the onset of Nazi policy and the Holocaust in Germany from the late 1920s to just before the outbreak of war in 1939. In the fall of 2021, Elizabeth will be enrolling in the Department of History's Accelerated Master's Program, continuing to study German and the history of the Holocaust, with hopes of investigating subordinate peoples living under a dominant power in various historical contexts.

Liam Hilferty (class of 2021) is from Rouses Point, New York. At UVM he majored in History with a minor in Holocaust Studies. Liam will continue his education at UVM through the Accelerated Master's Program in History. For his master's thesis, he is currently studying monuments dedicated to the Organization of Ukrainian Nationalists (OUN) and the Ukrainian Insurgent Army (UPA) in the United States. Leaders of these two groups collaborated with the Nazis following the invasion of the Soviet Union in 1941 with hopes of establishing an independent Ukraine. However, after the Nazi defeat at Stalingrad in 1943, their histories were rewritten to sanitize or omit past collaboration. Liam hopes to study the role of past collaborators in shaping the collective memory in the Ukrainian diaspora, and how this led to the construction of these monuments. He will be writing his master's thesis under the supervision of Professor Susanna Schrafstetter.



Julia Kitonis is a graduating senior Theatre major and Holocaust Studies minor from Westford, Vermont. In spring 2021 she defended her honors thesis, "A Beacon I Will Remember": Paula Vogel's *Indecent* as a Historiography of Queer and Jewish Culture," a work that she hopes to continue refining. In the fall, she will be moving to London to

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Student News, continued from Page 11

pursue her M.A. in Dramaturgy and Writing for Performance at the University of London Goldsmiths. Currently, she plans to continue her work on performed historiography and the use of theatre as an interpretive tool in historical discourse.

Caroline Serling (class of 2021) is from Philadelphia, Pennsylvania and majored in History with a minor in Public Communication. As a member of the Honors College, Caroline completed her senior thesis under the supervision of Susanna Schrafstetter. Caroline's thesis focused on the restitution of Nazi-looted art through American intervention. It explains the systematic pillage of Jewish property, specifically artwork, by the Nazi regime, and American efforts to return it. Her research has focused on how the work of museums, the internet, and the American legal system have aided victims and heirs towards successful restitution. While researching the impact of the judicial system, Caroline has become increasingly interested in law. In the fall, she will attend

the University of St. Andrews in Scotland to pursue a master's degree in Legal and Constitutional Studies.



Alumni News



In summer 2020, **Kiara Day** defended her master's thesis on journalist and anti-Nazi activist Dorothy Thompson and graduated with an M.A. in History from the University of Vermont. After graduating, Kiara has found a meaningful avenue for applying her training as a historian working (remotely) as an Assistant Academic Designer for McGraw-Hill Education. She has had the pleasure of helping revitalize high school level materials on global history. Her academic focus on modern Europe, specifically Nazi Germany and the Holocaust, has proven beneficial for updating and creating content. One project she worked on was developing primary source-based activities for students to engage in critical analysis and practice historical interpretation. Kiara's time in UVM's history program and with the Miller Center thoroughly prepared her for this work. She is grateful to be assisting the alignment of K-12 curriculum with the current state of the historical field. In her spare time, Kiara continues to research Dorothy Thompson, and hopes to transform her thesis into an appreciable book for the general public.

Lauren Fedewa, M.A. in History from the University of Vermont 2018 (B.A., University of Maryland, 2015), is a second-year doctoral student in the Department of History and the Anne Tanenbaum Centre for Jewish Studies at the University of Toronto. Lauren's dissertation examines Jewish women who 'passed' as Polish-Christian forced laborers as a survival strategy during the Holocaust. It presents an integrated history of the Holocaust, analyzing the ways in which the



experiences of Polish gentile forced laborers, Jewish women "submerged on the surface" as Polish-Christian workers, and Germans intersected in Germany, and the roles played by Polish and German gentiles, as actors, supporting actors, and audience, in Jewish passers' performance of their false identity. In the past year, Lauren has presented her research at the German Studies Association Conference, received the Sonshine Graduate Scholarship in Holocaust Studies, and received the Kornberg-Jeziarski Essay Prize in Holocaust Studies. She was also awarded an International Student Scholarship from the Polish National Agency for Academic Exchange (NAWA) and a scholarship for the Polonicum Centre of Polish Language and Culture at the University of Warsaw to undergo intensive Polish-language study. Previously, she held a U.S. Student Fulbright Research Grant in Germany (2018-2019), as well as a Summer Graduate Research Assistantship at the United States Holocaust Memorial Museum in Washington D.C. (2017).



Jordanna Gessler, UVM Class of 2011, is the Vice President of Education and Exhibits at Holocaust Museum LA. Working in Holocaust and museum education during the year 2020 required meeting a series of new challenges and questions. In addition to bringing the important lessons of Holocaust history to distance learning students, teachers, and the public, Jordanna shifted and evolved her work to respond also to the recent increase in hate crimes as well as to the relevance of the Holocaust for contemporary issues facing society. After closing the Museum's doors on March 13 and pivoting to the virtual world, the Museum offered the first virtual public program in late March. There Jordanna spoke on Nazi hate symbols

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and the evolution of hate rhetoric to violence. She launched the Museum's first virtual student tour in May 2020, and by March 2021, student tours grew by 77% compared to pre-pandemic numbers. Jordanna also led the development of an immersive virtual 3D Museum that empowers visitors to explore and interact with the Museum's core exhibition, rich archival collection, and robust survivor oral history collection. Visitors can explore galleries, zoom in to examine artifacts, and learn from the Museum's survivor community on the exploratory 360-degree tour, making the Museum's galleries, archives, photos, and survivor testimonies accessible from home. In addition to her work in the Holocaust studies field and bringing Holocaust education, teacher training, and student programs to students throughout the United States and around the world, Jordanna volunteered during the 2020 election, joined the YPB Board of Alliance College-Ready Public Schools, and became involved in saving the LA cougar population. Through her work and volunteering, Jordanna continues to reaffirm her commitment to working towards a world of mutual respect and human dignity.



Nate Gondelman is a UVM alumnus (B.A., History, 2009; M.A., History, 2016). As a student, Nate's primary focus was the relationship between German military fortunes and the trajectory of the Holocaust. Currently, Nate is the Assistant Program Director at UVM's Student Accessibility Services Office, where he helps oversee the implementation of accommodations for students with disabilities. Nate regularly writes articles for the Miller Center for Holocaust Studies *Bulletin* and has served as an editor and writer for the *UVM History Review*.



Dženeta Karabegović (B.A., Political Science/Holocaust Studies, 2008) has spent the last year preparing publications and research trips for a project focused on normative contestation of migrant education of individuals on the move in the peripheries of the EU, while continuing to teach (online since the pandemic) at the University of

Salzburg. For her excellence in teaching, she was recently nominated for the 2021 Austrian National Teaching Award. Last year, she published an academic article examining the advocacy of the Mothers of Srebrenica in promoting a culture of remembrance (link: <http://publications.tlu.ee/index.php/stss/article/view/907>) and took an active part in the 25th commemoration of the Srebrenica Genocide in Srebrenica, Bosnia and Herzegovina as Regional Coordinator for the ŠTO TE NEMA public nomadic monument (link: <https://balkaninsight.com/2020/07/03/srebrenica-to-host-coffee-cup-memorial-for-genocide-victims/>). She plans to publish an academic article on that same subject in the near future.

Dana Smith (M.A., History, 2011) just completed her third year as an assistant professor in the Holocaust and Genocide Studies department at Keene State College in Keene, New Hampshire. She teaches introductory- and upper-level courses on Nazi Germany and the Holocaust, a course on women and the Holocaust, a newly designed course on art and the Holocaust, as well as an introductory course on Jewish history. She is also planning a new course on German Jewish history. Her first book, *Jewish Art in Nazi Germany*, is under contract with Routledge. The book is based on her doctoral dissertation research and uses the example of the arts created or performed through the Jewish Cultural League in Bavaria, which included an adult education and public lectures department, a musical department, and a visual arts department (that housed a marionette theatre). In her analysis, she uses the Jewish Cultural League to explore issues related to gender, regionalism, and identity. Her next research project will look at Shakespeare in Nazi Germany. Prior to the outbreak of war, the Nazi regime committed significant effort to "aryanizing" Shakespeare, while his plays counted among the most frequently performed on "German" stages and "Jewish" stages—with significant censorship for both.



www.uvm.edu/cas/holocauststudies

PREVIEW OF EVENTS DURING THE 2021-2022 ACADEMIC YEAR

Please note: all dates are approximate, and please continue to check our website for details and scheduling information!

www.uvm.edu/cas/holocauststudies

September 2021

“Enemy of the People: The Munich Post and the Journalists Who Opposed Hitler”

Terrence Petty, Journalist, UVM Class of 1974

October 2021

The Annual Raul Hilberg Memorial Lecture

“Impudent Jews: Forgotten Stories of Individual Jewish Resistance in Hitler’s Germany”

Wolf Gruner, University of Southern California

November 2021

“Jewish Art in Nazi Germany: the Jewish Cultural League in Bavaria”

Dana Smith, Keene State College

March 2022

“Even the Most Trusting among Us Began to Realize that Our Days Were Numbered’: German-Speaking Jews After their Deportation to Occupied Eastern Europe”

Andrea Löw, Center for Holocaust Studies at the
Institute for Contemporary History, Munich
Fellow, United States Holocaust Memorial Museum

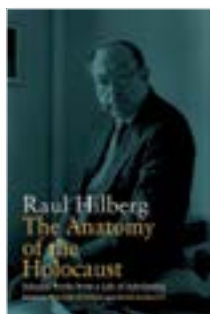
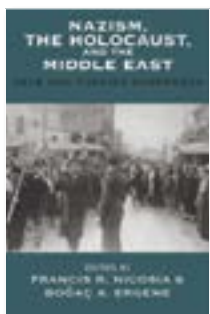
April 2022

Annual Holocaust Commemoration Event

“Why? Explaining the Holocaust”

Peter Hayes, Northwestern University

Vermont Studies on Nazi Germany and the Holocaust Series



NEW! Volume 8

THE ANATOMY OF THE HOLOCAUST

Selected Works from a Life of Scholarship

Raul Hilberg

Edited by Walter H. Pehle and René Schlott

"With this compilation of essays and recollections, we [...] once again come to know Hilberg as an immensely productive, curious and innovative historian." • *Süddeutsche Zeitung*

Historian Raul Hilberg produced a variety of archival research, personal essays, and other works over a career that spanned half a century. *The Anatomy of the Holocaust* collects some of Hilberg's most essential and groundbreaking writings—many of them published in obscure journals or otherwise inaccessible to nonspecialists—in a single volume.

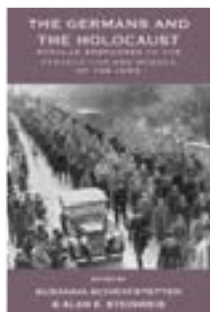
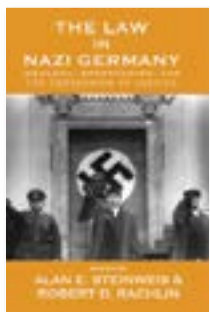
Volume 5

THE LAW IN NAZI GERMANY

Ideology, Opportunism, and the Perversion of Justice

Alan E. Steinweis and Robert D. Rachlin [Eds.]

"The essays in The Law in Nazi Germany provide a thorough understanding of the threats that come along with reinterpreting laws to take account of a society's changed principles. This should be emphasized not only in German legal education, but in every law school, everywhere." • *The Federal Lawyer*



Volume 7

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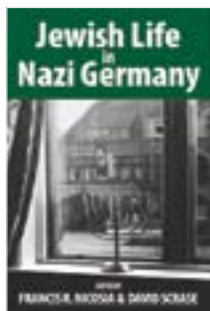
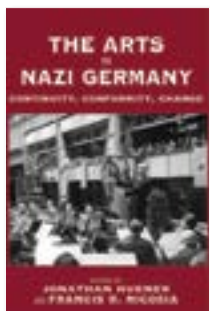
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