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REMEMBRANCE**
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UNIVERSITÀ
DEGLI STUDI
FIRENZE
FORLIPSI
DIPARTIMENTO DI FORMAZIONE,
LINGUE, INTERCULTURA,
LETTERATURE E EDIZIONI

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We deeply thank our survey respondents.

Report available at <https://holocaust-socialmedia.eu/results/>

EXECUTIVE SUMMARY

In this report, we present the findings of a Delphi Study aimed at validating a framework which has been designed to analyse Holocaust-related content published on the social media profiles of Holocaust museums. The study may also be considered as a pedagogical tool for teachers to provide orientation for conducting their own analysis or research and find best practices to navigate the various materials available on social media for studying and teaching about the Holocaust.

The framework serves the purpose of providing guidance on how to classify information pertaining to three major domains: *Historical content of the Holocaust*, *Contemporary issues related to the Holocaust*, and *Museum activities and communication*. Each domain comprises a set of macro and micro categories, for each of which a definition and examples have been given. Depending on the nature of the posts, some categories may be selected, and others ignored.

Key Findings

- This Delphi study involved a comprehensive panel of 22 international experts who, in a three round process, reached consensus on a framework composed of a set of macro and micro categories organised into three domains that are suitable for capturing the various topics addressed by Holocaust museums in their social media profiles in the field of Digital Holocaust Memory.
- The framework was extensively revised from Round 1 to Round 2, while Round 3 served the purpose of refining some micro categories and their definitions.
- The final framework comprises three domains and is constituted by 18 macro categories and 68 micro categories.
- Periodisation of historical content, agency and stages of the Holocaust remain open issues as there is still much debate among historians about these notions.

INTRODUCTION

In this report, we present the findings of a Delphi Study aimed at validating a framework which was conceived to analyse Holocaust-related content published on the social media profiles of Holocaust museums. We adopt the broad concept of “Holocaust museum” as defined by the Encyclopaedia Britannica to include “any of several educational institutions and research centres dedicated to preserving the experiences of people who were victimized by the Nazis and their collaborators during the Holocaust (1933–45)” (Parrott-Sheffer, 2019, p. n.a.).

Content analysis is a research technique used to make replicable and valid inferences by interpreting and coding textual and visual material (Krippendorff, 2004; Neuendorf, 2002). By systematically evaluating texts - documents and communication artefacts, which might contain text in various formats, as well as pictures, audio or video - qualitative data can be converted into quantitative data (Huxley, 2020; Lewins & Silver, 2007; Schreier, 2019). Content analysis techniques involve systematic reading or observation of texts or artifacts which are assigned labels (sometimes called *codes*) to indicate the presence of meaningful pieces of content. They are used in social sciences to examine patterns in communication in a replicable and systematic manner; this method has become a cornerstone in social media research (Sloan & Quan-Haase, 2018). Social media content analysis has proved to be a suitable complementary method for quantitative analysis (Mukerjee & González-Bailón, 2020) based on automatic analysis - such as sentiment analysis, social media analytics, and social network analysis - when mixed methods are the preferable approach (Prandner & Seymer, 2020).

In this study, the framework will primarily serve as a guideline for social media content coders who are not specifically content-savvy. A further aim is to provide a pedagogical tool for teachers to navigate the various materials available on social media for studying and teaching about the Holocaust. As also stressed by the IHRA in the new *Recommendations for Teaching and Learning about the Holocaust* (IHRA, 2019), social media can be indeed an important part of contemporary education, on condition that the content provided is firmly grounded in fact and/or based on sound research (Berberich, 2018). In this sense, Holocaust museums are among the primary agencies for teaching about the Holocaust and growing research is showing that their social media use is becoming an important instrument of promotion, education, and global scale outreach (Gray, 2014; Manikowska, 2020).

A specific objective of this study was to build consensus among international experts in the field of Digital Holocaust Memory on: (i) the validation of a framework composed of a set of macro and micro categories organised into three domains that are suitable for capturing the various topics involved in

the field study; and (ii) on indications for analysing social media content provided by Holocaust museums according to framework categories, with specific definitions and examples for each category.

METHODS AND PROCEDURE

The Delphi method is defined as “a panel communication technique by which researchers collect expert opinions, enable experts to communicate anonymously with one another and then explore the underlying information collected” (Yeh, Hsu, Wu, Hwung, & Lin, 2014, p. 711). It is a method based on consensus development comprising a number of iterations or survey rounds through which the knowledge generated is reworked by the study team and submitted again for the consideration of the panel until an overall consensus is reached (Adler & Giglio, 1996; Keeney, Hasson, & McKenna, 2011). It has proved to be a reliable measurement instrument in developing new concepts and setting the direction of future-orientated research (Rowe & Wright, 1999). The technique involves seeking the opinion of a group of experts in order to assess the extent of agreement on a given issue and to resolve disagreement. However, while it has been used to establish consensus across a range of subject areas (e.g., health studies, education, social sciences), its use has been scant in the area of Holocaust research (Cape, 2004). As one of the common approaches of Delphi studies is the search for and identification of critical elements in environments that are still not well defined (Shaikh & Khoja, 2014), setting up such a study would help to conceptualise a framework for analysing social media content provided by Holocaust museums.

Like in other studies performed using the Delphi technique, a series of conditions have been considered in order to ensure adequate planning and execution, such as anonymity of Delphi participants, iteration that enables participants to examine or modify their views based on the opinions of the expert group, controlled feedback informing participants of the other participants’ ideas, and statistical analysis that allows a quantitative study of data (Rowe & Wright, 1999, cited in Snelson, Rice, & Wyzard, 2012). This Delphi study mostly employs comments and feedback provided through answers to open questions, while the adoption of quantitative data techniques has enabled the most problematic categories to be assessed on the basis of appropriateness and completeness where disagreement among the experts occurred.

In this study, we have attempted to articulate the significant factors in the complex entity (Skulmoski, Hartman, & Krahn, 2007) of Digital Holocaust Memory with a group of experts versed in a range of disciplinary areas (e.g., Contemporary history, Genocide and/or Holocaust studies, Holocaust education, Cultural studies, Media studies) who were asked to evaluate the framework.

The initial questionnaire was thus based on an existing framework containing macro and micro categories derived from the study team’s knowledge and review of the literature, as well as from

adjustments made through some application tests carried out by a group of four researchers who were not on the panel.

To meet the study objectives, the framework was divided into three sections. The first section – *Historical content* – includes any information about the period, the places and the events that created, influenced, or formed the backdrop to the historical development of the Holocaust. The second section – *Themes* - includes a list of topics historically or culturally associated with the Holocaust as matters of prime or secondary importance, any artistic production related to the Holocaust, and any contemporary events connected with the Holocaust or related topics. Finally, the third section - *Museum activities and service communication* - is composed of a set of categories related to the museum activities (e.g., in-site and online events) and comprises communications concerning the services offered by the museums, such as operating time, etc. Each section is composed of a number of macro and micro categories accompanied by a label, a definition and a few examples taken from social media content.

A non-probability purposive sample of 44 experts was invited with a personalised email containing a brief presentation of the study and an explanation of the commitments that were expected from their participation in the study. They are all active scholars in various fields related to Holocaust study and were selected within a large plethora of countries. Being aware that Holocaust studies build on different scholarly traditions, it was important to engage representatives from many different research cultures in order to reach as wide a consensus as possible.

Twenty-five experts responded to the invitation, of whom 22 agreed to participate and were sent the link to the first-round survey. As the questionnaire was anonymous and it was not possible to trace the identity of the respondents, the invitation to complete subsequent questionnaires was sent to the entire group of 22, except for one participant who had withdrawn and stated that he no longer wished to take part in the study. This resulted in a decrease in the number of participants both in Round 2 and Round 3 (see Appendix 5 for the list of experts that have agreed to reveal their identities).

This Delphi process comprised three rounds. Although classic Delphi studies recommended from four to seven rounds (Young & Hogben, 1978), today two or three rounds are considered appropriate to control and minimize time, cost and participant fatigue and thus produce higher quality results (Hasson, Keeney, & McKenna, 2000). In this study, although the initial indications given to participants were based on their willingness to participate in two rounds, the numerous critical issues that emerged during Round 2, and consequently the need to make important additional changes, made it necessary

to carry out a third round. In each round, participants were asked to independently rank the appropriateness (e.g., clarity and completeness) of category definitions and the examples of application related to the subsets of macro and micro categories, across the three domains, using a 5-point Likert scale (1=Not at all, 2=Slightly, 3=Moderately, 4=Very, 5=Extremely). They were also asked to state whether the subset was considered complete (Not at all, Marginally complete, Quite complete, Totally complete, Not sure/ I do not know) and if there was any missing category or further categories to be added (Yes, No). A free-text response was always available to participants within each of the survey domains, providing the opportunity to elaborate or explain responses.

Data on participant demographics were also collected including gender, age, country of residence, main field of expertise, level of knowledge on social media use in Digital Holocaust Memory.

In *Round 1* participants were asked to rate the appropriateness of the definitions used in the subsets of 87 macro and micro categories, across the three domains of *Historical content, Themes, Museum activities and service communication*, for a total of 47 questions (Appendixes 2, 2a)). In *Round 2*, each participant received a revised survey comprising 53 questions and was asked to rate the appropriateness of the definitions used in the subsets of macro and micro categories, across the three domains of *Historical content, Post-Holocaust, Museum activities and service communication*. This survey included 60 categories from Round 1 and 22 new categories, and participants were asked to rate again the previous categories and to rate the new categories (Appendixes 3, 3a). In *Round 3* each participant received a revised survey which comprised a total of 53 questions through which they were asked to rate the appropriateness of the definitions used in the subsets of macro and micro categories, across the three domains of *Historical content of the Holocaust, Contemporary issues related to the Holocaust, Museum activities and communication*. This survey included 81 categories from Round 2 and 4 new categories, and participants were asked to rate the previous categories again and to rate the new categories one last time (Appendixes 4, 4a).

The study received the approval of the Ethics Committee of the Universitat Oberta de Catalunya, Spain, and all participants provided their informed consent to take part in the study at the beginning of the process, during the online survey. All data were handled in accordance with the European Union data protection Regulations (GDPR EU Regulation 2016/679).

All surveys were administered using LimeSurvey (<https://www.limesurvey.org/>), and survey links were distributed via email.

Descriptive statistics were used to describe participants' demographic characteristics and group responses to each statement in all three rounds. Unlike other studies that mostly use a quantitative approach to measure consensus, this study mainly relied on analysis of the open-ended responses provided for each category (macro or micro). An attempt was made to include as many suggestions for modification, integration or elimination as possible. Nonetheless, when the suggestions went in opposite directions, or implied very different decisions, it was decided to accept those that were most frequent or that would best fit the revision of the framework. Descriptive statistics were also used to measure consensus across the three rounds.

RESULTS

Of the 22 experts that agreed to participate in this Delphi study, 17 participants completed Round 1 (77.3% response rate), 12 completed Round 2 (54.5% response rate) and 7 completed Round 3 (31.8% response rate). Table 1 presents the demographic characteristics of participants in each round. Gender distribution was skewed, with a male preponderance in all three rounds. Participants' mean age ranged from 49 to 52 years across the three rounds, where the most represented countries were Israel, United Kingdom and United States of America. The two main fields of expertise were Genocide and/or Holocaust studies and Holocaust education. Finally, more than half of the respondents reported being well or very well informed about social media use in Digital Holocaust Memory.

Table 1. Demographic characteristics of Delphi participants

	Round 1 (n=17)	Round 2 (n=12)	Round 3 (n=7)
Gender			
Male	11 (64.7%)	9 (75.0%)	5 (71.4%)
Female	4 (23.5%)	3 (25.0%)	1 (14.3%)
Other	0 (0.0%)	0 (0.0%)	0 (0.0%)
I prefer not to say	2 (11.8%)	0 (0.0%)	1 (14.3%)
Mean age in years (SD)	49.7 (14.0)	49.5 (14.2)	52.4 (14.9)
Country of residence			
Austria	1 (5.9%)	0 (0.0%)	0 (0.0%)
Germany	1 (5.9%)	0 (0.0%)	0 (0.0%)
Israel	3 (17.6%)	2 (16.7%)	2 (28.6%)
Italy	3 (17.6%)	1 (8.3%)	0 (0.0%)
Switzerland	1 (5.9%)	0 (0.0%)	1 (14.3%)
United Kingdom	6 (35.3%)	6 (50.0%)	2 (28.6%)
United States	2 (11.8%)	3 (25.0%)	2 (28.6%)
Main field of expertise			
Contemporary history	6 (35.3%)	3 (25.0%)	2 (28.6%)
Genocide and/or Holocaust studies	8 (47.1%)	7 (58.3%)	4 (57.1%)
Holocaust education	6 (35.3%)	7 (58.3%)	5 (71.4%)
Cultural studies	3 (17.6%)	2 (16.7%)	1 (14.3%)

Media studies	5 (29.4%)	3 (25.0%)	2 (28.6%)
Jewish history	1 (5.9%)	0 (0.0%)	0 (0.0%)
Geography, GIS, Cartography	1 (5.9%)	1 (8.3%)	0 (0.0%)
Public history	1 (5.9%)	0 (0.0%)	0 (0.0%)
Computer science	1 (5.9%)	0 (0.0%)	1 (14.3%)
How well informed about social media use in Digital Holocaust Memory			
Not at all informed	1 (5.9%)	1 (8.3%)	0 (0.0%)
Slightly informed	1 (5.9%)	0 (0.0%)	1 (14.3%)
Moderately informed	5 (29.4%)	4 (33.3%)	0 (0.0%)
Well informed	5 (29.4%)	4 (33.3%)	4 (57.1%)
Very well informed	5 (29.4%)	3 (25.0%)	2 (28.6%)

Table 2 shows a summary of the Delphi statements for each of the three domains. As the names of the categories, both micro and macro, and of the three domains changed from round to round, the table shows all the names used in the three domains and the final labels.

Table 2. Grouped statements by domain

	Round 1	Round 2	Round 3	Final
Historical content (1), Historical content (2), Historical content of the Holocaust (3), Historical content of the Holocaust (final)	5 macro categories, 37 micro categories	7 macro categories, 48 micro categories	7 macro categories, 48 micro categories	7 macro categories, 48 micro categories
Themes (1), Post-Holocaust (2), Contemporary issues of the Holocaust (3), Contemporary issues related to the Holocaust (final)	5 macro categories, 36 micro categories	5 macro categories, 17 micro categories	5 macro categories, 20 micro categories	5 macro categories, 20 micro categories
Museum activities and service communication (1), Museum activities and service communication (2),	4 macro categories, 0 micro category	5 macro categories, no micro category	5 macro categories, no micro category	6 macro categories, no micro category

Museum activities and communication (3), Museum activities and communication (final)				
Totals	14 macro categories, 73 micro categories	17 macro categories, 65 micro categories	17 macro categories, 68 micro categories	18 macro categories, 68 micro categories

The most significant changes affected the second domain (*Themes*), which was completely revised from Round 1 to Round 2 and specifically refocused on post-Holocaust topics or the contemporaneity of the Holocaust. Some of the original macro and micro categories were moved to the group of categories under domain 1, while others were eliminated, and new ones were included. Globally, the changes introduced in domain 2 also had important repercussions in the other two domains, although their initial design was not altered. Other areas that were found to be particularly troublesome were those related to the macro categories "Agency" and "Stages of the Holocaust", included within the first domain (*Historical content*). In particular, "Stages of the Holocaust" was extensively revised from Round 2 to Round 3.

Finally, Round 3 led to adding a further macro category, "Social media events", as distinguished from other museum activities, in domain 3.

The final framework is constituted of 18 macro categories and 68 micro categories.

Table 3 presents the mean scores and standard deviations for each statement in response to the request to rate the appropriateness (e.g., clarity and completeness) of the categories' definitions and the application examples. The Table uses the definitive framework structure and the labels of the various domains, macro and micro categories, and shows in italics previous denominations as well as the categories which were removed across the various rounds.

Table 3. Mean scores and standard deviations for each statement in response to the request to rate the appropriateness (e.g., clarity and completeness) of the categories' definitions and application examples

Dimensions, macro and micro categories	Round 1 (n=17)	Round 2 (n=12)	Round 3 (n=7)
	Mean (SD)	Mean (SD)	Mean (SD)

A. Historical content of the Holocaust	4.6 (0.6)	4.8 (0.5)	4.9 (0.4)
A.1. Places	4.6 (0.6)	4.6 (0.5)	5.0 (0.0)
A.1.1. Local	4.6 (1.0)	4.6 (0.7)	4.8 (0.4)
A.1.2. Regional	4.3 (1.0)	4.5 (0.7)	4.7 (0.8)
A.1.3. National	4.3 (1.1)	4.6 (0.7)	4.7 (0.8)
A.1.4. Transnational (<i>International</i>)	4.2 (1.3)	4.5 (0.7)	4.8 (0.4)
A.2. Timeline	4.7 (0.5)	4.5 (0.5)	5.0 (0.0)
A.2.1. Pre-1933	4.9 (0.4)	4.8 (0.4)	4.8 (0.4)
A.2.2. 1933-1939	4.8 (0.6)	4.8 (0.4)	4.8 (0.4)
A.2.3. 1939-1945	4.6 (0.5)	-	-
A.2.3. 1939-1941	-	4.5 (0.7)	4.8 (0.4)
A.2.4. 1941-1945	-	4.5 (0.7)	4.7 (0.8)
A.2.5. 1945-1950 (<i>Post-1945</i>)	4.8 (0.4)	4.6 (0.7)	4.7 (0.5)
A.3. Agency	4.3 (0.8)	4.5 (0.5)	5.0 (0.0)
A.3.1. Murdered (<i>Victim, Perish</i>)	4.4 (0.9)	4.0 (1.0)	4.8 (0.4)
A.3.2. Survive (<i>Survivor</i>)	4.4 (0.9)	4.4 (0.5)	4.8 (0.4)
A.3.3. Perpetration (<i>Perpetrator</i>)	4.4 (1.0)	4.4 (0.5)	4.8 (0.4)
A.3.4. Collaboration (<i>Collaborator</i>)	4.2 (1.1)	4.6 (0.5)	4.8 (0.4)
A.3.5. Bystanding (<i>Bystander</i>)	4.1 (1.0)	4.2 (0.7)	4.8 (0.4)
A.3.6. Combat and resistance (<i>Resister</i>)	4.3 (1.0)	4.6 (0.5)	5.0 (0.0)
A.3.7. Rescue (<i>Rescuer or Righteous among the Nations</i>)	4.4 (0.9)	4.4 (0.7)	5.0 (0.0)
A.3.8. Liberation (<i>Liberator</i>)	4.3 (1.1)	4.6 (0.7)	4.7 (0.8)
A.4. Groups	4.6 (0.6)	4.4 (1.0)	5.0 (0.0)
A.4.1. Jews	4.9 (0.3)	4.8 (0.4)	5.0 (0.0)
A.4.2. Roma and Sinti	4.8 (0.4)	4.5 (0.8)	4.7 (0.8)
A.4.3. Political opponents	4.4 (1.0)	4.6 (0.7)	4.7 (0.8)
A.4.4. People with disabilities (<i>The disabled</i>)	4.6 (0.8)	4.6 (0.7)	4.7 (0.8)
A.4.5. Slavic peoples	4.4 (0.8)	4.5 (0.8)	4.7 (0.8)
A.4.6. Forced labourers	4.2 (1.3)	4.4 (0.8)	4.5 (0.8)
A.4.7. Homosexuals	4.5 (0.9)	4.4 (1.1)	4.3 (1.1)
A.4.8. Jehovah's Witnesses	4.4 (0.9)	4.4 (1.1)	4.7 (0.8)
A.4.9. Soviet prisoners of war	4.4 (1.0)	4.6 (0.7)	4.7 (0.5)

A.4.10. Other	3.9 (1.6)	4.9 (0.4)	4.6 (0.9)
A.5. Stages of the Holocaust	4.2 (0.8)	4.4 (0.7)	4.8 (0.4)
A.5.1. Pre-Holocaust	4.7 (0.5)	4.6 (0.7)	4.8 (0.4)
A.5.2. <i>Definition</i>	4.3 (0.8)	4.4 (1.1)	-
A.5.2. Classification, dehumanisation and symbolisation	-	-	4.8 (0.4)
A.5.3. <i>Isolation or segregation</i>	4.7 (0.5)	4.7 (0.7)	-
A.5.3. Discrimination, isolation and segregation	-	-	4.7 (0.5)
A.5.4. <i>Emigration</i>	4.6 (0.6)	4.3 (1.1)	-
A.5.4. Organisation	-	-	5.0 (0.0)
A.5.5. <i>Ghettoization</i>	4.5 (0.6)	4.7(0.7)	-
A.5.5. Persecution and deportation (<i>Deportation</i>)	4.6 (0.6)	4.8 (0.6)	4.7 (0.5)
A.5.6. Mass murder or “Extermination”	4.7 (0.6)	5.0 (0.0)	5.0 (0.0)
A.5.7. Liberation and aftermath	4.7 (0.6)	4.7 (0.7)	4.8 (0.4)
A.5.9. <i>Post-Holocaust</i>	4.5 (0.9)	-	-
A.6. Context and society	-	4.5 (0.7)	4.8 (0.4)
A.6.1. Jews, Jewish identity, history, religion, and culture	4.5 (0.6)	4.8 (0.4)	5.0 (0.0)
A.6.2. Nazi ideology and attitudes towards Jews and other categories	4.7 (0.6)	4.8 (0.4)	5.0 (0.0)
A.6.3. The camp system (<i>The camps</i>)	4.4 (0.7)	4.4 (0.8)	4.8 (0.4)
A.6.4. Prejudice, discrimination, racism, antisemitism and antigypsyism (<i>Antisemitism</i>)	4.6 (0.8)	4.7 (0.5)	4.8 (0.4)
A.6.5. War and German occupation in Western and Eastern Europe	4.6 (0.5)	4.4 (0.8)	5.0 (0.0)
A.6.12. <i>Women in the Holocaust</i>	4.6 (0.6)	-	-
A.6.13. <i>Children in the Holocaust</i>	4.5 (0.6)	-	-
A.6.6. Elderly, children and women		4.0 (0.9)	4.5 (0.8)
A.6.7. Fates of individuals (<i>Biography</i>)	4.6 (0.6)	4.7 (0.5)	4.5 (0.8)
A.6.8. International response	-	4.8 (0.4)	4.8 (0.4)
A.7. Artefacts and authentic representation	-	4.3 (1.1)	4.7 (0.5)
A.7.1. Artefacts	-	4.6 (0.8)	4.6 (0.9)
A.7.2. Photographic and filmic evidence	-	4.8 (0.4)	4.8 (0.4)
A.7.3. Literary and documentary production (<i>Literary production</i>)	-	4.9 (0.3)	5.0 (0.0)
A.7.4. Music and theatre	-	4.7 (0.7)	4.8 (0.4)

A.7.5. Sculptural and visual art (<i>Architecture, sculptural and visual art</i>)	-	4.7 (0.7)	4.8 (0.4)
A.7.6. Architecture	-	-	4.8 (0.4)
B. Themes	4.2 (0.8)	4.4 (0.9)	4.9 (0.4)
B.1. General topics	3.7 (1.4)	-	-
B.1.5. The ghettos	4.6 (0.6)	-	-
B.1.7. Combat and resistance	4.5 (0.6)	-	-
B.1.8. The Final solution	4.9 (0.4)	-	-
B.1.9. Auschwitz	4.1 (1.0)	-	-
B.1.10. The ending of the Holocaust (liberation and aftermath)	4.7 (0.6)	-	-
B.2. Agency of perpetrator	3.9 (1.2)	-	-
B.2.1. Persecution, deportation, and murder of Jews and other categories by National Socialism in Germany and directly controlled countries	4.8 (0.4)	-	-
B.2.2. Persecution, deportation, and murder of Jews and other categories by Italian Fascism and other Nazi accomplices	4.2 (1.2)	-	-
B.3. Biography/General event	3.9 (1.3)	-	-
B.3.2. General event		-	-
B.5. Contemporary event related to the Holocaust	4.1 (1.1)	-	-
B.5.1. Remembrance event	4.5 (0.8)	-	-
B.5.2. Commemoration event	4.4 (0.7)	-	-
B.5.4. Editorial event	4.4 (0.7)	-	-
B.5.5. Artistic or media event	4.5 (0.6)	-	-
B.5.6. Topical subject	4.5 (0.8)	-	-
B. Contemporary issues related to the Holocaust	4.2 (0.8)	4.4 (0.9)	4.9 (0.4)
B.1. Holocaust scholarship (<i>Holocaust research</i>)	-	4.8 (0.4)	4.7 (0.8)
B.1.1. Holocaust research	-	4.8 (0.4)	5.0 (0.0)
B.1.2. Archaeology of the Holocaust	4.3 (0.9)	3.8 (1.4)	4.3 (1.0)
B.2. Heritage of the Holocaust	-	4.7 (0.7)	4.8 (0.4)
B.2.1. Political, legal, cultural and social developments	-	-	4.8 (0.4)
B.2.2. Testimonies and their lessons for the present (<i>Heritage from the Holocaust: Hope, Faith and Resilience, Testimonies and their lessons for today: Hope, Faith and Resilience</i>)	4.7 (0.5)	4.7 (0.5)	4.7 (0.8)
B.2.3. The Righteous among the Nations	-	4.6 (0.7)	5.0 (0.0)
B.2.4. Iconic places and people	-	4.4 (0.8)	5.0 (0.0)

B.2.5. Second and third generations		4.5 (0.8)	4.8 (0.4)
B.3. Parallels and challenges	-	4.6 (0.7)	4.8 (0.4)
B.3.1. Countering Holocaust denial and distortion (<i>Holocaust denial and distortion</i>)	4.6 (0.6)	4.4 (1.0)	5.0 (0.0)
B.3.2. Antisemitism, racism and hate	-	4.9 (0.3)	5.0 (0.0)
B.3.3. Other genocides	4.3 (0.9)	4.8 (0.4)	4.8 (0.4)
B.4. Remembrance and education	-	4.8 (0.4)	5.0 (0.0)
B.4.1. Remembrance and commemoration	-	4.6 (0.7)	5.0 (0.0)
B.4.2. Public discourse about various aspects of the Holocaust in the press and other media (<i>Event in the news</i>)	4.6 (0.8)	4.6 (0.5)	4.8 (0.4)
B.4.3. Holocaust education: Teaching and learning about the Holocaust (<i>Holocaust education</i>)	4.9 (0.3)	4.9 (0.3)	5.0 (0.0)
B.5. Contemporary representation of the Holocaust (<i>Artistic production related to the Holocaust, Representation of the Holocaust</i>)	4.3 (1.1)	4.7 (0.7)	5.0 (0.0)
B.5.1. Films and documentaries (<i>Cinema and TV, Films and photographs</i>)	4.5 (0.6)	4.7 (0.5)	4.8 (0.4)
B.5.2. Photographs (<i>Art and photography</i>)	4.5 (0.9)	-	4.8 (0.4)
B.5.3. Literary and documentary production (<i>Literature and poetry, Literary production</i>)	4.7 (0.6)	4.7 (0.5)	5.0 (0.0)
B.5.4. Music and theatre	4.5 (0.7)	4.6 (0.7)	4.8 (0.4)
B.5.5. Sculptural and visual art (<i>Architecture, sculptural and visual art</i>)	-	4.5 (0.8)	4.8 (0.4)
B.5.6. Artefacts and architecture	-	-	4.7 (0.8)
B.5.7. Digital and visual representation	-	4.8 (0.6)	5.0 (0.0)
C. Museum activities and communication	4.5 (0.7)	4.5 (0.7)	4.7 (0.5)
C.1. Museum event	4.8 (0.6)	4.7 (0.7)	5.0 (0.0)
C.2. Social media events	-	-	-
C.3. Communication and responses to audience (<i>Communication with audience</i>)	-	4.9 (0.3)	4.8 (0.4)
C.4. Collaborations and endorsements (<i>Collaborations</i>)	4.9 (0.3)	4.7 (0.7)	5.0 (0.0)
C.5. Information about museum operation	4.6 (0.7)	4.6 (0.7)	4.8 (0.4)
C.6. Other	4.7 (0.6)	4.6 (0.7)	5.0 (0.0)

If globally the number of statements on which consensus was achieved improved steadily for each domain from Round 1 to Round 3, there are also a number of cases where the mean scores decreased from Round 1 to Round 2 (i.e., A.2.1., A.2.5., A.3.1., A.4., A.4.2., A.5.1., A.5.4., A.6.5., B.1.2., B.3.1., C.1.,

C.4). However, in these cases, the mean scores increased again or remained stable from Round 2 to Round 3. There are also a few cases in which the mean scores decreased steadily from Round 1 to Round 3 (i.e., A.4.7.), decreased from Round 2 to Round 3 (i.e., B.1., C.3.), or increased from Round 1 to Round 2 and decreased from Round 2 to Round 3 (i.e., A.6.7).

The final framework is illustrated in Figure 1, while the complete set of definitions is available in Appendix 1.

Figure 1. The final framework

A. Historical content of the Holocaust
A.1. Places
A.1.1. Local
A.1.2. Regional
A.1.3. National
A.1.4. Transnational
A.2. Timeline
A.2.1. Pre-1933
A.2.2. 1933-1939
A.2.3. 1939-1941
A.2.4. 1941-1945
A.2.5. 1945-1950
A.3. Agency
A.3.1. Murdered
A.3.2. Survive
A.3.3. Perpetration
A.3.4. Collaboration
A.3.5. Bystanding
A.3.6. Combat and resistance
A.3.7. Rescue
A.3.8. Liberation
A.4. Groups
A.4.1. Jews
A.4.2. Roma and Sinti

A.4.3. Political opponents
A.4.4. People with disabilities
A.4.5. Slavic peoples
A.4.6. Forced labourers
A.4.7. Homosexuals
A.4.8. Jehovah's Witnesses
A.4.9. Soviet prisoners of war
A.4.10. Other
A.5. Stages of the Holocaust
A.5.1. Pre-Holocaust
A.5.2. Classification, dehumanisation and symbolisation
A.5.3. Discrimination, isolation and segregation
A.5.4. Organisation
A.5.5. Persecution and deportation
A.5.6. Mass murder or "Extermination"
A.5.7. Liberation and aftermath
A.6. Context and society
A.6.1. Jews, Jewish identity, history, religion, and culture
A.6.2. Nazi ideology and attitudes towards Jews and other categories
A.6.3. The camp system
A.6.4. Prejudice, discrimination, racism, antisemitism and antigypsyism
A.6.5. War and German occupation in Western and Eastern Europe
A.6.6. Elderly, children and women
A.6.7. Fates of individuals
A.6.8. International response
A.7. Artefacts and authentic representation
A.7.1. Artefacts
A.7.2. Photographic and filmic evidence
A.7.3. Literary and documentary production
A.7.4. Music and theatre
A.7.5. Sculptural and visual art
A.7.6. Architecture

B. Contemporary issues related to the Holocaust
B.1. Holocaust scholarship
B.1.1. Holocaust research
B.1.2. Archaeology of the Holocaust
B.2. Heritage of the Holocaust
B.2.1. Political, legal, cultural and social developments
B.2.2. Testimonies and their lessons for the present
B.2.3. The Righteous among the Nations
B.2.4. Iconic places and people
B.2.5. Second and third generations
B.3. Parallels and challenges
B.3.1. Countering Holocaust denial and distortion
B.3.2. Antisemitism, racism and hate
B.3.3. Other genocides
B.4. Remembrance and education
B.4.1. Remembrance and commemoration
B.4.2. Public discourse about various aspects of the Holocaust in the press and other media
B.4.3. Holocaust education: Teaching and learning about the Holocaust
B.5. Contemporary representation of the Holocaust
B.5.1. Films and documentaries
B.5.2. Photographs
B.5.3. Literary and documentary production
B.5.4. Music and theatre
B.5.5. Sculptural and visual art
B.5.6. Artefacts and architecture
B.5.7. Digital and visual representation
C. Museum activities and communication
C.1. Museum event
C.2. Social media events
C.3. Communication and responses to audience
C.4. Collaborations and endorsements
C.5. Information about museum operation

The final framework is organised into three domains – *Historical content of the Holocaust*, *Contemporary issues related to the Holocaust*, and *Museum activities and communication* – each of which comprises a set of macro and micro categories.

The domain *Historical content of the Holocaust* covers any information about the period, the places, the actions and the events that created, influenced, or formed the backdrop to the historical development of the Holocaust. This domain includes historical content related to the Holocaust, its antecedents and its immediate consequences (e.g., Nuremberg Trials, closure of the last DP camps, etc.). The aim is to encompass every possible type of historical content related to the Holocaust and its material evidence. Information or facts not related to the history of the Holocaust should not be classified under this category. It includes the following macro-categories: Places, Timeline, Agency, Groups, Stages of the Holocaust, Context and society, and Artefacts and authentic representation.

The domain *Contemporary issues related to the Holocaust* includes a set of categories which refer to the period after the liberation phase and its immediate aftermath (e.g., Nuremberg Trials, closure of the last DP camps, etc.), i.e. from the early 1950s onwards, until today. The involved categories are directly related to the Holocaust or its parallels, to academic research and to its artistic representation. They also encompass education and commemoration issues, and a number of subjects relevant to the contemporary challenges and risks of Holocaust memory. Macro-categories are: Holocaust scholarship, Heritage of the Holocaust, Parallels and challenges, Remembrance and education, Contemporary representation of the Holocaust.

The domain *Museum activities and communication* is composed of a set of categories related to museum events (e.g., the announcement of a new exhibition, a virtual tour, a webinar, etc.), comprising communications about services offered by the museums (e.g., operating time), communication with the audience and endorsements from related institutions and individuals. It includes the following macro-categories: Museum event, Social media events, Communication and responses to audience, Collaborations and endorsements, and Information about museum operation.

CONCLUSIONS AND OPEN ISSUES

This Delphi study gathered consensus on a range of social media topics related to Digital Holocaust Memory as conveyed by Holocaust museums. The findings of this study have enabled the research team to develop initial guidelines and identify areas for further research. Although the study drew on an international network of Holocaust studies scholars and views were gathered from a wide range of related disciplines, the size and composition of the expert panel may not be representative of all IHRA countries and this may make results not very easy to generalize.

In addition to identifying areas of consensus, the study succeeded in highlighting areas in the field where there is less certainty, potentially requiring further exploration to resolve these issues. Although this study generated consensus on the majority of statements, experts also identified a number of challenges that need to be resolved in order to more effectively use this framework to analyse social media content and to provide assistance to teachers and educators for selecting educational content. For instance, one of the topics that required extensive reflection and revision was the “Agency” classification and its conceptualisation. The well-established categories of Perpetration, Collaboration and Bystanding, as conceptualised in early studies, have recently been questioned and greater nuances between resistance, rescue, opposition and bystanding are needed (Kühne & Rein, 2020). In this sense, the concept of the “implicated subject” (Rothberg, 2019) could help to further elaborate on the distinction between victims and perpetrators, as well as on other categories of agency.

As reported above, another controversial macro-category was “Stages of the Holocaust”. The initial classification was mostly based on Hilberg’s seminal work (Hilberg, 1985) and his seven-stage model was found to be unsatisfactory due to its linearity and because it is heavily based on a nearly fifteen-year span of German history. However, not all stages occurred everywhere and all the time: some either overlapped or did not occur at all in certain countries. For these reasons, Stanton’s ten-stage model of genocide (Stanton, 1996) was preferred in combination with Hilberg’s model, resulting in a classification that condenses some of Stanton’s stages while mapping Hilberg’s model, and maintains some of the Holocaust’s specificities. However, further examination is still needed to find out which models are best suited to account for the different situations in different countries.

Periodisation was also found to be still controversial especially for defining key issues like the beginning of the so-called Final Solution and the mass killings in Eastern Europe in 1941, as well as what should be considered as part of Holocaust history and what should be ascribed to contemporaneity. In this study we have considered June 1941 as the watershed between preparation of the “extermination” phase and the actual mass killings; however, a further periodisation would consider 1943 as another key year, when mass murder became “Vernichtung durch Arbeit” (“Annihilation through work”) and life spans increased by several months or even till the end of the war for those chosen to work. We have also considered 1950 as the cut-off date for inclusion of historical

events, in order to include the last migratory movements of survivors and the closure of the last DP camps as part of the history of the Holocaust. However, any such boundary may seem arbitrary depending on the implications of the aftermath one wishes to consider. In any case, differences and similarities can be found in the history of the various countries involved in the Holocaust, thus making it impossible to arrive at a universally acceptable periodization.

In addition to these open issues, while a strength of the study was its ability to access a network of scholars and experts in the field of Digital Holocaust Memory, the authors of this study may have inadvertently introduced some response bias. Further investigation is needed to customize this framework by taking into account diverse local histories, also in the light of recent studies that have shown that the Holocaust affected a larger number of countries than previously thought, particularly when considering the impact of the Holocaust on European colonialism in Africa (Boum & Stein, 2018; Kissi, 2021). Research into the geography of the Holocaust (Knowles, Cole, & Giordano, 2014) would provide data for further refinements.

Another limitation of this study is that there is no definitive assurance of the usability of this framework since its usefulness and effectiveness will have to be verified through application to the real content found on the social media profiles of Holocaust museums. The next phase of the study will centre on analysing samples of messages posted on major social media platforms (Facebook, Twitter and Instagram), thus helping expand the area of virtual Holocaust memory and its academic study (Walden, 2022).

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Links

<https://echoesandreflections.org/pedagogical-principles/>

<https://www.yadvashem.org/education/>

<https://encyclopedia.ushmm.org/>

<https://www.het.org.uk/exploring-the-holocaust-menu>

<https://www.theholocaustexplained.org/>

https://echoesandreflections.org/audio_glossary/

a. The global framework

The framework is organised into three main domains: 1) Historical content of the Holocaust, 2) Contemporary issues related to the Holocaust, 3) Museum activities and communication. The aim of this initial tripartition is to encompass every possible type of content that a Holocaust museum may publish on its social channels.

The domain “**Historical content of the Holocaust**” covers any information about the period, the places, the actions, and the events that created, influenced, or formed the backdrop to the historical development of the Holocaust. This domain includes historical content related to the Holocaust, its antecedents and its immediate consequences (e.g., Nuremberg Trials, closure of the last DP camps, etc.). The aim is to encompass every possible type of historical content related to the Holocaust and its material evidence. Information or facts not related to the history of the Holocaust should not be classified under this category.

The domain “**Contemporary issues related to the Holocaust**” includes a set of categories which refer to the period after the liberation phase and its immediate aftermath (e.g., Nuremberg Trials, closure of the last DP camps, etc.), i.e. from the early 1950s onwards, until today. The categories included are directly related to the Holocaust or its parallels, to academic research and to its artistic representation. They also encompass issues of education and commemoration, and a number of subjects relevant to the contemporary challenges and risks of Holocaust memory.

The domain “**Museum activities and communication**” is composed of a set of categories related to museum events (e.g., the announcement of a new exhibition, a virtual tour, a webinar, etc.), comprising communications about services offered by the museums (e.g., operating time), communication with the audience and endorsements from related institutions and individuals.

b. The domain “Historical content of the Holocaust”

The domain “Historical content of the Holocaust” is organised into seven macro-categories: 1) Places, 2) Timeline, 3) Agency, 4) Groups, 5) Stages of the Holocaust, 6) Context and society, 7) Artefacts and authentic representation.

Places = The Holocaust was a profoundly geographical event, rooted in specific physical spaces, times, and landscapes, and followed a process made up of spatially distinct phases, such as concentration, deportation, dispersal, and dislocation. Although the Holocaust is usually understood as a European event, the Europe-wide scale was complemented with related events that occurred in North Africa or elsewhere in the world (e.g., Asia, North and South America) where the persecuted were able to flee primarily before the war. In the Holocaust recollection process, events may be viewed at various geographical levels. It is important to note that boundaries between the categories may be fluid and not sharply delineated, and that one scale affects the others. For example, local events may affect policies, which can then be implemented regionally or even nationally, and vice

versa. Besides, many transnational events, such as Operation Barbarossa, did not take place in the abstract international environment but rather on the local, regional, and national levels simultaneously. Although the boundaries between these categories may often be blurred, the choice of the specific subcategory will be based on the explicit content described.

Timeline = The Holocaust is traditionally dated back to the period 1933–1945, from the appointment of Hitler as German chancellor on 30th January 1933 until the end of WWII in Europe (8th May 1945) or the beginning of the Nuremberg Trials on 20th November 1945 (see, for example, <https://www.theholocaustexplained.org/events-in-the-history-of-the-holocaust-1933-to-1939/>). However, it is also important to distinguish between events that occurred during the pre-war period (1933–1939) and the war (1939–1945) (for a timeline of events: <https://echoesandreflections.org/timeline-of-the-holocaust/>, <https://www.yadvashem.org/education/what-is.html>, <https://www.ushmm.org/learn/timeline-of-events/>), and the immediate consequences of the end of the war and its aftermath, such as the displaced persons camps and immigration of survivors (1945–1950). Furthermore, national timelines can be useful for contextualising specific events that took place in countries other than Germany, such as Italy, Croatia, Hungary, Romania, etc. For example, as far as Italy is concerned, some date the beginning back to March 1919, with the Fasci di Combattimento foundation, or to 1922, with the Fascists' march on Rome (<http://www.memorialeshoah.it/timeline-1922-1945/?lang=en>).

Agency = The human dimension of the Holocaust is explored by means of “agency”, a key category developed in Holocaust studies to analyse how human action/behaviour works in a variety of different settings, such as a specific location or region, an organisation, or a group of individuals, depending on social structure. Contrary to the idea that individuals took on specific roles during the Holocaust, the term “agency” in the Holocaust cannot fit seamlessly or neatly into either one of the proposed categories. People who had acted as collaborators or perpetrators may at some point, depending on the circumstances, act as rescuers or resisters, and persecuted people may have turned into collaborators at some point. Other cases of change in agency are the mass episodes of sexual violence committed by the Soviet liberators, in this respect perpetrators; of victims that become perpetrators, such as Jewish perpetrators of sexual violence within the ghettos; or Soviet POWs who opted to be trained as camp guards by the Germans. Other problematic cases are collaborators who happened to act as rescuers for their own personal reasons/gains. Overall, it is important to stress that agency was in large part a collective accomplishment and dependent on factors often beyond individual control. Besides, recent studies question the distinction between victims and perpetrators, and suggest an alternative concept, the “implicated subject” (Rothberg, 2019), to deal with someone who is not a perpetrator himself/herself but is rather an indirect participant who enables, perpetuates, inherits, and benefits from violence and exploitation. “Implicated subject” is proposed to replace the more familiar concept of bystander, a concept that suggests disengagement and passivity. However, given the scope of this framework, despite the blurred contours between many of the categories that may apply to specific behaviours in a specific event, the proposed categories here provide the main agency indicators to describe the specific behaviours portrayed in a single section of information and are not mutually exclusive. Since the proposed categories focus on people’s behaviours and actions, and not on their roles, it is possible to classify content in different ways depending on the emphasis placed on a specific action. If, for example, a person’s behaviour is recorded in terms of first perpetrator and then rescuer, it will be possible to select both relevant sub-categories.

Groups = Although we embrace the definition of Holocaust adopted by the IHRA (“The Holocaust was the state-sponsored, systematic persecution and murder of Jews by Nazi Germany and its collaborators between 1933 and 1945”) and other well-known organisations (such as Yad Vashem in Jerusalem, the Holocaust Memorial Museum in Washington DC, and the Imperial War Museum in London), according to which the term “Holocaust” should be reserved for the genocide of the Jews alone, we are also aware of broad-based definitions that include other groups that suffered at the hands of the Nazis and their accomplices, such as Roma and Sinti, people with disabilities, Slavic peoples, political opponents, forced labourers, homosexuals, and Jehovah's Witnesses. In addition to civilian victims, some include Soviet prisoners of war. In this category, we decided to include all groups who suffered at the hands of the Nazis and their collaborators, even if strictly speaking they cannot be defined as victims of the deliberate mass murder process of the Holocaust, as were the Jews. When someone or a group falls under more than one expected condition (e.g., Jewish and homosexual, Polish citizen destined for slave labour, etc.), it is possible to select more than one category.

Stages of the Holocaust = This category is derived from Hilberg's (1985) six stages of the Holocaust (Definition, Isolation, Emigration, Ghettoization, Deportation and Mass Murder) and from Stanton's (1996) ten-stage model of genocide (Classification, Symbolization, Discrimination, Dehumanization, Organisation, Polarization, Preparation, Persecution, Extermination, Denial). It is also based on terminology and adaption made by Cowan & Maitles (2017) on Hilberg's six stages of the Holocaust (Alienation, Segregation, Deportation, Extermination (or Annihilation), Liberation). In this framework, we have added a seventh stage (Liberation and aftermath), as suggested by Cowan & Maitles (2017), and a Pre-Holocaust stage. The resulting periodisation adopted in this framework condenses some of Stanton's stages while mapping Hilberg's model and maintains some of the Holocaust's specificities. It is important to stress that while Hilberg's six stages mostly apply to the Nazis' systematic attempt to annihilate the Jewish population of Europe and are based on his study of German documents and how the events of the Holocaust played out in Germany, Stanton's model was developed to explain the dynamics of genocide in general and not specifically the Holocaust's. In Stanton's model, genocide develops as a non-linear process, with stages that may occur simultaneously or at different times in each jurisdiction. Besides, each stage is itself a process in which all stages may take place either chronologically or simultaneously. Additionally, while the stages defined by Hilberg played out over the course of nearly fifteen years in Germany, not all stages occurred everywhere and all the time, and some were either merged or skipped in certain countries (e.g., there were no ghettos in the West). The process was very fluid and dynamic and did not follow a linear progression in an equal way, with stages that would occur simultaneously, or in reverse order (e.g., deportations were preceded by murder on site in the East). For example, in Hungary in 1944 the Holocaust process took an accelerated route, in contrast with other states, as most Jews spent a short time in ghettos (weeks or a few months) before being deported to Auschwitz or other camps. Also, other groups, such as Sinti and Roma, homosexuals, and people with mental and physical disabilities, underwent many of the steps described by Hilberg, including mass murder. For the above reasons, caution is required when this periodisation is applied to countries other than Germany or groups other than Jews.

Context and society = This list addresses historical subjects that complement/intersect the other categories included in the “Historical content” domain and expand the sociological and human components of the Holocaust. It refers to the diverse cultural, political and social contexts in which the Holocaust took place and

the ideas that were behind it. It also includes the condition of the Jews before the Holocaust and the international response to the Holocaust.

Artefacts and authentic representation = Historical information about the Holocaust may also be derived from the huge disposal of remains of everyday material objects and the expressive production that directly affected the life of the individual. The human dimension of the Holocaust is portrayed by a variety of everyday objects such as items for religious services (e.g., tallit, prayer books), toiletries, children's toys, cloths, kitchen utensils and recipe books, etc., while factual and expressive production includes many types of products that reflect the many ways in which Jewish inmates in labour camps, ghettos, and concentration camps portrayed the dark realities of day-to-day life in Nazi imprisonment. They were either artists that experienced persecution and internment or ordinary people creating a spontaneous expression of resistance. Diaries, letters, memoirs, poems, paintings, drawings, theatrical scripts and music executions reflected the ways in which Holocaust victims and survivors recorded or reflected on their experiences. This category also includes photographic and filmic evidence of the Holocaust produced by perpetrators and collaborators.

b1. The sub-category "Places"

The sub-category "Places" is organised into four further sub-categories: 1) Local, 2) Regional, 3) National, 4) Transnational.

Local = An event that took place in a circumscribed place, such as a village (e.g., Jedwabne), a town (e.g., Warsaw, Paris, Berlin), a concentration camp (e.g., Dachau, Auschwitz), a ghetto (e.g., Lodz, Warsaw), etc. This category may also include places and spaces that are more individualised and not defined geographically, e.g., cellars or basements where people hid, the effect of anti-Jewish laws in people's homes, or properties (villas, farms, factories, etc.) of perpetrators/collaborators.

Examples: 1) "In July 1942, Esther Frenkel was arrested, along with her 2-year-old son, Richard. Esther's shirt remained in her Paris flat. It is pictured below, along with a photo of her wearing it. Esther & Richard were deported separately to #Auschwitz and murdered". 2) "The Great Deportation began #OTD 22 July 1942. From 22 July till 21 September 1942, over 265,000 Jews were deported from the Warsaw ghetto to the Treblinka death camp and murdered. Learn about the final moments in the #WarsawGhetto here". Note: Although two different places are mentioned in the two examples (i.e., Paris and Auschwitz; Warsaw ghetto and Treblinka), the events occurred locally in circumscribed places. 3) "One of the most extraordinary stories in Shanghai's history took place in the neighbourhood of Tilanqiao, which served as 'a modern-day Noah's Ark' for Jews during WW2. For thousands of desperate people in the 1930s, this Chinese metropolis was a last resort. Most countries and cities on the planet had restricted entry for Jews trying to flee violent persecution by Nazi Germany". Although this example may include places to which refugees travelled across the world, the local dimension is prevalent in this section of information. 4) "In the Battle of Vilnius (1941), Nazi Germany captures the city during the Operation Barbarossa". In this example, although the Operation Barbarossa had a transnational dimension, happening on the local, regional, and national levels simultaneously, the focus is on a localised place.

Regional = An event that happened in a regional area within a country (e.g., Bavaria in Germany, Zona d'Operazione del Litorale Adriatico in Italy, Warthegau, General Government in Poland, Vichy Government in France) or across countries (e.g., Transnistria, Bulgarian-occupied territories).

Examples: 1) "The Operational Zone of the Adriatic Littoral (German: Operationszone Adriatisches Küstenland, OZAK; or colloquially: Operationszone Adria; Italian: Zona d'operazioni del Litorale adriatico; Croatian: Operativna zona Jadransko primorje; Slovene: Operacijska zona Jadransko primorje) was a Nazi German district on the northern Adriatic coast created during World War II in 1943. It was formed out of territories that were previously under Italian Fascist control until takeover by Germany. It included parts of present-day Italian, Slovenian, and Croatian territories. The area was administered as territory attached, but not incorporated to, the Reichsgau of Carinthia. The capital was the city of Trieste". 2) "Transnistria was set up as a result of successful military operations beyond the Dniester in summer 1941 and was lost when it became untenable in early 1944. Between those dates Romanian officials administered the area and were responsible for the native Ukrainian Jews and the Romanian Jews deported there. In this region, Romanians engaged in shootings and placed Jews in deadly situations; most of these Jews were from the newly acquired regions of Bessarabia and Bukovina". 3) "In early March 1941, Bulgaria joined the Axis alliance and, in April 1941, participated in the German-led attack on Yugoslavia and Greece. In return, Bulgaria received German authorization to occupy most of Greek Thrace, Yugoslav Macedonia, and Pirot County in eastern Serbia. Though Bulgaria participated in the Balkan Campaign, the provisions of its adherence to the Axis alliance allowed it to opt out of participation in the war against the Soviet Union in June 1941".

National = An event that affected an entire country (e.g., the deportation of the Hungarian Jews, the rescue of the Danish Jews, the occupation of Belgium).

Examples: 1) "On 20 June 1939, the Finke family was notified that their eldest son, Heinz, was to be included on a list of youngsters to be sent on a Kindertransport leaving Germany a week later". 2) "When Raoul Gustaf Wallenberg reached the Swedish legation in Budapest on July 9, 1944, the intense Nazi campaign to deport the Jews of Hungary almost entirely to Auschwitz had already been under way for several months. Transports from Hungary were halted with few exceptions by Miklós Horthy two days earlier in large part because he was warned by Roosevelt, Churchill, the King of Sweden and even the Pope after the very vocal Swiss grass roots protests against the mass murder in Auschwitz".

Transnational = An event that affected a broader area (e.g., Operation Barbarossa, which implied the invasion of Soviet Union and other formerly-Soviet occupied territories by Nazi Germany) or took place in more than one country.

Examples: 1) "22 June 1941 marks the start of 'Operation Barbarossa', a turning point in Nazi anti-Jewish policy, resulting in the mass murder of some 1.5 million Jews under Nazi occupation in forests and ravines such as Ponar and Babi Yar". 2) "Despite Shanghai being more than 7,000km from their homes, more than 20,000 stateless Jews fled from Germany, Poland and Austria to China's largest city to escape the Holocaust between 1933 and 1941".

b2. The sub-category “Timeline”

The sub-category “Timeline” is organised into five further sub-categories: 1) Pre-1933, 2) 1933-1939, 3) 1939-1941, 4) 1941-1945, 5) 1945-1950.

Pre-1933 = Any event that occurred before the appointment of Hitler on 30th January 1933 in Germany. This includes historical antecedents to the period of the Third Reich, and ideas and movements like eugenics, race hygiene, social Darwinism, as well as history of antisemitism and anti-Judaism before 1933. It also includes any other historical antecedents that led to the Holocaust in other countries.

Examples: 1) “The Holocaust didn't happen overnight. Were there warning signs of what was to come when the Nazis came to power in 1933?”. 2) “Jews have lived in Germany since the Middle Ages. And, as in much of Europe, they faced widespread persecution there for many centuries. It was not until the 19th century that Jews in Germany were given the same rights as Christian Germans. By 1933, when the Nazis came to power, Germany's Jews were well integrated and even assimilated into German society. Despite their integration, Germany's Jews still maintained a discernible identity and culture”. 3) “In October 1922, King Victor Emmanuel III appointed the leader of the Italian Fascist Party, Benito Mussolini, as prime minister of Italy. Over the next seven years, the Fascists established and consolidated a one-party dictatorship”.

1933-1939 = Any event that took place in the pre-war period (until September 1939), during which the Nazi regime established the first concentration camps, imprisoned its political opponents, homosexuals, Jehovah's Witnesses, and others classified as “dangerous”, and extensive propaganda was used to spread the Nazi Party's racist goals and ideals. During the first six years of Hitler's dictatorship, German Jews were affected by over 400 decrees and regulations that restricted all aspects of their public and private lives and forced thousands of them to emigrate. Racial laws were established in other countries such as Italy (1938) and anti-Jewish legislation (i.e., the “Jewish Ghetto”) was issued in Poland from 1935 onwards.

Examples: 1) “On November 9–10, 1938, Nazi leaders unleashed a series of pogroms against the Jewish population in Germany and recently incorporated territories. This event came to be called *Kristallnacht* (The Night of Broken Glass) because of the shattered glass that littered the streets after the vandalism and destruction of Jewish-owned businesses, synagogues, and homes”. 2) “Following the Anschluss, President Franklin D. Roosevelt called for an international conference that would discuss the plight of refugees seeking to flee Nazi Germany and establish an international organisation to work for an overall solution to the refugee problem. In early July 1938, delegates from 32 countries and a number of non-governmental aid organisations met at the French resort of Evian on Lake Geneva. Roosevelt chose Myron C. Taylor, a businessman and close friend, to represent the United States at the conference”.

1939-1941 = Events that occurred after the outbreak of the Second World War on September 1939 until the Soviet invasion in June 1941. This event marked the extension of the antisemitic persecution of Jews to Eastern Europe (e.g., invasion of Poland and occupation of Czechoslovakia), and to the West, first with the occupation of the Netherlands, Denmark, Norway, Belgium, Luxembourg, France, Hungary, and Romania in 1940, and then with

the occupation of Yugoslavia, Greece, and parts of the Soviet Union in 1941. In terms of stages of the Holocaust, it includes the extension of Nazi rule East and West and the period of ghettoization in the East.

Examples: 1) "The Battle of Belgium or Belgian Campaign, often referred to within Belgium as the 18 Days' Campaign (French: Campagne des 18 jours, Dutch: Achttiendaagse Veldtocht), formed part of the greater Battle of France, an offensive campaign by Germany during the Second World War. It took place over 18 days in May 1940 and ended with the German occupation of Belgium following the surrender of the Belgian Army". 2) "In the fall of 1940, German authorities established a ghetto in Warsaw, Poland's largest city with the largest Jewish population. Almost 30 percent of Warsaw's population was packed into 2.4 percent of the city's area".

1941-1945 = Any event that occurred after the invasion of the Soviet Union in June 1941 and refers to the period of mass murder until the end of the war and liberation of the camps. Operation Barbarossa in June 1941 marked the beginning of the "Final Solution", with the mass killings (the so-called "Holocaust by bullets") carried out by the Einsatzgruppen in the occupied territories. The "Final Solution", which was the code-name for the Nazis' plan to solve the "Jewish question" by murdering all the Jews in Europe, was the culmination of many years of evolving Nazi policy – commencing with Hitler's earliest writings about the need for a solution to the Jewish question in Europe, followed by the Nazis' attempts to induce mass emigration during the 1930s – through to the plan for collective exile to a specific destination and finally, by 1941, the mass murder of Jews. Systematic mass killings of Jews began in summer 1941 in the Soviet territories, and in early 1942 a policy called the Final Solution, which called for the annihilation of all Jews, had coalesced. The year 1941 also marks the establishment of the death camps (i.e., Chełmno, Bełżec, Treblinka, Sobibór) in 1941 and the gradual conversion of Auschwitz and Majdanek into death camps in 1942. 1943 was a key year in which the mass murder became "Vernichtung durch Arbeit" ("Annihilation through work") and life spans increased to months or even to the end of the war for those chosen to work. Conditions in camps varied a great deal.

Examples: 1) "Vilna was liberated #OTD 13 July 1944. Some 700 Jews from the ghetto had joined the partisans in the forests; they fought until the arrival of the Red Army and participated in the liberation of the city". 2) "The Raid of the Rome Ghetto took place on 16 October 1943. A total of 1,259 people, mainly members of the Jewish community—numbering 363 men, 689 women, and 207 children—were detained by the Gestapo. Of these detainees, 1,023 were identified as Jews and deported to the Auschwitz concentration camp. Of these deportees, only fifteen men and one woman survived".

1945-1950 = Any event that occurred after the end of WWII and its immediate aftermath in the late 1940s and early 1950s. This period ends with the last migratory movements of the survivors, the closure of the last DP camps, and includes the birth of the State of Israel in 1948.

Examples: 1) "After the war, the top surviving German leaders were tried for Nazi Germany's crimes, including the crimes of the Holocaust. Their trial was held before an International Military Tribunal (IMT) in Nuremberg, Germany. Judges from the Allied powers—Great Britain, France, the Soviet Union, and the United States—presided over the hearing of 22 major Nazi criminals. Subsequently, the United States held 12 additional trials in Nuremberg of high-level officials of the German government, military, and SS as well as medical professionals and leading industrialists". 2) "Wanda Rein married Mordechai Folman #OTD 17 August 1944 in the last

wedding to take place in the Lodz ghetto. One year after they were separated at Auschwitz, Wanda and Mordechai Folman were reunited; in 1950 they immigrated to Israel”.

b3. Evaluation of the sub-category “Agency”

The sub-category “Agency” is organised into eight further sub-categories: 1) Murdered, 2) Survive, 3) Perpetration, 4) Collaboration, 5) Bystanding, 6) Combat and resistance, 7) Rescue, 8) Liberation.

Murdered = This category regards “Individuals who were murdered by the Nazis or their collaborators” (IHRA, 2019). Notable names of victims include Anne Frank and Janusz Korczak.

Example: “#OTD 22 June 1941 marks the start of 'Operation Barbarossa', a turning point in Nazi anti-Jewish policy, resulting in the mass murder of some 1.5 million Jews under Nazi occupation in forests and ravines such as Ponar and Babi Yar”. Note: Although in this post there is an explicit mention of the perpetrators (i.e. the Nazis), most of the relevant information is about the mass murder and the number of victims.

Survive = This category comprises individuals who survived concentration camps, ghettos and Einsatzgruppen shooting operations, Jewish refugees from Germany and Austria in the 1930s, those rescued in operations such as the Kindertransport or by the Righteous Among the Nations, or in some other way managed to hide or cross borders to evade inevitable death. It also includes children kept in hiding or given up for adoption to conceal their identity, and any other survivor of Nazi persecution. Notable names of survivors are Primo Levi and Elie Wiesel.

Example: “Kovno was liberated #OTD 1 August 1944. In 1939, about 40,000 Jews lived in Kovno; fewer than 2,000 survived. This photograph shows some of the survivors”.

Perpetration = This category refers to “Individuals who planned, organized, actively promoted and/or implemented acts of persecution and murder” (IHRA, 2019). While this category is usually applied to Nazi Germans’ behaviours, many non-Germans were initiators of murder, like the Romanians in 1941 or the Lithuanians, Latvians and Ukrainians who murdered Jews on the eve of the arrival of the Germans on their own initiative or under German direction. Complicity and benefitting from persecution are two further elements implied in perpetration. Although those who benefitted were not necessarily directly involved in persecution, they purposely took action to receive Jewish property or benefit from looting.

Examples: 1) “This photo shows Jews from Kovno being led by Liby Lithuanian Militia to the Seventh Fort prior to their execution #OTD 27 July 1941. Follow this link to read chilling reports about the careful planning leading to the murders”. Note: Although victims are pictured in the photo, the emphasis here is on the Liby Lithuanian Militia and how they planned the murder. 2) “The Arajs Kommando (also: Sonderkommando Arajs), led by SS commander and Nazi collaborator Viktors Arājs, was a unit of Latvian Auxiliary Police subordinated to the German Sicherheitsdienst (SD) that actively participated in a variety of Nazi atrocities, including the killing of Jews, Roma, and mental patients. Most notably, the unit took part in the mass execution of Jews from the Riga

ghetto, and several thousand Jews deported from Germany, in the Rumbula massacre of November 30 and December 8, 1941”.

Collaboration = This category encompasses “Non-German regimes, [groups] and persons who cooperated with the Nazis and actively supported their policies and carried out actions under Nazi orders and on their own initiative” (IHRA, 2019) and German citizens that actively collaborated with persecution and deportation of the Jews. Notable examples of collaborationist regimes were: the Vichy France, a government set up by the Nazis after they conquered France in spring 1940, with its capital in the town of Vichy, in southern France; the Independent State of Croatia, a puppet state semi-independent of Nazi Germany and Fascist Italy, established in parts of occupied Yugoslavia on 10 April 1941, after the invasion by the Axis powers; the Antonescu dictatorship that entered Romania into an alliance with Nazi Germany in 1940 and joined the Axis in Operation Barbarossa in 1941; the Lithuanian Security Police (Lietuvos saugumo policija), subordinate to the Criminal Police of Nazi Germany, created on 1941, which took an active role in the systematic mass murder of Lithuanian Jews (see also “Perpetration”). For a list of countries and groups that collaborated with the Axis powers (Germany and Italy), https://en.wikipedia.org/wiki/Collaboration_with_the_Axis_Powers. However, collaborators may have been single individuals who took advantage of the situation and collaborated to receive benefits such as Jewish property from looting or Jewish prisoners acting as collaborators in concentration camps. Other local groups or individuals actively collaborated in acts of persecution and murder, such as the Polish soldiers in Kielce pogrom in 1946.

Examples: 1) “While the role of Hitler and the Nazis is indisputable, the Holocaust could not have happened without tens of thousands of ordinary people actively collaborating with the actions of perpetrators. Many more supported or tolerated the crimes”. 2) “In the Jedwabne pogrom - a massacre of Polish Jews in the town of Jedwabne, German-occupied Poland, on 10 July 1941 - during which at least 340 men, women and children were murdered, about 40 non-Jewish Poles were implicated in the massacre. German military police were present in the town at the time”.

Bystanding = This category regards “States and individuals who were aware of Nazi crimes and decided not to intervene, despite possessing some freedom of action, thus potentially reinforcing the perpetrators’ determination to commit their crimes” (IHRA, 2019). More in general, “Bystanders” is a catch-all term that has often been applied to people who were passive and indifferent to the escalating persecution that culminated in the Holocaust (USHMM, 2020). Examples of bystanding behaviour include not speaking out when people witnessed the persecution of individuals who were targeted simply because they were Jewish, and, during the mass murder phase, not offering shelter to Jews seeking hiding places (USHMM, 2020). The term “bystander” also refers to persons who, under individual circumstances, either did not take action or remained silent in the face of acts of persecution (a range of behaviours that are common to both German and European populations). However, a growing number of scholars in recent years have argued that the term “bystander” is becoming obsolete and should be jettisoned because of its connotations of passivity and inaction. Some of them also question the distinction between victims and perpetrators and suggests an alternative concept, the “implicated subject” (Rothberg, 2019), to deal with someone who is not a perpetrator himself/herself but is rather an indirect participant who enables, perpetuates, inherits, and benefits from violence and exploitation. Although the

“implicated subject” would replace the more familiar concept of the bystander, a concept that suggests disengagement and passivity, further research on social dynamics within affected groups and communities across different regions and countries is needed. Additional future studies will help us attain a full picture of the range of behaviours that marked relations between Jews and non-Jews—thus moving beyond broad generalities about “bystanders”. However, despite these recent attempts to revise terminology, in this framework we have chosen to continue using the term “bystander” because it is still the most widely used in the literature and familiar to the common reader.

Examples: 1) “Within Nazi Germany many individuals became active or semi-active participants in Nazi racial and antisemitic policies. These included civil servants who became involved as part of their normal work: finance officials processing tax forms, including the steep “tax on Jewish wealth” imposed after Kristallnacht or processing property seized by the state, including homes and belongings left behind following the “resettlement” of Jews during the war into occupied territories; clerks who kept files of identification documents that included one’s “race” or “religion”; school teachers who followed curricula incorporating racist and antisemitic content”. 2) “Many ordinary Germans became involved when they acquired Jewish businesses, homes, or belongings sold at bargain prices or benefited from reduced business competition as Jews were driven from the economy. With such gains, these “bystanders” developed a stake in the ongoing persecution of the dispossessed”. 3) “Outside Nazi Germany, countless non-Germans, from leaders, public officials, and police to ordinary citizens became involved by collaborating with the Nazi regime following the German occupation of their countries during World War II. Individuals helped in their roles as clerks and confiscators of property; as railway and other transportation employees; as managers or participants in roundups and deportations; as informants; sometimes as perpetrators of violence against Jews on their own initiative; and sometimes as hands-on killers in killing operations, notably in the mass shootings of Jews and others in occupied Soviet territories in which thousands of eastern Europeans participated”. 4) “In communities across Europe where the Germans implemented the “Final Solution to the Jewish Question,” they needed the help of people with local languages and knowledge to assist them in finding Jews who evaded roundups. As German and local police found willing helpers lured by the opportunity for material gain or rewards, Jews in hiding in countries from the occupied Netherlands to occupied Poland faced daunting odds of survival”.

Combat and resistance = This category encompasses “Individuals who actively opposed Nazi policies and programs through various means” (IHRA, 2019). Resistance refers to “actions of an individual, nation or group in opposition to persecution at the hands of the Nazis and their partners” and includes “activities aimed at impeding or inhibiting the Nazi’s criminal policies and programs. Since the Nazis aimed to murder all European Jews, helping and rescuing Jews can be considered a form of resistance from at least early 1942 onwards. Reference to specific local conditions is essential in understanding this term” (IHRA, 2019). This category includes content associated with forms of combat and resistance such as the Jewish armed resistance that took place in the ghettos (e.g., the Warsaw uprising) and in the camps (e.g., the Sonderkommandos revolt in Auschwitz or the Sobibór uprising), or of partisan resistance in diverse countries (e.g., the Bielski Jewish partisans who rescued Jews from mass murder and fought the German occupiers and their collaborators around Nowogródek in Belarus). It also includes forms of non-violent resistance such as cultural, religious and spiritual resistance as acts of opposition that are usually related to cultural traditions and the preservation of human

dignity, intended to undermine an oppressor and inspire hope within the ranks of the resisters (e.g., marking Shabbat or fasting on Yom Kippur in the concentration camps). Most of the time, as the only possible way to oppose Nazi tyranny, cultural resistance meant defying Nazi directives by creating schools in the ghettos, maintaining religious customs, writing poems and songs, drawing, painting, or keeping journals and other records of ghetto or camp life. A notable example of cultural and spiritual resistance is provided by Ringelblum's Archives of the Warsaw Ghetto, a collection of documents from the World War II Warsaw Ghetto, collected and preserved by a group known by the codename Oyneg Shabbos, led by Jewish Historian Dr. Emanuel Ringelblum. Other examples are: German resistance to Nazism, which included opposition by individuals and groups, most of whom engaged in active resistance (including attempts to remove Adolf Hitler from power by assassination or by overthrowing his established regime); anti-Nazi groups, some of which were also antisemitic, formed by Soviet partisan groups; members of a clandestine military force formed to oppose control of an area by a foreign power or by an occupation army by some kind of insurgent activity, such as the Italian resistance movement.

Examples: 1) "On 9 August 1942, 200 Jews escaped Mir; they fled to the forests days before the planned liquidation of the ghetto. They had been warned by Oswald Rufeisen, a Jew with forged papers who was working for the Belarus police". 2) "After the German invasion of the Netherlands, Willem Arondeus became a leader of a gay resistance group in Amsterdam. The group's main activities included helping persecuted people hide and find false identification. Read his story". 3) "The children pictured below survived the #Holocaust thanks to the efforts of Jewish resistance fighters Marianne Cohn & Mila Racine. The photo was taken this week in 1944 in France". 4) "Theresienstadt was the only Nazi camp in which Jewish religious life was practiced more or less undisturbed, beginning with the celebration of the first night of Hanukkah in December 1941. Another spiritual legacy of Theresienstadt was the attention given to the welfare and education of child prisoners. Fifteen thousand children passed through Theresienstadt. They painted pictures, wrote poetry, and otherwise tried to maintain a vestige of normal life. Approximately 90 percent of those children eventually perished in killing centres". 5) "David Gur was born in Okány, Hungary, in 1926. After the German invasion of Hungary, David changed his identity and joined the underground resistance and later the Zionist Youth resistance movement".

Rescue = This category regards "Individuals who helped victims of the Nazis in various ways with the intention of saving their lives, whether or not they were successful in the rescue" (IHRA, 2019), or countries that made an effort to save their Jews (e.g., the Danish resistance movement, with the assistance of many Danish citizens, managed to evacuate 7,220 of Denmark's 7,800 Jews, plus 686 non-Jewish spouses, by sea to nearby neutral Sweden). Rescue actions also concerned the Jews who rescued fellow Jews, also sometimes with the help of non-Jews. The rescue work of the neutral diplomats was a joint effort with local Jews, mostly the Zionist youth underground and the Budapest Relief and Rescue Committee. The Working Group in Slovakia was a semi legal Jewish group that tried to rescue Jews in many different ways. Other notable examples of rescuers are Oscar Schindler, Raoul Wallenberg, and Gino Bartali. In addition to the names of famous rescuers, the history of the Holocaust is littered with many acts of rescue of Jews that still remain undocumented today.

Examples: 1) "On 9 June 1941 Elisabeta Nicopoi learned about the impending harm to the Jews of Iasi. She hurried to the home of her co-worker, Marcus Strul, to warn his family of the approaching danger & offer shelter.

In total, she hid some 20 Jews". 2) "Diplomats in Budapest in late 1944 issued protective papers and hung their countries' flags over whole buildings, so as to put Jews under their country's diplomatic immunity. Some German rescuers, like Oskar Schindler, used deceitful pretexts to protect their workers from deportation claiming the Jews were required by the army for the war effort". 3) "On 9 August 1942, 200 Jews escaped Mir; they fled to the forests days before the planned liquidation of the ghetto. They had been warned by Oswald Rufeisen, a Jew with forged papers who was working for the Belarus police".

Liberation = This category encompasses "Individuals who participated in the release and relief from suffering of those held captive or forced into hiding by the Nazis and their collaborators. The term is particularly applied to those soldiers, doctors and religious officials who entered the captured concentration camps in 1944-45" (IHRA, 2019). Examples of liberators are the Red Army that liberated Auschwitz on 27 January 1945, the U.S. forces that liberated the Dachau concentration camp on 29 April 1945, and the British Army that liberated Bergen-Belsen on 15 April 1945.

Examples: 1) ""The invasion has begun...Is this really the beginning of the long-awaited liberation?" Anne Frank wrote in her diary #OTD in 1944. #DDay—the landing of Allied troops in Normandy, France—became one of the most crucial Allied victories in WWII". 2) "When the British forces liberated Bergen-Belsen on 15 April 1945, thousands of bodies lay unburied around the camp and some 60,000 starving and mortally ill people were packed together without food, water or basic sanitation. Many were suffering from typhus, dysentery and starvation".

b4. The sub-category "Groups"

The sub-category "Groups" is organised into ten further sub-categories: 1) Jews, 2) Roma and Sinti, 3) Political opponents, 4) People with disabilities, 5) Slavic peoples, 6) Forced labourers, 7) Homosexuals, 8) Jehovah's Witnesses, 9) Soviet prisoners of war, 10) Other.

Jews = "The Nazis defined Jews as individuals with three or four Jewish grandparents, irrespective of the religious beliefs or affiliation of individuals or their ancestors. It should also be noted that race laws were applied at different times and in different ways in various places occupied and controlled by the Nazis and their collaborators. To further complicate the definitions, there were also people living in Germany who were defined under the Nuremberg Laws as neither German nor Jew, that is, people having only one or two grandparents born into the Jewish religious community. These 'mixed-race' individuals were known as Mischlinge. They enjoyed the same rights as 'racial' Germans, but these rights were continuously curtailed through subsequent legislation" (IHRA, 2019). It is important to stress that Jews were subjected to persecution in many other countries and that antisemitic prejudices existed not only in Germany but all over the world. It should be also noted that in several countries allied with Nazi Germany, like France, Italy and Hungary, a different definition of "Jew" was adopted locally by governments on their own initiative.

Example: ""The women and children were thrown into pits while still alive. More than 500 people were buried in silage pits there'. This Soviet report dated #OTD 20 July 1944 describes the mass murder of the Jews in Lepel".

Roma and Sinti = “The Roma and Sinti settled in the countries of modern-day Europe centuries ago. The term ‘Sinti’ designates the members of an ethnic minority that settled in Germany and neighbouring countries in the early 15th century. The term ‘Roma’ refers to the ethnic minority that has lived in eastern and south-eastern Europe since the Middle Ages. Since the early 18th century, Roma migrated to western Europe and settled there. Outside German-speaking countries, the term ‘Roma’ is also used as a collective term for the ethnic minority as a whole. Like the Jews, the Sinti and Roma were declared ‘racially foreign’ and were therefore excluded from the ‘people’s community’. The Nazis persecuted as ‘gypsies’ those who had at least one great-grandfather identified as a ‘gypsy’. This persecution escalated to genocide against the Roma who lived in countries under Nazi rule” (IHRA, 2019). However, Sinti and Roma were also persecuted in other countries at the hands of other social and political groups (e.g., the Ustasha regime in Croatia).

Examples: 1) “In a single night #OTD in 1944, German authorities murdered 5,000 #Roma and Sinti in the so-called “Gypsy Family Camp” in Auschwitz-Birkenau. The liquidation of the camp marked a closing chapter in the Nazis deadly persecution of Roma”. 2) “Mass arrests and deportations of the Roma to the Jasenovac Concentration Camp took place from 20th May until the end of July 1942. Upon arrival in the concentration camp, their personal valuables were confiscated, and a list of inmates was kept only in the early days. Additional records and documents of the Ustaše origin about the deportation of the Roma to the concentration camp do not contain names but only the number of persons or train cars used for transport”.

Political opponents = Soon after Adolf Hitler's appointment as chancellor in January 1933, political opponents became the first victims of systematic Nazi persecution. The first concentration camps were established at the local level throughout Germany soon after, in February and March, to handle the masses of people arrested as alleged political opponents. The first major concentration camp was opened in Dachau in March 1933, and it was the only concentration camp that remained in operation until 1945, providing a model for the Nazi concentration camp system that replaced the earlier camps. Political opponents were targeted in many other countries, such as France and Italy, and were either arrested, interned in special facilities, or sent to Nazi concentration camps.

Examples: 1) “Why do regimes take sudden steps to attack or eliminate opposition groups? The Röhm Purge—killings of Nazi officials and political enemies—showed the Nazi regime’s willingness to act outside the law and norms of a civilized society. The purge ended #OTD in 1934”. 2) “By July 1933, all political party opposition to the Nazis was removed by law—a pivotal move in their efforts to transition Germany to a dictatorship. The impact of this? The Holocaust could not have happened without the Nazis' rise to power and the destruction of German democracy”.

People with disabilities = The “euthanasia” program targeted, for systematic killing, patients with mental and physical disabilities living in institutional settings in Germany and German-annexed territories. The goal of the Nazi Euthanasia Program was to kill people with mental and physical disabilities: at first, medical professionals and clinic administrators included only infants and toddlers in the operation, but the program was quickly revised by extending it to adult patients with disabilities living in institutional settings (USHMM, 2020).

Example: “Adolf Hitler enacted the Aktion T4 program in October 1939 to kill ‘incurably ill, physically or mentally disabled, emotionally distraught, and elderly people’. The Aktion T4 program was also designed to kill those who were deemed ‘inferior and threatening to the well-being of the Aryan race’”.

Slavic peoples = After defeating the Polish army in September 1939, the Germans ruthlessly suppressed the Poles by murdering thousands of civilians, with the aim of destroying the Polish nation and culture. More generally, Slavic peoples were targeted by Nazi Germany as racially inferior and subjected to massive forced-labour programs and forced relocation by the hundreds and thousands (USHMM, 2020). Overall, the treatment of so-called Slavs (people who spoke Slavic languages) was very uneven. Poles were oppressed and selectively murdered, other Slavic people such as the Croats and Slovaks were Nazi allies. In the Soviet territories, Slavs were not murdered because they were Slavs but because they were or were suspected of being partisans or of supporting the partisans.

Example: “On 7 September 1939, Reinhard Heydrich stated that all Polish nobles, clergy, and Jews were to be killed. On 12 September, Wilhelm Keitel added Poland's intelligentsia to the list. On 15 March 1940, SS chief Heinrich Himmler stated: ‘All Polish specialists will be exploited in our military-industrial complex. Later, all Poles will disappear from this world. It is imperative that the great German nation consider the elimination of all Polish people as its chief task’”.

Forced labourers = The Nazis subjected millions of people (both Jews and other victim groups) not only to forced labour but to forced labour under brutal conditions. From the establishment of the first Nazi concentration camps and detention facilities in the winter of 1933, forced labour formed a core part of the concentration camp system. Germany's military campaigns created a huge manpower shortage in the German economy, which Nazi authorities filled by conscripting foreign workers, and the SS greatly expanded the number of concentration camps to use prisoner labour for the war effort (USHMM, 2020). Forced labourers were people belonging to another category (Jews, homosexuals, Poles, etc.) who were assigned to slave labour.

Examples: 1) “Hitler's policy of Lebensraum (room for living) strongly emphasized the conquest of new lands in the East, known as Generalplan Ost, and the exploitation of these lands to provide cheap goods and labour for Germany”. 2) “During the Second World War, Nazi Germany and fascist Italy were initially allies. On 8 September 1943 Italy withdrew from the alliance. The German Wehrmacht then captured Italian soldiers and officers. About 650,000 Italians were transported to the German Reich and the occupied territories. With the founding of the Repubblica Sociale Italiana (RSI) in 1944, the prisoners were declared ‘military internees’. Thus, despite the new fascist alliance and without regard to international law, they could be used as forced laborers in armaments”.

Homosexuals = The Nazi campaign against homosexuality targeted over one million German men who, according to the state, carried a “degeneracy” that threatened the “disciplined masculinity” of Germany. Denounced as “antisocial parasites” and as “enemies of the state”, over 100,000 men were arrested under a broadly interpreted law against homosexuality. Approximately 50,000 men served prison terms as convicted homosexuals, while an unknown number were locked up in mental hospitals. Hundreds were castrated under court order or coercion (USHMM, 2020). At the time, other countries also had discriminatory legislation against

homosexuals, who, in some cases, were subjected to chemical castration or prison sentences (e.g., United Kingdom).

Example: “After the German invasion of the Netherlands, Willem Arondeus became a leader of a gay resistance group in Amsterdam. The group’s main activities included helping persecuted people hide and find false identification”.

Jehovah’s Witnesses = Jehovah's Witnesses were subjected to intense persecution under the Nazi regime as they were accused of being unwilling to accept the authority of the state, of having international connections, and because they were strongly opposed to both war on behalf of a temporal authority and organized government in matters of conscience (USHMM, 2020). Jehovah's Witnesses were also persecuted in other countries (e.g., in Hungary, they were persecuted by the Hungarians and sent to the forced labour camp in Bor, Serbia).

Example: “Jehovah's Witnesses suffered religious persecution in Nazi Germany between 1933 and 1945 after refusing to perform military service, join Nazi organisations or give allegiance to the Hitler regime. An estimated 10,000 Witnesses—half of the number of members in Germany during that period—were imprisoned, including 2000 who were sent to Nazi concentration camps”.

Soviet prisoners of war = After invasion of the Soviet Union by German forces on 22 June 1941, , millions of Soviet soldiers were encircled, cut off from supplies and reinforcements, and forced to surrender. The brutal treatment of Soviet POWs by the Germans was due to a number of reasons, mostly because German authorities viewed Soviet POWs not only as Slavic sub-humans but also as part of the “Bolshevik menace”, which in Nazi ideology was linked to the concept of a “Jewish conspiracy”. Second only to the Jews, Soviet POWs were the largest group of victims of Nazi racial policy (UHSMM, 2020). While the majority were treated murderously, some were given the option of becoming auxiliaries to the Nazis and thus had a way to escape the treatment in POW camps. Many became ardent persecutors in death camps and other killing facilities.

Examples: 1) “During Operation Barbarossa millions of Red Army (and other Soviet Armed Forces) prisoners of war were taken. Many were executed arbitrarily in the field by German forces or handed over to the SS to be shot, under the Commissar Order. Most, however, died during the death marches from the front lines or under inhumane conditions in German prisoner-of-war camps and concentration camps”. 2) “In 1941 Himmler instructed Globočnik to start recruiting mainly Ukrainian auxiliaries among the Soviet POWs, due to ongoing close relations with the local Ukrainian Hilfsverwaltung. Globočnik had selected Karl Streibel from Operation Reinhard as the key person for this new secret project. Streibel, with the assistance of his officers, visited all POW camps for the Soviets behind the lines of the advancing Wehrmacht, and after individual screening recruited Ukrainian as well as Latvian and Lithuanian volunteers as ordered”.

Other = Any other targeted group that can be related to previous ones. It comprises the German common criminals, the so-called “asocial” or “work shy”, such as alcoholics, homeless, beggars, prostitutes, paedophiles and sexual deviants, unemployed, and violators of laws prohibiting sexual relations between Aryans and Jews, who ended up in camps, where they were tagged with the black triangle and interacted with Jews and other

prisoners. This group also includes national groups who suffered under Nazi occupation without being particularly targeted by their racial policies (e.g., Greeks).

Example: “People with previous criminal convictions were among the first to find themselves targeted by the Nazis. From 1937 onwards, many previous criminals were rearrested in large raids. One such raid, ordered by Himmler and carried out on 9 March 1937, saw two thousand people arrested across Germany and sent to camps”.

b5. The sub-category “Stages of the Holocaust”

The sub-category “Stages of the Holocaust” is organised into seven further sub-categories: 1) Pre-Holocaust, 2) Classification, dehumanization and symbolization, 3) Discrimination, isolation and segregation, 4) Organisation, 5) Persecution and deportation, 6) Mass murder or “Extermination”, 7) Liberation and aftermath.

Pre-Holocaust = This category encompasses any event that occurred before the appointment of Hitler on 30th January 1933. This includes historical antecedents to the period of the Third Reich, and ideas and movements like eugenics, race hygiene, social Darwinism as well as history of antisemitism and anti-Judaism before 1933, in Germany and other countries that were involved in the Holocaust. It also includes any other historical antecedents that led to the Holocaust in other countries.

Example: “Adolf Hitler made the swastika the centerpiece of the Nazi flag. Today it is known as a symbol of hate. Learn how a sign once associated with good fortune became the most recognizable icon of Nazi propaganda”. N.B.: Although there is a reference to today’s meaning of the swastika, the focus of the post is on its origins and how it became the symbol of Nazism.

Classification, dehumanization and symbolization = This category encompasses the first, second and fourth stages of Stanton’s model and regards the process through which: people are divided into “them and us” (Classification); names or other symbols are given to the classifications and people are named “Jews” or “Gypsies”, or distinguished by colors or dress, such as the yellow star (Symbolization); Jews are denied their humanity and are equated with animals, vermin, insects, or diseases (Dehumanization). It also comprises Hilberg’s Definition stage, according to which in Germany, in early 1930s, Jews are defined as the “other” through legalized discrimination. In 1935 the Nuremberg laws defined who was a Jew and who was not a Jew. Definitions were also adopted by other governments allied with Nazi Germany such as Italy in 1938, France in 1940, Slovakia and Hungary in 1941.

Example: “Jews throughout Nazi-occupied Europe were forced to wear a badge in the form of a Yellow Star as a means of identification. This was not a new idea; since medieval times many other societies had forced their Jewish citizens to wear badges to identify themselves. The badges were often printed on coarse yellow cloth and were a garish yellow colour. The star, which represented the star of David, was outlined in thick, black lines and the word 'Jew' was printed in mock-Hebraic type. In the Warsaw ghetto, Jews wore a white armband with a blue Star of David on their left arm. In some ghettos, even babies in prams had to wear the armbands or stars. Jewish

shops were also marked with a Yellow Star. The star was intended to humiliate Jews and to mark them out for segregation and discrimination. The policy also made it easier to identify Jews for deportation to camps”.

Discrimination, isolation and segregation = This category combines Stanton’s Discrimination category with Hilberg’s Isolation and Segregation. It also includes Hilberg’s Emigration and Ghettoization as discriminatory measures. Starting from 1933, German Jews are subjected to more than 400 decrees and regulations that restricted all aspects of their public and private lives. They were not allowed to attend German schools or universities, could not go to public parks or movie theatres, and were excluded from the civil service; Jewish businesses were taken over by Germans and Jewish doctors and lawyers had their licenses taken away. This made it less likely for Germans to interact with Jews in their daily life. With the invasion of Poland in 1939, Nazi Germany imposed similar restrictions on Polish Jews. Other countries adopted acts of isolation and segregation without German intervention, for instance Italy and Hungary beginning in 1938 or Slovakia. From the mid-1930s, German Jews were also encouraged to leave Germany. Through discriminatory laws, many Jews, especially artists and academics, left Germany when they were no longer allowed to operate in their professions, while Kristallnacht in 1938 encouraged many others to leave the area. According to the new immigration laws, Jews could obtain exit visas as long as they left behind their valuables and property. With the annexation of Austria in 1938, emigration became “forced emigration” since it became the policy in the Reich areas. Unlike German Jews who experienced a steady, but gradual decline of their legal rights during the first five years of Nazi regime, Austrian Jews did not have much time to prepare for emigration. With the beginning of World War II in 1939, the Nazis applied their racial laws to the countries they invaded and occupied. Thus, Jews in these territories also tried to emigrate outside the enlarged Third Reich. It is worth stressing that many refugees who fled experienced further persecution after the start of the war, notably Jews who fled to the Netherlands, which was later occupied by Nazi Germany. Starting from 1939, Jews were forcibly removed to segregated sections of Eastern European cities called ghettos, where they were isolated from the non-Jewish population and from other Jewish communities. Ghettos were set up as temporary measures to isolate the Jews while the Nazis searched for a way to solve the “Jewish problem”. German occupation authorities established the first ghetto in Poland in Piotrków Trybunalski in October 1939. The first deportations of Jews from the Reich, and of Jews from areas recently annexed by Germany began in October 1939 towards the Lublin area in Poland. The largest ghettos in the occupied or controlled Poland were established in Warsaw and Lodz, and in Eastern Europe in Vilna and Kovno. Although they were initially meant to be temporary and some were in operation for only a few days or weeks, others were active for several years. The vast majority of ghetto inhabitants died from disease, starvation, shooting, or deportation to killing centres. Also in the occupied Soviet areas, ghettos were often set up after the first wave of murder since the Nazis were infighting about using or not using Jewish labour and eventually decided to exploit it in the short-term.

Examples: 1) “Between August and December 1938 Italy adopted a series of legislative provisions that deprived Italian Jews of their civil rights and came to be known as “Racial Laws”. The racial policies of the Fascist government had begun in 1937 with the Royal Decree 880, which prohibited the ‘acquisition of concubines and the marriage of Italian citizens with subjects of the Italian colonies’. A year later the policy concentrated mainly on foreign and Italian Jews”. 2) “Unlike German Jews, who were often able to save part of their property as a basis for existence in a new country and could emigrate with relative ease to Palestine, the United States and

Western Countries, Austrian Jews in general were less well established and were robbed of all their property before being allowed to leave the country". 3) "On 15 June 1940, Portuguese Consul-General, Aristides de Sousa Mendes, began issuing visas to Jews who were hoping to flee France. In just 1 week, he issued 1,575 visas (often free of charge) against the explicit instructions of his government". 4) "Baruch Shuv was born in Vilna, Poland (today Lithuania), in 1924. Baruch was relocated to the Vilna ghetto, where he found work at a German garage".

Organisation = This category is derived from Stanton's model and regards the preparatory measures taken for subsequent stages, namely active persecution, deportation and mass murder. States organized secret police to spy on, arrest, torture, and murder people suspected of opposition to political leaders. Motivations for targeting a group were indoctrinated through the mass media and through special training for murderous militias, death squads and special army killing units like the Nazi Einsatzgruppen, which murdered about two million Jews in Eastern Europe.

Examples: 1) "The Einsatzgruppen were formed under the direction of SS-Obergruppenführer Reinhard Heydrich and operated by the Schutzstaffel (SS) before and during World War II. The Einsatzgruppen had their origins in the ad hoc Einsatzkommando formed by Heydrich to secure government buildings and documents following the Anschluss in Austria in March 1938. Originally part of the Sicherheitspolizei (Security Police; SiPo), two units of Einsatzgruppen were stationed in the Sudetenland in October 1938. When military action turned out not to be necessary due to the Munich Agreement, the Einsatzgruppen were assigned the task of confiscating government papers and police documents. They also secured government buildings, questioned senior civil servants, and arrested as many as 10,000 Czech communists and German citizens. From September 1939, the Reichssicherheitshauptamt (Reich Main Security Office; RSHA) had overall command of the Einsatzgruppen". 2) "The Germanic SS (German: Germanische SS) was the collective name given to paramilitary and political organisations established in parts of German-occupied Europe between 1939 and 1945 under the auspices of the Schutzstaffel (SS). The units were modelled on the Allgemeine SS in Nazi Germany and established in Belgium, Denmark, the Netherlands and Norway, whose populations were considered in Nazi ideology to be especially "racially suitable". They typically served as local security police augmenting German units of the Gestapo, Sicherheitsdienst (SD), and other departments of the German Reich Main Security Office". 3) "Political and ideological indoctrination was part of the syllabus for all SS cadets but there was no merger of academic learning and military instruction like that found at West Point in the United States. Instead, personality training was stressed, which meant future SS leaders/officers were shaped above all things by a National Socialist worldview and attitude. Instruction at the Junker Schools was designed to communicate a sense of racial superiority, a connection to other dependable like-minded men, ruthlessness, and a toughness that accorded the value system of the SS. Throughout their stay during the training, cadets were constantly monitored for their 'ideological reliability'. It is postulated that the merger of the police with the SS was at least partly the result of their shared attendance at the SS Junker Schools".

Persecution and deportation = This category combines Stanton's Persecution with Hilberg's Deportation. At this stage, victims are identified and separated, death lists are drawn up, their property is often expropriated. In addition to segregation into ghettos (see Discrimination, isolation and segregation), victims are deported into concentration camps, or confined to a famine-struck region and starved. They are deliberately deprived of

resources such as water or food in order to slowly destroy them. Programs are implemented to prevent procreation through forced sterilization or abortions. Children are forcibly taken from their parents. These are the immediate antecedents of genocidal massacres. First deportations begin with the “territorial solutions” of the Nisko project, an operation organized by Nazi Germany to deport Jews to the Lublin District of the General Government of occupied Poland in 1939 (the plan was later cancelled in early 1940). In occupied or controlled Poland, starting from December 1941 Jews are transported from Polish ghettos to concentration camps and death camps. In the months following the Wannsee Conference, the Nazi regime continued to carry out their plans for the “Final Solution”. Jews were “deported” and transported by trains or trucks to six camps, all located in occupied Poland: Chelmno, Treblinka, Sobibór, Bełżec, Auschwitz-Birkenau, and Majdanek-Lublin. At the same time as ghettos were being emptied, masses of Jews and also Roma (Gypsies) were deported from the many distant countries occupied or controlled by Germany, including France, Belgium, the Netherlands, Norway, Hungary, Romania, Italy, North Africa, and Greece. Key events include, for example, the systematic deportations from the Netherlands in July 1942 and the beginning of the systematic deportations of Jews from Hungary in May 1944 (USHMM, 2020). It is worth stressing that deportation may have occurred at the hands of different entities, not necessarily the Nazis’, as with the eviction of Jews from Alsace-Lorraine in 1940.

Examples: 1) “‘I am on the train. I do not know what has become of my Richard. He is still in Pithiviers. Save my child, my innocent baby!!!’ Esther Frenkel threw this postcard out of the train wagon on the way from Pithiviers to Auschwitz #OTD 7 August 1942”. 2) “The deportation of Jews on trains was the last part of a long, slowly-developing process of humiliation, exclusion, persecution and hatred. What happened in #Auschwitz was the final stage of state-sponsored ideological hatred that was gradually turning into genocide”. 3) “Joseph Muscha Mueller was 12 when strangers took him from his classroom, claiming he had appendicitis. Although he protested, the Roma boy was taken into surgery and sterilized. Afterwards, he was supposed to be deported to Bergen-Belsen, but his foster family managed to hide him”. 4) “Adolf Hitler enacted the Aktion T4 program in October 1939 to kill ‘incurably ill, physically or mentally disabled, emotionally distraught, and elderly people’. The Aktion T4 program was also designed to kill those who were deemed ‘inferior and threatening to the well-being of the Aryan race’”.

Mass murder or “Extermination” = This category regards mass murder and deals with both the mass killings that took place in Poland and other Eastern occupied territories (i.e., the so-called “Holocaust by bullets” carried out by the Einsatzgruppen) and the massive use of gas in the death camps and other minor mass murder facilities. Another term that is usually used is “extermination”, which was used by the Nazis, a word usually associated with killing pests, since they viewed the Jews as less than human and as pests. The Nazis and their accomplices killed children, women, and men mostly through shooting, suffocation in gas chambers, and imprisonment in labour and death camps. Conditions in the camps were such that many prisoners died from disease, such as typhus, malnutrition, and exhaustion from overwork. Two-thirds of the entire European Jewish population was killed by the Nazis. The Holocaust included some 6 million Jews murdered by the Germans and their partners, and in addition to the Holocaust several millions more were murdered by the Germans and their partners or died owing to brutal mistreatment or to the war itself. It is also important to highlight that the advent of systematic mass murder did not coincide with the Nazis’s adoption of the “Final Solution” but occurred when a given community first faced murder. In the case of the Soviet territories this took place in summer 1941, in the

case of Poland in December 1941, in the case of Western Europe in Spring 1942, and in the case of Hungary, mostly at the beginning of Spring 1944.

Examples: 1) "This photo shows Jews from Kovno being led by Liby Lithuanian Militia to the Seventh Fort prior to their execution #OTD 27 July 1941". 2) "Dr. Korczak and Stefania Wilczynska were given the choice not to be deported together with the children of the Warsaw orphanage, but they refused. #OTD 5 August 1942, they were sent with the 192 orphans to the gas chambers of Treblinka". 3) "'The women and children were thrown into pits while still alive. More than 500 people were buried in silage pits there'. This Soviet report dated #OTD 20 July 1944 describes the mass murder of the Jews in Lepel". 4) "Beginning in 1944, Nazi authorities began the liquidation of the Lodz ghetto. Over 72,000 Jews were deported to the Auschwitz-Birkenau killing centre before the end of August".

Liberation and aftermath = This category deals with content associated with the end of WWII and the liberation of the camps by the Allies. As Allied and Soviet troops moved across Europe against Nazi Germany, they encountered concentration camps, mass graves, other sites of Nazi crimes, as well as thousands of prisoners evacuated during the Death Marches. Though liberation of Nazi camps was not a primary objective of the Allied military campaign, US, British, Canadian, and Soviet troops freed prisoners from their SS guards, provided aid to survivors, and collected evidence. Soviet forces liberated Auschwitz—the largest killing centre and concentration camp complex—on 27 January 1945. The Soviets also overran the sites of the Bełżec, Sobibór, and Treblinka former killing centres, and of Majdanek in July 1944, while regaining ground in the East and preparing for the occupation of Germany. American forces liberated several concentration camps including Buchenwald, Dora-Mittelbau, Flossenbürg, Dachau, and Mauthausen, while British forces liberated concentration camps in northern Germany, including Neuengamme and Bergen-Belsen (USHMM, 2020). The long process of liberation, which began in the Soviet areas in spring 1943 as Nazi Germany and its partners were pushed back and eventually defeated, affected not only camps, but also cities, towns and villages. However, the process of liberation did not mark the end of survivors' sufferings, as many of them found themselves living in displaced persons camps where they often had to wait years before emigrating to new homes. Many feared returning to their former homes due to post-war violence and antisemitism, while finding refuge in other countries was frequently problematic or dangerous (USHMM, 2020). Other tens of thousands of homeless survivors simply moved to Western European countries, where they were placed in refugee camps and displaced persons camps. The Nuremberg Trials, which started on 20th November 1945, the Polish pogrom in Kielce and the Jewish immigration to Israel in 1948-1950 are part of the Holocaust aftermath. In terms of time, this stage extends to the late 1940s and early 1950s.

Examples: 1) "Vilna was liberated #OTD 13 July 1944. Some 700 Jews from the ghetto had joined the partisans in the forests; they fought until the arrival of the Red Army and participated in the liberation of the city". 2) "In 1947, the British forced the ship Exodus 1947, carrying 4,500 Holocaust survivors to Palestine, to return to Germany. In most of these cases, the British imprisoned Jews who had been denied access to Palestine in detention camps set up on the Mediterranean island of Cyprus. The immigrants were sent back to France but were refused permission to disembark. The British eventually decided to send the Jews back to Germany".

b6. The sub-category “Context and society”

The sub-category “Context and society” is organised into eight further sub-categories: 1) Jews, Jewish identity, history, religion, and culture, 2) Nazi ideology and attitudes towards Jews, and other categories, 3) The camp system, 4) Prejudice, discrimination, racism, antisemitism and antigypsyism, 5) War and German occupation in Western and Eastern Europe, 6) Elderly, children and women, 7) Fates of individuals, 8) International response.

Jews, Jewish identity, history, religion, and culture = This category includes content related to the history of Judaism and Jewish culture and life.

Example: “Judaism, monotheistic religion developed among the ancient Hebrews. Judaism is characterized by a belief in one transcendent God who revealed himself to Abraham, Moses, and the Hebrew prophets and by a religious life in accordance with Scriptures and rabbinic traditions”.

Nazi ideology and attitudes towards Jews and other categories = This category deals with content related to the discrimination policy against the Jews and other categories targeted by the Nazis. Discrimination policy may be concerned with any anti-Jewish measures such as the requirement to wear the yellow badge, the Nuremberg Laws, and the law against homosexuality, etc.

Examples: 1) “The Nazis persecuted a range of different groups on ideological grounds. Their policies towards all victim groups were brutal, but not identical. Here’s what to know about the persecution of gay men by the Nazi regime”. 2) “#OTD 20 June 1939, the Finke family was notified that their oldest son, Heinz, was to be included on a list of youngsters to be sent on a Kindertransport leaving Germany a week later. By mid-1942, he never heard from his family again”.

The camp system = Between 1933 and 1945, Nazi Germany and its allies established over 44,000 camps and other incarceration sites (including ghettos). Camps were also set up by some of the regimes allied with Nazi Germany, for instance in Croatia, Romania and Vichy France. The perpetrators used these sites for a range of purposes, including forced labour, detention of people thought to be enemies of the state, and for mass murder. A specific type of camp was created under Operation Reinhard (German: Aktion Reinhard or Aktion Reinhardt), which was the codename for the secretive German plan to exterminate Polish Jews in the General Government district of German-occupied Poland: camps of this kind were set up at Chełmno, Bełżec, Sobibór, Treblinka (the latter began as a labour camp and was then re-established as a site of murder). This category encompasses content associated with the camp system, which included concentration camps, labour camps, prisoner-of-war camps, transit camps, and killing centres (or death camps or “extermination” camps). It is also important to highlight that some camps were hybrids, in that they served more than one function, e.g., Majdanek and Auschwitz-Birkenau as concentration/death camps, Treblinka having a labour camp in addition to the death camp. Examples of related content may be the conditions of prisoners in Dachau, Bergen-Belsen, Auschwitz-Birkenau, or the liberation of the camps by the Allies.

Examples: 1) “These shoes are a powerful reminder of lives lost during the Holocaust. In July 1944, Soviet forces liberated the Majdanek camp. The SS had hastily fled with most of the prisoners. The shoes, shown in our

Museum, were among the haunting evidence of Nazi crimes discovered". 2) "US military photographers provided some of the first visual evidence of atrocities at Nazi camps. William A. Scott III of Atlanta, Georgia, arrived at Buchenwald in April 1945, where he saw things that were 'worse than a dream'".

Prejudice, discrimination, racism, antisemitism and antigypsyism = This category encompasses content related to a wider spectrum of discriminatory expressions and practices, including many implicit or hidden manifestations of racism, and exclusion of specific categories of people, which occurred historically and geographically. It includes discriminatory attitudes and measures taken against specific groups such as the Jews and the Roma and Sinti. Less well known than the term antisemitism, "antigypsyism" is specific racism towards Roma, Sinti, Travellers and others who are stigmatized as "gypsies" in the public imagination. The term is often used in a narrow sense to indicate anti-Roma attitudes or the expression of negative stereotypes in the public eye or in hate speech.

Examples: 1) "The history of the Holocaust shows that targeting an entire group has far-reaching consequences. It can lead to an increase in xenophobia, racism, and extremism throughout society. Learn about where #antisemitism began and how it has evolved over centuries". 2) "Antisemitism, hatred of Jews, has been called 'the longest hatred'. While the #Holocaust is history's most extreme example of #antisemitism, today antisemitism is again on the rise. It poses a dangerous threat worldwide. Learn about its origins". 3) "Antigypsyism has existed in different forms for at least 500 years and reached its most destructive form in the Holocaust, during which an estimated 500.000 people were killed as 'Gypsies' by the Nazi Germans and their collaborators in many European countries".

War and German occupation in Western and Eastern Europe = This category deals with content related to the Nazi German military campaign in Western and Eastern European countries, and in North Africa. Content in this category includes any reference to military occupation, Nazi German policy in the occupied countries and life conditions of people in these countries. It also includes mass deportation of Jews and other local population at the hands of Nazi Germany and its local collaborators.

Example: "22 June 1941 marks the start of 'Operation Barbarossa', a turning point in Nazi anti-Jewish policy, resulting in the mass murder of some 1.5 million Jews under Nazi occupation in forests and ravines such as Ponar and Babi Yar".

Elderly, children and women = This category encompasses specific content related to the elderly, children and to the condition of women, as separately targeted from men, who in turn were disproportionately affected by hard labour experiences and incarcerated in many camps that originally only housed men. The elderly were particularly affected by deportation and mass killing, and were among the first to die in the overcrowded, starving ghettos as well as to be selected for the gas chambers. Children endured a radical disruption to their young and innocent lives and were usually the first victims of the Nazi's murderous policy. The Nazis particularly targeted Jewish children, but also ethnically Polish and Romani (or Gypsy) children along with children with mental or physical disabilities (see Aktion T4). The Nazis and their collaborators killed children both for these ideological reasons and in retaliation for real or alleged partisan attacks. According to estimates, 1,500,000 Jewish children were killed during the Holocaust. A much smaller number were saved, others simply

survived, often in a ghetto, occasionally in a concentration camp, while some were saved in various programs like the Kindertransport and the One Thousand Children, in both of which children fled their homeland. The reality of World War II and the Holocaust forced women to cope with new, unforeseen circumstances and fundamental dilemmas, compelling them to make difficult and often fateful decisions. They often did their best to protect their families, to obtain food, to find work, and to defend their children—sometimes even paying the unbearable price of separation. Women took on a number of roles at that time: they ran public soup kitchens and children's dorms, they worked as teachers and caretakers, as doctors and nurses, and they even joined partisan groups and underground resistance movements.

Examples: 1) "In July 1944, Ester Lurie was sent to the Stutthof Concentration Camp; there she managed to obtain scraps of paper and a pencil from one of the secretaries. She drew these portraits of the female prisoners in secret". 2) "'The women and children were thrown into pits while still alive. More than 500 people were buried in silage pits there'. This Soviet report dated 20 July 1944 describes the mass murder of the Jews in Lepel". 3) "'#AnneFrank is the most well-known hidden child of the Holocaust. But there were tens of thousands of children whose families placed them in hiding to protect them'".

Fates of individuals = This category focuses on people in order to emphasise their individuality and humanity, and how they were affected by these historical events rather than vice versa. The Auschwitz-Birkenau Memorial and Museum, for example, uses its social media feeds to draw attention to the birth, nationality, occupation (if known) and death of individuals sent to Auschwitz, while the Stolpersteine app creates similar posts on Instagram.

Examples: 1) "Zipora Granat was born in Belfort, France, in 1931. After her mother was deported & later murdered in the Auschwitz-Birkenau concentration and extermination camp, Zipora was hidden in a number of cities by local welfare organisations". 2) "1 July 1936 | Belgian Jewish boy Andre Hartstein was born in Antwerp. He emigrated with his family to France. In December 1943 he was deported from Drancy to #Auschwitz. After the selection he was murdered in a gas chamber. He was 7". 3) "We know no more about Max Klein than the key dates of his life. He was born in Berlin on 20 June 1887. On 18 October 1941, Max Klein was deported with the 'I. Transport' from Grunewald station to the Łódź ghetto, where he was murdered on 26 February 1942 (Stolpersteine Berlin, Goßlerstr. 20)".

International response = This category encompasses the actions or responses of other nations not directly involved in the Holocaust. It also includes the response of Jewish groups outside the areas of Nazi domination, i.e. in North America and Mandatory Palestine. In the aftermath of the Holocaust, the world was shocked to see photographs of unimaginable horror; skeletons of victims stacked in piles by the hundreds and thousands, and living skeletons describing unspeakable brutality and atrocity. Yet, historians have been asking if an event of this magnitude could have occurred without the knowledge of the Allies, and if the Allied governments knew this was taking place why nothing was done to stop mass murder. One of the recurring questions is if the Allies could have acted to prevent the Holocaust or limited the destruction of six million Jews and millions of other innocent victims. In the decades since the Holocaust, some national governments, international bodies and world leaders have been criticized for their failure to take appropriate action to save the millions of European

Jews, Roma, and other victims of the Nazi regime. Critics say that intervention, particularly by the Allied governments, might have saved substantial numbers of people and could have been accomplished without diverting significant resources from the war effort. Other researchers have challenged such criticism. Some have argued that the idea that the Allies took no action is a myth—that the Allies accepted as many German Jewish immigrants as the Nazis would allow—and that any theoretical military action by the Allies, such as bombing the Auschwitz concentration camp, would have saved the lives of very few people. Others have said that the limited intelligence available to the Allies made precision bombing impossible since, as late as October 1944, they still did not know the locations of many of the Nazi death camps or the purpose of the various buildings within the camps they had identified. Examples of international response during the Holocaust are provided by the Évian Conference in 1938 and, in general, the attitudes of countries in denying or offering asylum to Jews, the role played by neutral states (Portugal, Spain, Switzerland, Turkey), the Vatican and the allied governments in exile, while examples of responses following the Holocaust are the Nuremberg Trials in 1945, the definition of genocide and the Universal Declaration of Human Rights in 1948.

Examples: 1) “The Évian Conference was convened at the initiative of Franklin D. Roosevelt in July 1938 to discuss the problem of Jewish refugees. For ten days, from July 6 to July 15, delegates from thirty-two countries met at Évian-les-Bains, France. However, most western countries were reluctant to accept Jewish refugees, and the question was not resolved. The Dominican Republic was the only country willing to accept Jewish refugees—up to 100,000”. 2) “Desperate for war material, the Nazis offered the British a million Jews in exchange for 10,000 trucks. When asked why he had refused to negotiate the deal, a British diplomat responded, “What would I do with one million Jews? Where would I put them?””. 3) “The United States of America had a quota allowing the entry of 25,957 German immigrants per year in the pre-war period (increased to 27,370 when Germany and Austria’s quotas were merged in 1938). However, due to considerable additional requirements, such as citizenship papers, immigrant and transit visas, just 2372 German Jews were actually admitted in 1933. Unused quota slots were not carried forward into the following year. The first year that the quota was completely filled in America was 1939”. 4) “Towards the end of World War II, Raphael Lemkin, a lawyer of Polish-Jewish descent, aggressively pursued within the halls of the United Nations and the United States government the recognition of genocide as a crime. Largely due to his efforts and the support of his lobby, the United Nations was propelled into action. In response to Lemkin’s arguments, the United Nations adopted the term in 1948 when it passed the ‘Prevention and Punishment of the Crime of Genocide’”.

b7. The sub-category “Artefacts and authentic representation”

The sub-category “Artefacts and authentic representation” is organised into six sub-categories: 1) Artefacts, 2) Photographic and filmic evidence, 3) Literary and documentary production, 4) Music and theatre, 5) Sculptural and visual art, 6) Architecture.

Artefacts = This category includes expressions of the human dimension of the Holocaust, portrayed by a variety of everyday objects such as items for religious services (e.g., tallit, prayer books), toiletries, children’s toys, cloths, kitchen utensils and recipe books, etc.

Examples = 1) "These Torah scrolls, one from a synagogue in Vienna and the other from Marburg, were desecrated during *Kristallnacht* (the "Night of Broken Glass"), the violent anti-Jewish pogrom of November 9 and 10, 1938. The pogrom occurred throughout Germany, which by then included both Austria and the Sudetenland region of Czechoslovakia. The scrolls pictured here were retrieved by German individuals and safeguarded until after the war". 2) "This Singer sewing machine was used by shoemakers in the Lodz ghetto, Poland. As early as May 1940, the Germans began to establish factories in the ghetto and to utilize Jewish residents as forced labour. By August 1942, there were almost 100 factories within the ghetto. The major factories produced textiles, especially uniforms, for the German army".

Photographic and filmic evidence = This category includes victims' own photographs taken before and during the Holocaust, photographs taken by perpetrators and collaborators, or by external parties such as journalists or members of the press. A notable example of photographs taken by the perpetrators is the "Auschwitz Album", which collects pictures taken upon the arrival of a series of Hungarian Jews' transports at Auschwitz-Birkenau in 1944. It also includes film production for propaganda purposes, such as the Nazi propaganda film "Theresienstadt. Ein Dokumentarfilm aus dem jüdischen Siedlungsgebiet" ("Theresienstadt: A Documentary Film from the Jewish Settlement Area"), or by the liberators (e.g., recording the sights of Bergen-Belsen after its liberation in April 1945).

Examples: 1) "US military photographers provided some of the first visual evidence of atrocities at Nazi camps. William A. Scott III of Atlanta, Georgia, arrived at Buchenwald in April 1945, where he saw things that were 'worse than a dream'". 2) "The #Auschwitz Album is the only surviving evidence of the process leading to mass murder at the Auschwitz-Birkenau concentration and extermination camp. A selection of the photos is pictured below". 3) "Photo album containing photographs taken by a passenger aboard the *St. Louis*, with a depiction of the ship on the cover. In 1939, this German ocean liner carried Jewish refugees seeking temporary refuge in Cuba. It was forced to return to Europe after Cuba refused to allow the refugees entry into the country". 4) "'The Führer Gives a City to the Jews' (official name 'Theresienstadt: A Documentary Film from the Jewish Settlement Area', 'Theresienstadt. Ein Dokumentarfilm aus dem jüdischen Siedlungsgebiet') is a black-and-white projected Nazi propaganda film directed by the German Jewish prisoner Kurt Gerron and the Czech filmmaker Karel Pečený under close SS supervision in Theresienstadt concentration camp".

Literary and documentary production = This category includes documents created by individuals and institutions such as letters, diaries, memoirs, memoranda, reports by government and other bodies, ledgers, etc. It also includes short stories, novels, and poems produced by victims and the persecuted, and authentic narrative forms by the Holocaust perpetrators. Notable examples of this production include Anne Frank's Diary and the Ringelblum Archives ("Oneg Shabbat") in the Warsaw Ghetto.

Examples: 1) "Last letter, #OTD 16 June 1942. 'I am writing this letter before my death, but I don't know the exact day that I & all my relatives will be killed, just because we are Jews... I am proud to be a Jew. I am dying for the sake of my people' - Fanya Barbakow". 2) "'The invasion has begun...Is this really the beginning of the long-awaited liberation?' Anne Frank wrote in her diary #OTD in 1944. #DDay—the landing of Allied troops in Normandy, France—became one of the most crucial Allied victories in WWII". 3) "They appear an ordinary

family. This is Heinrich Himmler, the architect of Nazi mass murder, with his wife and daughter. The Holocaust wouldn't have been possible without the indifference of most and the collaboration of many ordinary people. Read a Nazi wife's diary".

Music and theatre = This category includes songs and theatrical scripts that were created and performed during the Holocaust in ghettos, camps, and partisan groups, which tell the stories of individuals, groups and communities in the Holocaust period and were a source of unity and comfort, and later, of documentation and remembrance. Notable examples of music and theatre production during the Holocaust are those composed and executed in the Terezín ghetto, or the "Who Will Carry the Word?" play by Charlotte Delbo.

Examples: 1) "Playwright Jura Soyfer and composer Herbert Zipper, active in Viennese antifascist cabaret, were arrested by the Gestapo after the German-Austrian Anschluss of 1938. They met again at Dachau, where both toiled as 'horses', hauling cartloads of heavy stone throughout the camp. Soyfer and Zipper wrote *Dachau Song* in September 1938 as an ironic response to the motto 'Arbeit Macht Frei' (Work Makes Freedom) inscribed on the gate at the entrance to the camp". 2) "Classical music—instrumental works, art songs, opera—was also produced and performed during this period, notably by prisoners at the Theresienstadt (Terezín) ghetto and transit camp in Czechoslovakia, as well as in several other ghettos and camps".

Sculptural and visual art = This category encompasses objects created by victims or perpetrators as artistic responses to the time. It includes artworks (sculptures, paintings, drawings, etc.) such as official documentary war painting, the deeply personal responses of concentration camp and ghetto victims and survivors, or more documentary material by official war artists.

Examples: 1) "One of the most notable examples of a personal response to forced emigration is Felix Nussbaum's 'The Refugee' (1939). Felix Nussbaum was murdered in Auschwitz this week in 1944. Explore this online exhibition of his work: FELIX NUSSBAUM 1904 – 1944. The Fate of a Jewish Artist". 2) "Born in Bruenn, Austria-Hungary (now Brno, Czechoslovakia) in 1900, Norbert Troller served as a soldier in World War I, spending time as a prisoner-of-war in Italy. He was deported to Theresienstadt in 1942, where he worked as an architect for the Jewish self-administration of the camp and produced works of art as well. During this time Troller created several drawings and sketches that documented the appalling conditions for Jews in the camp, which were then smuggled to the outside world as proof". 3) "The Frog is a sculpture created in KL Lublin in 1943 by Albin Maria Boniecki - a graduate of the Academy of Fine Arts in Warsaw. During his imprisonment at Majdanek between January and September 1943, the sculptor wanted to use his skills to improve conditions in the camp, and lift up the spirits of fellow inmates. In a witty way, Boniecki tricked an influential person close to both the SS and the officials. He created The Frog and convinced them that, as an amphibian, it should be displayed by a water basin". 4) "The documentary value of the sketches and paintings of David Olère is tremendous. No actual photographs were taken of what went on within the crematoriums; only the hands and eyes of David Olère reproduce the horrible reality. David Olère did not sketch for pleasure. He sketched in testimony to all those who never came back. In the Destruction of the Jewish People (1946, 29x20 cm, Ghetto Fighters House, Israel), the fire consumes Torahs, phylacteries, and a tallis, as well as various Christian religious articles".

Architecture = This category encompasses Nazi-planned structures, such as camp buildings and killing facilities constructed by perpetrators and collaborators.

Example: “Prisoner areas in the camps followed rigid institutional plans. But the homes and buildings for the German guards and officers were built with high-quality materials and aesthetic finishing. The houses for the SS guards were constructed by prison laborers on curved streets with stone foundations and designs that replicated the garden city planning found in German towns”.

c. The domain “Contemporary issues related to the Holocaust”

The domain “Contemporary issues related to the Holocaust” is organised into five macro-categories: 1) Holocaust scholarship, 2) Heritage of the Holocaust, 3) Parallels and challenges, 4) Remembrance and education, 5) Contemporary representation of the Holocaust.

Holocaust scholarship = Holocaust scholarship is a multidisciplinary research area that encompasses the study of the Holocaust. It deals with finding explanations for Holocaust events and providing answers to the question “Why did the Holocaust happen?”. It also includes research on the preservation of the relevant historical sites.

Heritage of the Holocaust = This category encompasses the many ways in which various European and non-European countries and societies have confronted, and are still confronting, the history of the Holocaust. Related issues involve culture, morality, law, economics, and domestic and foreign policy as intimately associated with the Holocaust in Europe and in large parts of the Western world. It also includes post-war trials, the testimonies of Holocaust survivors, the Righteous among the Nations as a specific category of rescuers, the role played by second and third generations, and the most prominent figures and places of the Holocaust in popular culture.

Parallels and challenges = This category addresses the main challenges related to Holocaust denial and distortion, today’s forms of racism and intolerance, and parallels with other genocides or mass atrocities.

Remembrance and education = This category includes forms of commemoration and remembrance, recommendations concerning teaching material, and public discourse about various aspects of the Holocaust in the press, social media and other media.

Contemporary representation of the Holocaust = This category encompasses memorialisation artworks created after the end of the war with the specific purpose of representing or commemorating the Holocaust, and contemporary artistic expressions such as digital and virtual representations.

c1. The sub-category “Holocaust scholarship”

The sub-category “Holocaust scholarship” is organised into two further sub-categories: 1) Holocaust research; 2) Archaeology of the Holocaust.

Holocaust research = This category encompasses investigation of the Holocaust from a historical and social perspective, and studies of its origins and consequences. Holocaust research focuses on the various aspects of the Holocaust and of antisemitism and on the most recent, innovative work being conducted in various disciplines and in different countries, though it overlaps to some extent with other academic fields, such as Jewish studies, Genocide studies and German studies. It includes different approaches and methodologies on all aspects of academic Holocaust research, such as Nazi policies against the Jews and other racial and genocidal programs, Jewish responses to Nazism, Nazi propaganda, Ghettos and camps, European collaboration, War crime trials, Survivor testimony, Collective memory of the Holocaust, Commemoration and museology, World War II and its aftermath, “New” antisemitism and xenophobia in the world today, Holocaust literature, drama, film, and art, Psychological aspects of trauma, Technology and the Holocaust. Institutions dedicated to Holocaust research investigate the multidisciplinary and interdisciplinary aspects of Holocaust methodology, demography, sociology and psychology. Examples of academic research institutes are the International Institute for Holocaust Research at Yad Vashem in Jerusalem, Israel, the Fritz Bauer Institute in Frankfurt, Germany, the Center for Advanced Holocaust Studies at the United States Holocaust Memorial Museum in Washington, DC, the European Holocaust Research Infrastructure, and many others.

Example: “In a recently published article entitled ‘Looking beyond the victims: descendants of the perpetrators in Hitler’s Children’, the author analyses cinematic and ethical choices in mediating a notably painful subject for Israeli audiences. It claims that the emphasis on reconciliation and the focus on descendants who acknowledge and express remorse for their parents’ roles in the Holocaust set a cinematic tenor of confession and guilt. The similar perspectives shared by the five descendants interviewed for the film marginalize the conflictual and complex responses of descendants of perpetrators which have been discussed in research, culture, and other films”.

Archaeology of the Holocaust = This category, which is a subfield of Holocaust research, regards rigorously analysed scientific evidence of the material remains that were associated with persecution and mass murder. The practice of Holocaust archaeology relies on desk-based archival research, satellite imagery, aerial photographs, remote sensing, topographic survey and geophysical techniques to identify destroyed camps, lost killing sites and hidden mass graves. Importantly, these techniques avoid excavation that would affect human remains, a practice which is forbidden under Jewish Law. Collected data can be visualised in a multitude of innovative ways, with the primary objectives of digital preservation, simplicity of access and raising awareness in a wide audience. The premises of the hundreds of ghettos are all of potential interest for archaeological investigation, but attention is largely concentrated on Nazi mass murder centres in Poland, where archaeological research is particularly intense. The mass murder centres of Chełmno, Bełżec, Sobibór and Treblinka have been, and are, the focus of archaeological research more than other sites. Remote sensing technology is employed to detect underground objects and assemble the data in order to understand what actually happened on the grounds of Treblinka in Poland. Archaeological efforts are not only devoted to investigation and analysis of these sites but also to public attitudes towards them, in a direct attempt to enhance visitor experiences and education programmes. The field encompasses information conservation, heritage management, and education strategies.

Example: "Following the 1940 evacuation of the British Channel Island of Alderney, a network of Nazi labour and concentration camps was built on the island to house foreign labourers. Recent archaeological investigations, for the first time, have mapped the Sylt labour and concentration camp using non-invasive methods and 3D-reconstruction techniques. The results provide the opportunity, alongside historical research, to examine the relationships between architecture, the landscape setting and the experiences of those housed at Sylt camp".

c2. The sub-category "Heritage of the Holocaust"

The sub-category "Heritage of the Holocaust" is organised into five further sub-categories: 1) Political, legal, cultural and social developments, 2) Testimonies and their lessons for the present, 3) The Righteous Among the Nations, 4) Iconic places and people, 5) Second and third generations.

Political, legal, cultural and social developments = This category encompasses how the memory of the Holocaust has left a particularly strong mark in various countries, especially Israel and Germany. While the task of coming to terms with this traumatic past - a process which in German has been coined *Vergangenheitsbewältigung* - has for decades been carried out with a sense of urgency in these countries, there is a tendency today to consider the Holocaust as part of the development of a collective, transnational European memory culture and of Western society. This category also includes the post-war trials held after those organised by the International Military Tribunal in Nuremberg (e.g., the Eichmann trial in 1960), new evidence obtained through new documents, the establishment of national and international archives, and current investigation and prosecution of Nazi war criminals. Finally, it also comprises philosophical, religious and moral implications.

Examples: 1) "Outside of Poland, most post-war trials did not deal at all with crimes against Jews, and there was little international awareness or understanding of the Holocaust in the immediate post-war period. This changed in 1961 with the trial of Adolf Eichmann, chief administrator of the deportation of European Jews, before an Israeli court. The Eichmann trial also brought attention to the presence of accused Nazi perpetrators in a number of countries outside Europe, because Eichmann had settled in Argentina after the war". 2) "If until recently the centrality of the Holocaust in Western European identity and memory seemed secure, today we are witnessing a memory crisis resulting from conflicting perceptions of the Holocaust in Western and Central Europe. On the one side, there is a strong tendency to acknowledge the universal meaning of the Holocaust, and related UN and EU resolutions and declarations. On the other, the process of globalizing the Holocaust discourse is often considered as another mechanism to further strengthen Western cultural domination". 3) "Operation Last Chance was launched in July 2002 by the Simon Wiesenthal Center, with its mission statement being to track down ex-Nazis still in hiding. Most of them were nearing the end of their lifetimes, hence the operation's name. Efraim Zuroff is director of the Wiesenthal Center in Jerusalem and serves as the Israeli liaison as well as the overseer of this project, the focus of which is on investigation, prosecution, and conviction of the last remaining Nazi war criminals and collaborators. Many have obtained citizenship in Canada and the United States under false pretences; usually by misrepresentation, omission, or falsification of their criminal past, specifically war crimes which rose to the level of crimes against humanity".

Testimonies and their lessons for the present = This category includes content related to survivors' testimonies and any other posthumous references that demonstrate the full strength and power of the human spirit and how people could rely on their resilience to resist and survive. It also addresses the subject of the Holocaust from a perspective that would help the new generations to strengthen their spirit and their moral values as well as their courage, hope and faith.

Examples: 1) “#OTD 91 years ago, #AnneFrank was born. For millions, she was their window into the Holocaust. Though Anne wrote most of her diary while in hiding from the Nazis, she inspired us with her ability to believe in the enduring power of hope”. 2) “For Holocaust survivor Renée Firestone, laughter and light are the best revenge against those who sought to destroy her. ‘Could Hitler imagine that I will survive and have three great-grandchildren?’”. 3) “The words of Holocaust survivor Elie Wiesel continue to resonate today. What can we learn from him about being witnesses to hate?”.

The Righteous Among the Nations = “The Righteous Among the Nations, honoured by Yad Vashem, are non-Jews who took great risks to save Jews during the Holocaust. Rescue took many forms and the Righteous came from different nations, religions and walks of life. What they had in common was that they protected their Jewish neighbours at a time when hostility and indifference prevailed” (Yad Vashem, 2021). The title is conferred by Yad Vashem, the Israeli Holocaust Museum and Memorial based on analysis of testimony and documents to affirm that rescue was conducted for altruistic purposes rather than personal gain. The main forms of help extended by the Righteous Among the Nations include hiding Jews in the rescuers' home or on their property, providing false papers and false identities, and smuggling and assisting Jews to escape. The Righteous Among the Nations Database may be consulted online (<https://righteous.yadvashem.org/?/search.html?language=en>).

Examples: 1) “Righteous Among the Nations Joop Westerweel was executed in the Vught concentration camp #OTD 11 August 1944. Realizing that hiding was not sufficient to save the Jews, the group that he led began devising ways to help them escape from Dutch territory”. 2) “In Rome, Maria Antoniazzi, in her capacity as Mother Superior of the Suore di Nostra Signora di Namur Convent, saved four members of the Jacobi family from Berlin. Until the liberation of Rome in June 1944, the Jacobis were protected by Mother Maria Antoniazzi. In 1948, the Jacobis settled in Israel. In 1990, Mother Maria Antoniazzi, now living in England, was visited by Hildegard and her son Claudio (Ilan). When asked about her actions during the war, she said: “Well, I did no more than anyone would have done. At that time you did not think of the danger – you just went on doing what little you could. People needed help and that was all that mattered. Besides, we didn’t have a family or dependants to worry about. You see, as religious people, we could afford to take more risks”. On July 7, 2004, Yad Vashem recognized Maria Antoniazzi (Mother Antonia) as Righteous Among the Nations”.

Iconic places and people = This category deals with the most well-known people and places that have become iconic in popular culture and imagination. Undoubtedly, today the history of the Holocaust is made available to people largely as a product of popular culture, e.g., novels, films, television programs, museum exhibits, speeches and rituals, performances of political figures and other public personalities. These have contributed to a number of iconic figures and places becoming part of the collective imagination. At the same time, since the fall of the Berlin Wall in 1991, public interest in the Holocaust has spiked across Europe along with the rise of

“dark tourism” to European Holocaust sites. According to recent lists, the most visited Holocaust sites are Auschwitz-Birkenau, Anne Frank’s House, the Holocaust Memorial Berlin, Schindler’s Factory, Yad Vashem and Warsaw Ghetto, and, as a consequence of exporting Holocaust knowledge out of Europe, the United States Holocaust Memorial Museum in Washington DC. Among the more recognisable cultural symbols of the Holocaust that have come to dominate popular cultural settings are Anne Frank (probably the one who has been most distorted), Oskar Schindler, Elie Wiesel, Primo Levi, and Adolf Eichmann.

Examples: 1) “‘The invasion has begun...Is this really the beginning of the long-awaited liberation?’ Anne Frank wrote in her diary #OTD in 1944. #DDay—the landing of Allied troops in Normandy, France—became one of the most crucial Allied victories in WWII”. 2) “Oskar Schindler was a German industrialist and a member of the Nazi Party who is credited with saving the lives of 1,200 Jews during the Holocaust by employing them in his enamelware and ammunitions factories in occupied Poland and the Protectorate of Bohemia and Moravia. He is the subject of the 1982 novel Schindler’s Ark and its 1993 film adaptation, Schindler’s List, which reflected his life as an opportunist initially motivated by profit, who came to show extraordinary initiative, tenacity, courage, and dedication to save the lives of his Jewish employees”. 3) “Elie Wiesel, Holocaust survivor & Nobel Peace Prize recipient, passed away #OTD 2 July 2016. He became a symbol of Holocaust memory and documentation, and a clear voice in the struggle for human rights”. 4) “Adolf Eichmann was executed by hanging in the night between 31 May and #OTD 1 June 1962. Learn more about the Eichmann trial in Jerusalem on our newly redesigned online exhibition ‘The Eichmann Trial: With me here are six million accusers’”.

Second and third generations = This category includes content associated with second generations and third generations, i.e., respectively the children and grandchildren of survivors.

Example: “Rita Goldberg’s mother was a Holocaust survivor whose epic escapes from the Nazis were worthy of a film script. But like many children of camp survivors, Rita has also been profoundly affected by her experience”.

c3. The sub-category “Parallels and challenges”

The sub-category “Parallels and challenges” is organised into three further sub-categories: 1) Countering Holocaust denial and distortion, 2) Antisemitism, racism and hate, 3) Other genocides.

Countering Holocaust denial and distortion = This category includes identifying content related to Holocaust denial or Holocaust distortion, and actions to counter these phenomena. According to IHRA, “Holocaust denial is discourse and propaganda that deny the historical reality and the extent of the extermination of the Jews by the Nazis and their accomplices during World War II, known as the Holocaust or the Shoah. Holocaust denial refers specifically to any attempt to claim that the Holocaust/Shoah did not take place. Holocaust denial may include publicly denying or calling into doubt the use of principal mechanisms of destruction (such as gas chambers, mass shooting, starvation and torture) or the intentionality of the genocide of the Jewish people” (IHRA, 2019). As for Holocaust distortion, the IHRA’s non-legally binding Working Definition of Holocaust Denial and Distortion refers to a number of examples of attempts to cast doubt on the factuality of the Holocaust. These include (but are not limited to) gross minimization of the number of Holocaust victims; attempts to blame

Jews for causing their own genocide; statements that cast the Holocaust as a positive historical event; and attempts to blur the responsibility for the establishment of concentration and death camps devised and operated by Nazi Germany by putting blame on other nations or ethnic groups (IHRA, 2019). This category includes addressing myths, misconceptions and misappropriation that have been shown to have currency and circulation especially amongst young people, as well as problematic use of Holocaust iconography. It also comprises exposing right-wing extremism and neofascism.

Examples: 1) “We encourage people to learn from the Holocaust. Comparing and categorizing are natural human impulses, but this oversimplified approach to a complex history is dangerous. Nazi crimes are unique. We should examine the evidence, then alert ourselves to warning signs”. 2) “A mask is not a yellow star. Such a comparison is disrespectful to Jews humiliated by it during the Holocaust. Wearing a mask is a sign of our moral responsibility for the safety of us all. It protects health & lives. Visitors of @AuschwitzMuseum are requested to cover faces”. 3) “The use of National Socialist icons at the Freiburg ‘Hygiene Demonstrations’ is only the most recent manifestation of a sickening phenomenon where Nazi Germany’s efforts to exterminate Europe’s Jews are compared to today’s measures to contain the coronavirus. From Freiburg to Vienna to the United States, the measures taken by democratic governments to protect their populations and save lives are being equated with the murderous policies of the National Socialist regime, thereby diminishing the latter. This obscene trend reflects a grave lack of understanding of the dimensions of the Holocaust and must be taken very seriously”.

Antisemitism, racism and hate = This category includes content related to today’s forms of racism, contemporary antisemitism, (online) hate and bullying, etc. and fostering community solidarity with the victims.

Examples: 1) “‘Antisemitism is not hatred of Semitism or Semites ... antisemitism is Jew hatred’ —Holocaust historian Deborah Lipstadt. The Nazi regime used similar centuries-old #antisemitic myths to stoke fear about Jews. These stereotypes are still being used today”. 2) “The Museum is outraged at the horrific killing of #GeorgeFloyd. Painful moments like these remind us of our shared humanity. The words of Holocaust survivor Elie Wiesel help us reflect on the lessons of the Holocaust, the vital need to confront hate, and promote human dignity”. 3) “ISIS attempted to destroy the #Yezidi of northern Iraq #OTD 6 years ago. It executed men and boys and kidnapped women and girls as young as 9 to be sold, sexually enslaved and beaten. We stand in solidarity with the victims and survivors, who fight for justice and accountability”.

Other genocides = This category includes content related to the deliberate and systematic destruction, in whole or in part, of an ethnic, racial, religious or national group. The United Nations defines genocide as any of the following acts committed with an intent to destroy, in whole or in part, a national, ethnic, racial, or religious group, including killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group living conditions that are designed to bring about a physical destruction in whole or in part; imposing measures intended to prevent births within the group; forcibly transferring children from the group to another group. Apart from the Holocaust, notable examples of genocides in contemporary history include the Armenian, Cambodian, and Yugoslavian genocides, and the genocide against the Tutsi.

Example: “The #ArmenianGenocide took place between spring 1915 and autumn 1916. At least 664,000 people and possibly as many as 1.2 million died during the genocide”.

c4. The sub-category “Remembrance and education”

The sub-category “Remembrance and education” is organised into three further sub-categories: 1) Remembrance and commemoration, 2) Public discourse about various aspects of the Holocaust in the press, social media and other media, 3) Holocaust education: Teaching and learning about the Holocaust.

Remembrance and commemoration = This category includes any initiative aimed at commemorating and remembering the victims of the Holocaust and other Nazi victims. Examples include the inauguration of a new memorial, the installation of a new Stolperstein (literally “stumbling stone”, a project initiated by the German artist Gunter Demnig in 1992 which consists of sett-size, ten-centimetre concrete cubes bearing a brass plate inscribed with the name and life dates of victims of Nazi mass murder or persecution), celebrations of the International Holocaust Remembrance Day, national memorial days (e.g., Yom HaShoah, the Warsaw Ghetto Uprising), and important dates in the lives of victims or survivors such as Anne Frank’s birthday.

Examples: 1) “It took the world years to come to the rescue. 6 million lives were taken before the Allies reached the concentration camps. So you ask me, a Jew, what will prevent this from happening again? A strong Jewish state, who can defend her own people. A strong Israel. #YomHaShoah”. 2) “Gunter #Demnig has laid today in Ludwigshafen further @_Stumbling blocks_. Thanks to <http://ludwigshafen-setzt-stolpersteine.de> There are already so many. And every stone is necessary.” 3) “Today would have been Anne Frank’s 91st birthday, were she not murdered in the #Holocaust. After the war, Yad Vashem recognized the brave non-Jews who risked their lives hiding the Frank family. They are pictured below”. 4) “People often ask why Jews threatened by violence in Nazi Germany didn’t immigrate sooner. Explore the complex steps that were required for those who tried to immigrate to the United States. #WorldRefugeeDay”.

Public discourse about various aspects of the Holocaust in the press, social media and other media = This category includes press or media content which is connected with the contemporary significance of the Holocaust, such as trials of contemporary historians (e.g., Barbara Engelking and Jan Grabowski in Poland), or ongoing pursuit of Nazi war criminals (e.g., efforts made during the past three decades to bring Holocaust perpetrators to justice all over the world).

Examples: 1) “On 19 June 2017, some 180 Holocaust historians and other historians of modern European history signed an open letter in Grabowski’s defence, addressed to Calin Rovinescu, Chancellor of the University of Ottawa. Describing the campaign against Grabowski as ‘an attack on academic freedom and integrity’, the letter said that ‘[h]is scholarship holds to the highest standards of academic research and publication’, and that the Polish League Against Defamation puts forth a ‘distorted and whitewashed version of the history of Poland during the Holocaust era’”. 2) “Poland’s parliament passed a law on Wednesday that would prevent former Polish property owners, including Holocaust survivors and their descendants, from regaining property expropriated by the country’s communist regime. Israel condemned the legislation, with Foreign Minister Yair Lapid saying it ‘damages both the memory of the Holocaust and the rights of its victims’”.

Holocaust education: Teaching and learning about the Holocaust = This category encompasses the growing field of educational research that seeks to explore how the Holocaust is being taught in school, and also how

teachers are being trained to teach this important topic. It can also include research into how young people engage with Holocaust memorials, Holocaust site visits and other commemoration activities. The field refers to efforts, in formal and non-formal settings, to teach about the Holocaust, and addresses pedagogical approaches, teaching methods and informal learning, under the larger umbrella of education about the Holocaust. This category also includes curricula and textbooks studies, various materials, and technology use (e.g., multimedia, the Internet, social media, etc.). It also comprises content related to new teaching material, a memory trip, a themed competition, and content focused on teaching and learning.

Examples: 1) “We encourage people to learn from the Holocaust. Comparing and categorizing are natural human impulses, but this oversimplified approach to a complex history is dangerous. Nazi crimes are unique. We should examine the evidence, then alert ourselves to warning signs”. 2) “Being able to explain what #antisemitism is and where it comes from can be difficult. Start with the basics: Who are “Jews”? How did antisemitism start? Why is it still with us, even after the Holocaust?”. 3) “As members of the EU-funded HERA research project IC_ACCESS: *Inclusive strategies for European conflicted pasts*, the Falstad center, and the SPECS research group, at the Institute of Science and Technology IBEC) agreed to jointly develop the *Future Memory App* of SS Strafgefangenenlager Falstad 1945, targeted towards students, visitors and educational programs as well as museum visitors to the memorial”.

c5. The sub-category “Contemporary representation of the Holocaust”

The sub-category “Contemporary representation of the Holocaust” is organised into seven further sub-categories: 1) Films and documentaries, 2) Photographs, 3) Literary and documentary production, 4) Music and theatre, 5) Sculptural and visual art, 6) Artefacts and **architecture**, 7) Digital and virtual representation.

Films and documentaries = This category spans multiple genres such as docudramas, narrative films including war films, action films, love stories, psychological dramas, and even comedies. Contemporary Holocaust cinema includes movies such as “Schindler’s list”, “The pianist”, “La vita è bella”, and “The Boy in the Striped Pyjamas”, or the re-enacted documentary “Who Will Write Our History. This category also includes news related to the release of a new movie or documentary.

Examples: 1) “Holocaust (1978) is an American four-part television miniseries which explores the Holocaust from the perspectives of the fictional Weiss family of German Jews and that of a rising member of the SS, who gradually becomes a war criminal. Holocaust highlights numerous events which occurred up to and during World War II, such as Kristallnacht, the creation of Jewish ghettos, and later, the use of gas chambers”. 2) “The Devil Next Door is a documentary series about John Demjanjuk, accused of war crimes and crimes against humanity carried out while serving as a guard at Nazi extermination camps during World War II, who spent years living in Cleveland. The show premiered on Netflix in 2019”.

Photographs = This category encompasses photographs or photographic exhibitions created after the Holocaust, such as the commemorative projects “Faces of Life after the Holocaust. 75 Portraits of Survivors” photographed by Martin Schoeller in 2020.

Example: “#75Survivors Faces of Life After the Holocaust. Zipora Granat was born in Belfort, France, in 1931. After her mother was deported & later murdered in the Auschwitz-Birkenau concentration & extermination camp, Zipora was hidden in a number of cities by local welfare organisations”.

Literary and documentary production = This category includes literary works such post-war memoirs, short stories, novels, poems, etc., either written or published after the war or more recently. Examples of the first type are Anne Frank’s Diary, Primo Levi’s “If This Is a Man” (Se questo è un uomo) or Elie Wiesel’s “Night”. More recent works are “Sarah’s Key” by Serge Joncour, the comics book “Maus” by Art Spiegelman, and “The Boy in the Striped Pyjamas” by John Boyne. This category includes any news about the release of a new book or literary work.

Examples: 1) “*Night* is Elie Wiesel's masterpiece, a candid, horrific, and deeply poignant autobiographical account of his survival as a teenager in the Nazi death camps. This new translation by Marion Wiesel, Elie's wife and frequent translator, presents this seminal memoir in the language and spirit truest to the author's original intent. And in a substantive new preface, Elie reflects on the enduring importance of *Night* and his lifelong, passionate dedication to ensuring that the world never forgets man's capacity for inhumanity to man”. 2) “Alberto Caviglia at his narrative debut also resorts to satire in his book “Olocaustico”. The author presented the novel at the ‘Nuvola’ by Fuksas at the Eur in Rome at the small and medium publishing fair ‘Più libri più liberi più libri’ on Sunday 8 December at 1pm at the Sala Vega”.

Music and theatre = This category includes songs, lyrics, music and theatre productions that have been written and performed after the end of the Holocaust until today.

Examples: 1) “The woman born on the Mauthausen ramp who rose from the audience to speak is Eva Clarke, 67. She lives in Cambridge with her mother, Anka Bergman, who is 96. Mrs Bergman knew the man who founded and conducted the principal orchestra in the camp: Karel Ancerl. Ancerl also survived Auschwitz and went on to become one of the greatest conductors and interpreters of music – some say the greatest – of his generation with the Czech Philharmonic Orchestra”. 2) “Schindler's List: Original Motion Picture Soundtrack is the film score of the 1993 film of the same name, composed and conducted by John Williams. The original score and songs were composed by Williams, and features violinist Itzhak Perlman”.

Sculptural and visual art = This category includes memorial artworks such as paintings, drawings, sculptures, stained glass windows, and artistic representations to the Holocaust produced after the war by survivors and third parties. Spread across sites in and beyond Europe, memorial artworks serve as visible reminders of the past and are a global phenomenon.

Examples: 1) “The International Monument at Dachau was inaugurated on September 8, 1968. It was designed by Nandor Glid, who himself was persecuted as a Jew by the Nazis in his home country of Yugoslavia and had joined the resistance to the German occupation forces at the end of 1944. The sculptor won a competition organized by the CID, the association representing the survivors, in 1959”. 2) “Like Treblinka, the Warsaw Ghetto was completely destroyed, so monuments here mark the locations of former sites. The first World War II-related memorial was built in 1946 to mark the third anniversary of the Warsaw Ghetto Uprising. Designed

by L.M. Suzin, it is a red sandstone disk which was tilted toward the entrance gate to the ghetto. It marks the site of the first armed confrontation. The inscription reads: 'To the memory of those who died in unparalleled and heroic struggle for the dignity and freedom of the Jewish nation, for free Poland, and for the liberation of mankind - the Jews of Poland'". 3) "Jeffrey Schrier assembles massive sculptural works configured as shimmering winged forms that are installed in museums, institutions and public spaces. The works utilize 11 million can tabs collected from all fifty states and eight countries by the middle school in Mahomet Illinois, amassed to recognize the number of lives destroyed in the Holocaust. Millions of tabs Schrier additionally acquired numerically reference lives cut short by continuing acts of inhumanity. Through Schrier's programs, over sixty-thousand participants have constructed can tab elements, feather-like structures that Schrier uses as the 'clay-like' sculptural material for his immense assemblage works, expressions of hope developing out of tragedy".

Artefacts and architecture = This category refers to contemporary architecture that shows how museums and memorials construct and implement spatial storytelling through artifacts and exhibition techniques. Each architectural space implements specific engagements with historical time by use of spatial layout and circulation, spatial form and symbolization, and spatial qualities of lighting and material.

Examples: 1) "The landscape of Yad Vashem plays a unique role in the formation of Jewish history and culture and makes the YVHHM a primary example of Jewish space with a specific engagement with historical time, with which Holocaust museums in other parts of the world cannot compete, such as the Ann Frank House in Amsterdam, the United States Holocaust Memorial Museum in Washington DC, or the Jewish Museum in Berlin". 2) "The Memorial to the Murdered Jews of Europe (German: Denkmal für die ermordeten Juden Europas), also known as the Holocaust Memorial (German: Holocaust-Mahnmal), is a memorial in Berlin to the Jewish victims of the Holocaust, designed by architect Peter Eisenman and engineer Buro Happold. It consists of a 19,000-square-metre (200,000 sq ft) site covered with 2,711 concrete slabs or "stelae", arranged in a grid pattern on a sloping field. Building began on 1 April 2003, and was finished on 15 December 2004. It was inaugurated on 10 May 2005, sixty years after the end of World War II in Europe, and opened to the public two days later. It is located one block south of the Brandenburg Gate, in the Mitte neighborhood".

Digital and virtual representation = This category encompasses digital and virtual works of art / artistic projects, multimedia content, etc., dealing with the Holocaust and forms of Digital Holocaust Memory. Efforts to save and preserve historical archives combined with attempts to safeguard the testimonies of the last survivors have resulted in numerous undertakings based on the use of advanced digital technologies. One of the first initiatives to have gained prominence originated from the USC Shoah Foundation's Institute for Visual History and Education (formerly Survivors of the Shoah Visual History Foundation), a non-profit organisation dedicated to recording interviews with survivors and witnesses of the Holocaust and other genocides. Further examples are the project New Dimensions in Testimony, a collection of interactive biographies from USC Shoah Foundation that enable people to have conversations with pre-recorded video images of Holocaust survivors and other genocide witnesses; virtual reality experiences such as the VR film The Last Goodbye (the Shoah Foundation); the VR visit of the Anne Frank House; and a growing number of VR projects embedded at memorial sites of former concentration camps.

Examples: 1) "USC Shoah Foundation's Dimensions in Testimony enables people to ask questions that prompt real-time responses from pre-recorded video interviews with Holocaust survivors and other witnesses to genocide. The pioneering project integrates advanced filming techniques, specialized display technologies and next generation natural language processing to create an interactive biography. Now and far into the future, museum-goers, students and others can have conversational interactions with these eyewitnesses to history to learn from those who were there". 2) "Eva.stories is an Instagram account that recounts the real-life story of a Jewish girl murdered in a concentration camp, by imagining she had documented her days on a smartphone, has sparked a debate about how to sensitively portray the Holocaust. With 1.1 million followers, Eva.stories is a high-budget visual depiction of the diary of Eva Heyman – a 13-year-old Hungarian who chronicled the 1944 German invasion of Hungary – but features hashtags, internet lingo, and emojis used by a 21st century-teenager". 3) "The *Anne Frank video diary* series shows what Anne Frank's life in the Secret Annex was like. In terms of content, it is a representation of a number of the diary letters that Anne Frank wrote between March and August 1944. It's just another format: Anne doesn't write, she films. *Anne Frank video diary* will be broadcast on the YouTube channel of the Anne Frank House: youtube.com/annefrank. The first two episodes will air on 30 March 2020. Every week, new episodes will be made available at set days and times: Monday and Thursday at 16:00 hours (CET). The series consists of fifteen episodes, the last episode (epilogue) will air on 4 May 2020".

d. The domain "Museum activities and communication"

The domain "Museum activities and communication" is organised into six macro-categories: 1) Museum events, 2) Social media events, 3) Communication and responses to the audience, 4) Collaborations and endorsements, 5) Information about museum operation, 6) Other.

Museum events = This category includes any event that the museum or memorial may organize in presence or online (e.g., thematic conference), a commemorative event hosted online via social media (i.e., streaming), a fundraising campaign, etc. It also includes new publications edited by the museum as well as travelling, onsite and online exhibitions.

Examples: 1) "Adolf Eichmann was executed by hanging in the night between 31 May and #OTD 1 June 1962. Learn more about the Eichmann trial in Jerusalem on our newly redesigned online exhibition "The Eichmann Trial: With me here are six million accusers"". 2) "#AnneFrank is the most well-known hidden child of the Holocaust. But there were tens of thousands of children whose families placed in hiding to protect them. Join us on what would be her 91st birthday, 6/12 at 9:30 a.m. ET, to learn their stories". 3) "Today would have been the 91st birthday of #AnneFrank. We're live on Facebook at 9:30 a.m. ET, discussing the experiences of hidden children of the Holocaust. Meet our guest, Al Münzer, who spent three years in the shadows, separated from his family".

Social media events = This category specifically focuses on social media as a memory and education tool in itself and encompasses events through which organisations exploit its potential in offering live engagement with digital users and network communication. Examples include the Wiener Library's live Q&A sessions on Twitter to host a conversation about contemporary debates with their audience; a memorialising Twitter Bot created by Bergen-Belsen for the 75th anniversary of the liberation; the social media campaign #RememberingFromHome

launched by Yad Vashem to mark Holocaust Remembrance Day 2020; live tours (e.g., curators who show object, tours of the sites) on Instagram with live conversations with users.

Example: “On Holocaust Remembrance Day this year, April 21st, Yad Vashem invites the public to participate in an international campaign to recite the names of Holocaust victims, record the name reading and share the video on social media using the hashtags #RememberingFromHome and #ShoahNames. You can read names from the list of adults and children listed below. You can also access names of Holocaust victims from specific countries. You can also search our Central Database of Shoah Victims' Names for names you want to recite and remember”.

Communication and responses to audience = This category encompasses answering social media users' questions, correcting misconceptions or factual inaccuracies, and, in some cases, responding to criticism and to current controversies. It also includes calls for donations and invitations to participate in fundraising campaigns.

Examples: 1) “We can see a lot of ‘Auschwitz’ mentions recently. Remember that a preserved historic site does not equal a statue erected to honour a person. The two have entirely different roles, contexts, messages & meanings. Drawing a simple comparison here is incorrect”. 2) “The period of the pandemic has proved exceptionally difficult for the Auschwitz Memorial, as it has been closed to visitors since 12 March and hence deprived of its primary source of financing. Therefore, we wish to ask everyone for whom the preservation of memory is important for financial support to allow us to continue with numerous educational, research, exhibition and publishing projects”. 3) “The ‘victims’ trend on TikTok can be hurtful & offensive. Some videos are dangerously close or already beyond the border of trivialization of history. But we should discuss this not to shame & attack young people whose motivation seem very diverse. It’s an educational challenge”.

Collaborations and endorsements = This category refers to connections with other museums, institutions and individuals committed to Holocaust history and remembrance, such as research institutes, scholars, other museums and memorial sites, either supported or driven by governments or developed by organisations or groups.

Examples: 1) “The Museum is part of EHRI, the trans-national Holocaust research, commemoration and education whose main challenge is cope with the wide dispersal of sources and expertise across many institutions. EHRI overcomes such fragmentation by connecting sources, institutions and people”. 2) “We are proud to announce the new partnership with Yad Vashem”. 3) “We encourage to visit the Museum of Jewish Heritage – A Living Memorial to the Holocaust. They are releasing a series of digital spots from celebrities and elected officials that encourage people to visit the most comprehensive Holocaust exhibition about Auschwitz ever exhibited in North America. Auschwitz. Not long ago. Not far away. The ground-breaking exhibition is now open through January 3, 2020 in New York City”.

Information about museum operation = This category includes information about museum/memorial operation like opening hours, closure, visitor rules, etc.

Examples: 1) "Visitors of @AuschwitzMuseum are requested to cover faces". 2) "Due to the decision of the government to close all museums and cultural institutions in Poland because of coronavirus pandemic, we inform that the Auschwitz Memorial is not available to visitors".

Other = Any other content that does not fall into the previous ones.

Survey Round 1

Dear participant,

thank you for agreeing to participate in the Delphi Study “Validation of a framework to analyse Holocaust content on social media”, in the context of the project “Countering Holocaust distortion on social media. Promoting the positive use of Internet social technologies for teaching and learning about the Holocaust” (IHRA Grant # 2020-792).

The purpose of this Delphi Study is to reach expert consensus on a framework aimed at analysing content related to the Holocaust that is published on social media profiles of Holocaust institutions. Content analysis is the study of documents and communication artefacts, which might be texts of various formats, pictures, audio or video. Techniques of content analysis involve systematic reading or observation of texts or artifacts which are assigned labels (sometimes called codes) to indicate the presence of meaningful pieces of content. They are used in social sciences to examine patterns in communication in a replicable and systematic manner. The main objective here is to validate the framework that will serve as guidelines for the coders who are not specifically content savvy. A further aim is to provide a pedagogical tool for teachers to navigate the various materials available for studying and teaching about the Holocaust.

The study will build upon the expertise of a selected group of experts in the project topics, including yourself. Your opinion is therefore very valuable.

The Delphi study is divided into two rounds. The first round is a questionnaire, the completion of which should take about 30-45 minutes. You will be presented a taxonomy providing set of macro- and micro- categories for classifying content about the Holocaust published on social media profiles of Holocaust institutions and you will be asked to evaluate the importance of these categories based on your professional experience.

[You will find a representation of the complete framework here.](#)

The macro-categories are:

- Historical content
- Themes
- Museum activities and service communications

For each of these categorisations, you will be asked a number of questions such as whether you think the individual categories are appropriate, whether there are categories that can be merged, or whether there are missing categories. You will also be asked to give your opinion on the definition of each category, which serves the purpose of providing basic information about how to apply the categories. These definitions were developed using a variety of information sources, mainly official definitions from the IHRA and other Holocaust institutions. You will always have the opportunity to explain or comment your choice.

The questionnaire consists of a total of 47 questions. There are no right or wrong answers. It is your opinion we are interested in. You can add a general comment at the end of the questionnaire.

Once we have received all the answers from all the experts participating in our Delphi Study, we will compare, analyse and organise them into a summary that will be sent back to the same experts (including you) together with a second questionnaire. This questionnaire will constitute the second round of consultation, whereby you will be invited to answer further questions built upon the results of the analysis of the answers provided by the experts during the first round.

We remind you that your participation in this study and your individual answers will be regarded as strictly confidential by the research team. The other experts participating in the study will not be able to read your answers, but only our summary. All comments that are published will be anonymous. We do, however, request that you provide some information about your knowledge of this area.

Please return the completed questionnaire by **17th March 2021**.

If you have any questions, doubts or requests for clarification, you can contact me at this email address: stefania.manca@itd.cnr.it.

Thank you very much for your participation.

Yours Sincerely,

Stefania Manca
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CONFIDENTIALITY, DATA PROCESSING AND STORAGE

The data collected will be processed in accordance with the Law of 22 December 2017, no. 219, and may be the subject of scientific publications only in aggregate form, guaranteeing the anonymity of the participants. In particular, the personal data collected will not be transmitted to persons not directly involved in the research and will be processed anonymously; the results will be presented in aggregate form and with every precaution necessary to avoid the identification of the participants. The processing of the data collected within the framework of the research, their communication to third parties and/or publication for scientific purposes are permitted, but can only occur after the data have been made anonymous, under the direct responsibility of the person in charge of the research. The data will be stored, through the use of technological means (such as encrypted passwords, access to the data only by authorised personnel, etc.), by the research manager, in accordance with the principles set out in Article 5 EU Regulation 2016/679, for a period of time not exceeding the achievement of the purposes and with specific regard to the principle of limitation of storage in Article 5, letter e), GDPR EU Regulation 2016/679. The data controller is the ITD-CNR and the Data Processor is Dr Stefania Manca, e-mail: stefania.manca@itd.cnr.it. All data will be deleted by 01/01/2025. The project has received the approval of the Ethics Committee of the Universitat Oberta de Catalunya, Spain.

INFORMED CONSENT

Before deciding freely whether you want to participate in this research, please read this informed consent carefully and ask the researcher any questions you feel are appropriate so that you are fully informed of the aims and methods of the study. Please remember that this is a research project and that your participation is completely voluntary. You may withdraw from the compilation at any time. Thank you for taking the time to participate in this survey. Your help is greatly appreciated.

The undersigned declares that he/she is over 16 years of age and can therefore independently consent to the processing of his/her personal data.

1. Yes

2. No

I declare that I have carefully read the explanations concerning this research and the whole experimental procedure; that I have been informed about the aims and objectives of the research in question; that I have had the opportunity to ask questions about any aspect of the experimental procedure; that I have received satisfactory assurances about the confidentiality of the personal data collected by the research; that I am aware that I can withdraw at any stage of the study *.

1. Yes

2. No

I, the undersigned, hereby consent to the processing of my personal and sensitive data collected as part of this research in the terms and manner indicated above *.

1. I agree

2. I do not consent

Some questions about you

1. Gender
 1. Female
 2. Male
 3. Other
 4. I prefer not to say
2. Age: _____
3. Country: _____
4. Your main field of expertise is on
 1. Contemporary history
 2. Genocide and/or Holocaust studies
 3. Holocaust education
 4. Cultural studies
 5. Media studies
 6. Other (specify)
5. How well informed are you about social media use in Digital Holocaust Memory?
 1. Not at all informed
 2. Slightly informed
 3. Moderately informed
 4. Well informed
 5. Very well informed

e. Global evaluation of the framework

The framework is organised in three main macro-categories: 1) Historical content, 2) Themes, 3) Museum activities and service communication. The aim of this initial tripartition is to encompass every possible type of content that a Holocaust museum or memorial may publish on its social channels.

6. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following definitions:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Historical content					
Themes					

Museum activities and service communication					
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By the macro-category of **Historical content**, we mean any information about the period, the places, and the events that created, influenced, or formed the backdrop to the historical development of the Holocaust.

The macro-category of **Themes** includes a list of topics historically or culturally associated with the Holocaust as of prime or secondary relevance, any artistic production related to the Holocaust, and any contemporary events connected with the Holocaust or related topics.

The macro-category of **Museum activities and service communication** is composed of a set of categories related to the museum activities (e.g., in-site and online events) and comprises communications concerning the services offered by the museums, such as operating time, etc.

Comment (optional): _____

7. How complete do you think this tripartition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

8. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

f. Evaluation of the macro-category “Historical content”

The macro-category Historical content is organised in five sub-categories: 1) Place, 2) Timeline, 3) Agency, 4) Group, 5) Stage of the Holocaust. The aim of this partition is to encompass every possible type of historical content.

9. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Place					

Timeline					
Agency					
Group					
Stages of the Holocaust					

Place = The Holocaust was a profoundly geographical event, rooted in specific physical spaces, times, and landscapes, and it was characterized by a spatiality of process which relates to the diverse phases, such as concentration, deportation, dispersal, and dislocation. Although the Holocaust is usually understood as a European story, the Europe-wide scale was complemented with related events that occurred in North Africa. In the recollection process of Holocaust events these may be concerned with spatiality of diverse granularity.

Timeline = The Holocaust is traditionally dated in the period 1933–1945, from the appointment of Hitler as chancellor of Germany on 30th January 1933 until the beginning of the Nuremberg Trials on 20th November 1945. However, it is also important to distinguish between events that occurred during the pre-war period (1933–1939) and the war (1939–1945). For a timeline of events: <https://echoesandreflections.org/timeline-of-the-holocaust/>, <https://www.yadvashem.org/education/what-is.html> <https://www.ushmm.org/learn/timeline-of-events/>

Agency = The human dimension of the Holocaust is explored by means of “agency”, a key category developed in recent Holocaust studies. Despite the blurred contours between some of the categories, those proposed serve as the main agency indicators.

Group = Although we embrace the definition of Holocaust adopted by the IHRA (“The Holocaust was the state-sponsored, systematic persecution and murder of Jews by Nazi Germany and its collaborators between 1933 and 1945”) and other well-known organizations (such as Yad Vashem in Jerusalem, the Holocaust Memorial Museum in Washington DC, and the Imperial War Museum in London), according to which the term “Holocaust” should be reserved for the genocide of the Jews alone, we are also aware of broad-based definitions that include other groups that suffered at the hands of the Nazis and their accomplices, such as Roma and Sinti, the disabled, Slavic peoples, political opponents, forced labourers, homosexuals, Jehovah's Witnesses. In addition to civilian victims, some include Soviet prisoners of war.

Stage of the Holocaust = This category was derived from Hilberg’s (1985) six stages of the Holocaust - Definition, Isolation, Emigration, Ghettoization, Deportation and Mass Murder - and complemented by Cowan & Maitles’s (2017) proposal, which has adapted Hilberg’s six stages of the Holocaust (Alienation, Segregation, Deportation, Extermination (or Annihilation), Liberation). In this framework, we have adopted the Hilberg’s periodisation, including some terminology taken from Cowan & Maitles and added a seventh stage (Liberation and aftermath). However, it is important to stress that Hilberg’s six stages mostly apply to the Nazis’ systematic attempt to annihilate the Jewish population of Europe and it is based on his study of German documents. Because of this, the stages represent how the events of the Holocaust played out in Germany. With the Nazi occupation of other countries, they applied similar policies to these territories. Yet, while the six stages defined by Hilberg played out over the course of nearly fifteen years in Germany, the stages were condensed or skipped in other countries. For example, most Jews in Hungary spent a short time in ghettos (weeks or a few months) before being deported to Auschwitz or other camps. Moreover, also other groups, such as Sinti and Roma, homosexuals, and the physically disabled, encountered many steps described by Hilberg, including mass murder. For the above reasons, caution needs to be taken when this periodisation is applied to countries other than Germany or groups other than Jews.

Comment (optional): _____

10. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

11. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

b1. Evaluation of the sub-category "Place"

The sub-category "Place" is organised in four further sub-categories: 1) Local, 2) Regional, 3) National, 4) International.

12. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Local					
Regional					
National					
International					

Local = An event that took place in a circumscribed place, such as a village (e.g., Jedwabne), a town (e.g., Warsaw, Paris, Berlin), a concentration camp (e.g., Dachau, Auschwitz), a ghetto (e.g., Lodz, Warsaw), etc.

Examples: 1) "In July 1942, Esther Frenkel was arrested, along with her 2-year-old son, Richard. Esther's shirt remained in her Paris flat. It is pictured below, along with a photo of her wearing it. Esther & Richard were deported separately to #Auschwitz and murdered". 2) The Great Deportation began #OTD 22 July 1942. From 22 July till 21 September 1942, over 265,000 Jews were deported from the Warsaw ghetto to the Treblinka death camp and murdered. Learn about the final moments in the #WarsawGhetto here". N.B.: Although two different places are mentioned in the two examples (i.e., Paris and Auschwitz; Warsaw ghetto and Treblinka), the events occurred locally in circumscribed places.

Regional = An event that happened in a regional area within a country (e.g., Bavaria in Germany, Zona d'Operazione del Litorale Adriatico in Italy, Warthegau, General Government in Poland, Vichy Government in France).

Example: "Overall, 4 million of the 1939 population of the General Government area had lost their lives by the time the Soviet armed forces entered the area in late 1944. If the Polish underground killed a German, 50–100 Poles were executed by German police as a punishment and as a warning to other Poles".

National = An event that affected an entire country (e.g., the deportation of the Hungarian Jews, the rescue of the Danish Jews, the occupation of Belgium).

Example: "On 20 June 1939, the Finke family was notified that their oldest son, Heinz, was to be included on a list of youngsters to be sent on a Kindertransport leaving Germany a week later". N.B.: The Kindertransport was an event involving thousands of German children.

International = An event that affected a broader area (e.g., Operation Barbarossa that implied the invasion of Soviet Union and other Formerly-Soviet occupied territories by Nazi Germany). For contemporary events, any news that has an international relevance (e.g., the rise of antisemitism in Europe) or is directed to a global audience.

Examples: 1) "22 June 1941 marks the start of 'Operation Barbarossa', a turning point in Nazi anti-Jewish policy, resulting in the mass murder of some 1.5 million Jews under Nazi occupation in forests and ravines such as Ponar and Babi Yar". 2) "The words of Holocaust survivor Elie Wiesel continue to resonate today. What can we learn from him about being witnesses to hate?".

Comment (optional): _____

13. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

14. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

B2. Evaluation of the sub-category "Timeline"

The sub-category “Timeline” is organised in four further sub-categories: 1) Pre-1933, 2) 1933-1939, 3) 1939-1945, 4) Post-1945.

15. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Pre-1933					
1933-1939					
1939-1945					
Post-1945					

Pre-1933 = Any event that occurred before the appointment of Hitler on 30th January 1933.

Examples: 1) “The Holocaust didn't happen overnight. Were there warning signs of what was to come when the Nazis came to power in 1933?”. 2) “Antisemitism, hatred of Jews, has been called “the longest hatred.” While the #Holocaust is history's most extreme example of #antisemitism, today antisemitism is again on the rise. It poses a dangerous threat worldwide. Learn about its origins”. N.B.: Although the second example concerns also today antisemitism, the focus of the post is on its origins.

1933-1939 = Any event that took place in pre-war period, during which the Nazi regime established the first concentration camps, imprisoning its political opponents, homosexuals, Jehovah’s Witnesses, and others classified as “dangerous”, and an extensive propaganda was used to spread the Nazi Party’s racist goals and ideals. During the first six years of Hitler’s dictatorship, German Jews were affected by more than 400 decrees and regulations that restricted all aspects of their public and private lives.

Example: “Karl Gorath was just 26 when his jealous lover denounced him as a gay man. He spent years in the concentration camp system until he was liberated from Auschwitz in 1945. But after liberation, he faced another set of difficulties”. N.B.: Although an event that occurred in 1945 (i.e., the liberation of Auschwitz) is mentioned, the focus of the post is on what happened to Karl Gorath before the outbreak of the war.

1939-1945 = Any event that occurred after the outbreak of the Second World War on 1939, which marked the extension of the antisemitic persecution of Jews to Eastern Europe (e.g., invasion of Poland and occupation of Czechoslovakia), and to the West, first with the occupation of Netherlands, Denmark, Norway, Belgium, Luxembourg, France, Hungary, and Romania in 1940, and then with occupation of Yugoslavia, Greece, and parts of the Soviet Union in 1941. Operation Barbarossa on June 1941 marked the beginning of the Final Solution, first, with the mass killings (the so-called “Holocaust by bullets”) in the occupied territories and, then, with the establishment of the death camps (i.e., Chełmno, Bełżec, Treblinka, Sobibór) in 1941 and the gradual conversion of Auschwitz and Majdanek into extermination camps in 1942.

Example: “Righteous Among the Nations Joop Westerweel was executed in the Vught concentration camp #OTD 11 August 1944. Realizing that hiding was not sufficient to save the Jews, the group that he led began devising ways to help them escape from Dutch territory”.

Post-1945 = Any event that occurred after the liberation of the camps and the end of WWII, until today. Contemporary events should be classified under this category.

Examples: 1) “Elie Wiesel, Holocaust survivor & Nobel Peace Prize recipient, passed away #OTD 2 July 2016. He became a symbol of Holocaust memory and documentation, and a clear voice in the struggle for human rights”. 2) “Wanda Rein married Mordechai Folman #OTD 17 August 1944 in the last wedding to take place in the Lodz ghetto. One year after they were separated at Auschwitz, Wanda and Mordechai Folman were reunited; in 1950 they immigrated to Israel”.

Comment (optional): _____

16. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

17. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

B3. Evaluation of the sub-category “Agency”

The sub-category “Agency” is organised in nine further sub-categories: 1) Victim, 2) Survivor, 3) Perpetrator, 4) Collaborator, 5) Bystander, 6) Resister, 7) Rescuer or Righteous Among the Nations, 8) Liberator, 9) Other.

18. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Victims					
Survivors					
Perpetrators					
Collaborators					
Bystanders					

Resisters					
Rescuers and Righteous among the Nations					
Liberators					
Others					

Victims = “Individuals who were murdered by the Nazis or their collaborators, or who suffered severe losses because of their acts of persecution” (IHRA, 2019). Notable names of victims are Anne Frank and Janusz Korczak.

Example: “#OTD 22 June 1941 marks the start of 'Operation Barbarossa', a turning point in Nazi anti-Jewish policy, resulting in the mass murder of some 1.5 million Jews under Nazi occupation in forests and ravines such as Ponar and Babi Yar”. N. B.: Although in this post there is an explicit mention of perpetrators (i.e., the Nazis), most of the relevant information is about the mass murder and the number of victims.

Survivors = “Individuals who lived through the events of the Holocaust, understood as the state-sponsored, systematic persecution and murder of Jews by Nazi Germany and its collaborators between 1933 and 1945. As well as those who survived concentration camps, ghettos and Einsatzgruppen shooting operations, this category includes Jewish refugees from Germany and Austria in the 1930s and those rescued in operations such as the Kindertransport. It also includes children kept in hiding or given up for adoption to conceal their identity” (IHRA, 2019). Notable names of survivors are Primo Levi and Elie Wiesel.

Example: “Kovno was liberated #OTD 1 August 1944. In 1939, about 40,000 Jews lived in Kovno; fewer than 2,000 survived. This photograph shows some of the survivors”.

Perpetrators = “Individuals who planned, organized, actively promoted and/or implemented acts of persecution and murder” (IHRA, 2019). Notable examples of perpetrators are Adolf Hitler, Heinrich Himmler, Joseph Mengele, SS guards, members of Einsatzgruppen, etc.

Example: “This photo shows Jews from Kovno being led by Liby Lithuanian Militia to the Seventh Fort prior to their execution #OTD 27 July 1941. Follow this link to read chilling reports about the careful planning leading to the murders”. N.B.: Although victims are pictured in the photo, the emphasis here is on the Liby Lithuanian Militia and how they planned the murder.

Collaborators = “Non-German regimes and persons who cooperated with the Nazis and actively supported their policies and carried out actions under Nazi orders and on their own initiative” (IHRA, 2019). Notable examples of collaborationist regimes were: the Vichy France, a government set up by the Nazis after they conquered France in spring 1940, with its capital in the town of Vichy, in the southern part of France; the Independent State of Croatia, a puppet state semi-independent of Nazi Germany and Fascist Italy, established in parts of occupied Yugoslavia on 10 April 1941, after the invasion by the Axis powers; the Antonescu dictatorship that entered Romania into an alliance with Nazi Germany in 1940 and joined the Axis in Operation Barbarossa in 1941; the Lithuanian Security Police (Lietuvos saugumo policija), subordinate to Nazi Germany's Security Police and Nazi Germany's Criminal Police, created on 1941, which took an active role in the systematic extermination of the Lithuanian Jews (see also “perpetrator”). For a list of countries and groups that

collaborated with the Axis powers (Germany and Italy),
https://en.wikipedia.org/wiki/Collaboration_with_the_Axis_Powers

Example: “While the role of Hitler and the Nazis is indisputable, the Holocaust could not have happened without tens of thousands of ordinary people actively collaborating with the actions of perpetrators. Many more supported or tolerated the crimes”.

Bystanders = “States and individuals who were aware of the Nazi crimes and decided not to intervene, despite possessing some freedom of action, thus potentially reinforcing the perpetrators’ determination to commit their crimes” (IHRA, 2019). More in general, “Bystanders” is a catch-all term that has often been applied to people who were passive and indifferent to the escalating persecution that culminated in the Holocaust (USHMM, 2020). Examples of bystanders are the Allied governments and neutral countries, and those, for example, who did not speak out when they witnessed the persecution of individuals targeted simply because they were Jewish, or during the phase of mass murder, did not offer shelter to Jews seeking hiding places (USHMM, 2020).

Example: “In 1938, 32 countries met to discuss the plight of Jews desperate to flee Nazi rule. Despite discussing solutions, most countries feared that refugees would cause further economic hardships; some spoke bluntly about not wanting to admit refugees”.

Resisters = “Individuals who actively opposed Nazi policies and programs through various means” (IHRA, 2019). Resistance refers to “actions of an individual, nation or group in opposition to persecution at the hands of the Nazis and their partners” and includes “activities aimed at impeding or inhibiting the Nazi’s criminal policies and programs. Since the Nazis aimed at the murder of all European Jews, helping and rescuing Jews can be considered a form of resistance from at least early 1942 onwards. Reference to specific local conditions is essential in understanding this term” (IHRA, 2019). Examples of resisters are the German theologian and Lutheran pastor Martin Niemöller; the White Rose public protest in Germany; the Bielski Jewish partisans who rescued Jews from extermination and fought the German occupiers and their collaborators around Nowogródek in Belarus.

Examples: 1) “On 9 August 1942, 200 Jews escaped Mir; they fled to the forests days before the planned liquidation of the ghetto. They had been warned by Oswald Rufeisen, a Jew with forged papers who was working for the Belarus police”. 2) “After the German invasion of the Netherlands, Willem Arondeus became a leader of a gay resistance group in Amsterdam. The group’s main activities included helping persecuted people hide and find false identification. Read his story”.

Rescuers and Righteous among the Nations = “Individuals who helped victims of the Nazis in various ways with the intention to save their lives, whether or not they were successful in the rescue. Rescuers of Jews who helped without selfish motivations are often referred to as Righteous (among the nations), a title conferred by Yad Vashem, the Israeli Holocaust Museum and Memorial based on analysis of testimony and documents to affirm that rescue was conducted for altruistic purposes rather than personal gain” (IHRA, 2019). Notable examples of rescuers are Oscar Schindler, Raoul Wallenberg, and Gino Bartali.

Example: “On 9 June 1941 Elisabeta Nicopoi learned about the impending harm to the Jews of Iasi. She hurried to the home of her co-worker, Marcus Strul, to warn his family of the approaching danger & offer shelter. In total, she hid some 20 Jews”.

Liberators = “Individuals who participated in the release and relief of suffering of those held captive or forced into hiding by the Nazis and their collaborators. The term is particularly applied to those soldiers, doctors and religious officials who

entered the captured concentration camps in 1944-45" (IHRA, 2019). Examples of liberators are the Red Army that liberated Auschwitz on 27 January 1945, and the U.S. forces that liberated the Dachau concentration camp on 29 April 1945.

Example: ""The invasion has begun...Is this really the beginning of the long-awaited liberation?" Anne Frank wrote in her diary #OTD in 1944. #DDay—the landing of Allied troops in Normandy, France—became one of the most crucial Allied victories in WWII".

Others = Any other category that does not fall into the previous ones.

Examples: 1) ""We didn't give up. We didn't give in. We kept the faith... we must never hate, for hate is too heavy a burden to bear." We mourn and remember #JohnLewis, a Civil Rights leader whose heroic actions and commitment to the peaceful pursuit of racial justice helped shape our nation". 2) "A mask is not a yellow star. Such a comparison is disrespectful to Jews humiliated by it during the Holocaust. Wearing a mask is a sign of our moral responsibility for the safety of us all. It protects health & lives. Visitors of @AuschwitzMuseum are requested to cover faces".

Comment (optional): _____

19. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

20. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

B4. Evaluation of the sub-category "Group"

The sub-category "Group" is organised in eleven further sub-categories: 1) Jews, 2) Roma and Sinti, 3) Political opponents, 4) The disabled, 5) Slavic peoples, 6) Forced labourer, 7) Homosexuals, 8) Jehovah's Witnesses, 9) Soviet prisoners of war, 10) More groups, 11) Other.

21. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Jews					
Roma and Sinti					
Political opponents					
The disabled					
Slavic peoples					
Forced laborers					
Homosexuals					
Jehovah's Witnesses					
Soviet prisoners of war					
More groups					
Other					

Jews = “Orthodox and Reform Judaism define a Jew as an individual whose mother is/was Jewish, or an individual who has converted to Judaism; Liberal Judaism additionally includes in the definition an individual who has a Jewish father. The Nazis defined Jews as individuals with three or four Jewish grandparents, irrespective of the religious beliefs or affiliation of individuals or their ancestors. It should also be noted that race laws were applied at different times and in different ways in various places occupied and controlled by the Nazis and their collaborators. To further complicate the definitions, there were also people living in Germany who were defined under the Nuremberg Laws as neither German nor Jew, that is, people having only one or two grandparents born into the Jewish religious community. These “mixed-raced” individuals were known as Mischlinge. They enjoyed the same rights as “racial” Germans, but these rights were continuously curtailed through subsequent legislation” (IHRA, 2019).

Example: “The women and children were thrown into pits while still alive. More than 500 people were buried in silage pits there”. This Soviet report dated #OTD 20 July 1944 describes the mass murder of the Jews in Lepel”.

Roma and Sinti = “The Roma and Sinti settled in the countries of modern-day Europe centuries ago. The term ‘Sinti’ designates the members of an ethnic minority that settled in Germany and neighboring countries in the early 15th century. The term ‘Roma’ refers to the ethnic minority that has lived in eastern and south-eastern Europe since the Middle Ages. Since the early 18th century Roma migrated to western Europe and settled there. Outside German-speaking countries, the term ‘Roma’ is also used as a collective term for the ethnic minority as a whole. Like the Jews, the Sinti and Roma were declared to be ‘racially foreign’ and were therefore excluded from the ‘people’s community’. Nazis persecuted people as ‘gypsies’ who had at least one great-grandfather identified as a ‘gypsy’. This persecution escalated to genocide against the Roma who lived in countries under Nazi rule” (IHRA, 2019).

Example: “In a single night #OTD in 1944, German authorities murdered 5,000 #Roma and Sinti in the so-called “Gypsy Family Camp” in Auschwitz-Birkenau. The liquidation of the camp marked a closing chapter in the Nazis deadly persecution of Roma”.

Political opponents = Soon after Adolf Hitler's appointment as chancellor in January 1933, political opponents were the first victims of systematic Nazi persecution. The first concentration camps in Germany were established on the local level throughout Germany soon after in February and March to handle the masses of people arrested as alleged political opponents. The first important concentration camp was opened in Dachau in March 1933 and it was the only concentration camp that remained in operation until 1945, being the model for the Nazi concentration camp system that replaced the earlier camps.

Examples: 1) "Why do regimes take sudden steps to attack or eliminate opposition groups? The Röhm Purge—killings of Nazi officials and political enemies—showed the Nazi regime's willingness to act outside the law and norms of a civilized society. The purge ended #OTD in 1934". 2) "By July 1933, all political party opposition to the Nazis was removed by law—a pivotal move in their efforts to transition Germany to a dictatorship. The impact of this? The Holocaust could not have happened without the Nazis' rise to power and the destruction of German democracy".

The disabled = The "euthanasia" program targeted, for systematic killing, patients with mental and physical disabilities living in institutional settings in Germany and German-annexed territories. The goal of the Nazi Euthanasia Program was to kill people with mental and physical disabilities: at first, medical professionals and clinic administrators included only infants and toddlers in the operation, but the program was quickly envisioned to be extended to adult disabled patients living in institutional settings (USHMM, 2020).

Example: "Adolf Hitler enacted the Aktion T4 program in October 1939 to kill "incurably ill, physically or mentally disabled, emotionally distraught, and elderly people". The Aktion T4 program was also designed to kill those who were deemed "inferior and threatening to the well being of the Aryan race"".

Slavic peoples = After defeating the Polish army in September 1939, the Germans ruthlessly suppressed the Poles by murdering thousands of civilians, with the aim of destroying the Polish nation and culture. More generally, Slavic peoples were targeted by the Nazi Germany as racially inferior and subjected to massive forced-labor programs and forced relocation of hundreds of thousands (USHMM, 2020).

Example: "On 7 September 1939, Reinhard Heydrich stated that all Polish nobles, clergy, and Jews were to be killed. On 12 September, Wilhelm Keitel added Poland's intelligentsia to the list. On 15 March 1940, SS chief Heinrich Himmler stated: "All Polish specialists will be exploited in our military-industrial complex. Later, all Poles will disappear from this world. It is imperative that the great German nation consider the elimination of all Polish people as its chief task".

Forced laborers = The Nazis subjected millions of people (both Jews and other victim groups) to forced labor under brutal conditions. From the establishment of the first Nazi concentration camps and detention facilities in the winter of 1933, forced labor formed a core part of the concentration camp system. Germany's military campaigns created a huge manpower shortage in the German economy that Nazi authorities filled by conscripting foreign workers, and the SS greatly expanded the number of concentration camps to use prisoner labor for the war effort (USHMM, 2020).

Example: "Hitler's policy of Lebensraum (room for living) strongly emphasized the conquest of new lands in the East, known as Generalplan Ost, and the exploitation of these lands to provide cheap goods and labour for Germany".

Homosexuals = The Nazi campaign against homosexuality targeted the more than one million German men who, according to the state, carried a "degeneracy" that threatened the "disciplined masculinity" of Germany. Denounced as "antisocial parasites" and as "enemies of the state", more than 100,000 men were arrested under a broadly interpreted law against

homosexuality. Approximately 50,000 men served prison terms as convicted homosexuals, while an unknown number were institutionalized in mental hospitals. Hundreds were castrated under court order or coercion (USHMM, 2020).

Example: “After the German invasion of the Netherlands, Willem Arondeus became a leader of a gay resistance group in Amsterdam. The group’s main activities included helping persecuted people hide and find false identification”.

Jehovah’s Witnesses = Jehovah's Witnesses were subjected to intense persecution under the Nazi regime as they were accused of being unwilling to accept the authority of the state, of their international connections, and because they were strongly opposed to both war on behalf of a temporal authority and organized government in matters of conscience (USHMM, 2020).

Example: “Jehovah's Witnesses suffered religious persecution in Nazi Germany between 1933 and 1945 after refusing to perform military service, join Nazi organizations or give allegiance to the Hitler regime. An estimated 10,000 Witnesses—half of the number of members in Germany during that period—were imprisoned, including 2000 who were sent to Nazi concentration camps”.

Soviet prisoners of war = After that on 22 June 1941, the German forces invaded the Soviet Union, millions of Soviet soldiers were encircled, cut off from supplies and reinforcements, and forced to surrender. The brutal treatment of Soviet POWs by the Germans was due to a number of reasons, mostly because the German authorities viewed Soviet POWs not only as Slavic sub-humans but also as part of the “Bolshevik menace” linked in Nazi ideology to the concept of a “Jewish conspiracy”. Second only to the Jews, Soviet POWs were the largest group of victims of Nazi racial policy (UHSMM, 2020).

Example: “During Operation Barbarossa millions of Red Army (and other Soviet Armed Forces) prisoners of war were taken. Many were executed, arbitrarily in the field by the German forces or handed over to the SS to be shot, under the Commissar Order. Most, however, died during the death marches from the front lines or under inhumane conditions in German prisoner-of-war camps and concentration camps”.

More groups = This category can be selected when more groups were targeted at the same time.

Example: “In honor of #NationalBookLoversDay, we consider why certain societies choose to burn or ban books. Although perhaps the most famous in history, the Nazi book burnings of 1933 were not the first or last time the written word has gone up in flames”. N.B.: In this post there is an implicit reference to several categories of people (e.g., Jews, political opponents, etc.) whose books were burned.

Other = Any other category that does not fall into the previous ones.

Example: “ISIS attempted to destroy the #Yezidi of northern Iraq #OTD 6 years ago. It executed men and boys and kidnapped women and girls as young as 9 to be sold, sexually enslaved and beaten. We stand in solidarity with the victims and survivors, who fight for justice and accountability”.

Comment (optional): _____

22. How complete do you think this partition is?

Not at all

Marginally complete
 Quite complete
 Totally complete
 Not sure/ I do not know

23. Are there any missing categories or categories you would eliminate?

Yes
 No

If yes, please specify _____

B5. Evaluation of the sub-category “Stages of the Holocaust”

The sub-category “Stages of the Holocaust” is organised in nine further sub-categories: 1) Pre-Holocaust, 2) Definition, 3) Isolation or Segregation, 4) Emigration, 5) Ghettoization, 6) Deportation, 7) Mass murder or Extermination, 8) Liberation and aftermath, 9) Post-Holocaust.

24. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Pre-Holocaust					
Definition					
Isolation or Segregation					
Emigration					
Ghettoization					
Deportation					
Mass murder or Extermination					
Liberation and aftermath					
Post-Holocaust					

Pre-Holocaust = Any event that occurred before the appointment of Hitler on 30th January 1933.

Example: “Adolf Hitler made the swastika the centerpiece of the Nazi flag. Today it is known as a symbol of hate. Learn how a sign once associated with good fortune became the most recognizable icon of Nazi propaganda”. N.B.: Although there is a reference to today meaning of the swastika, the focus of the post is on its origins and how it became the symbol of Nazism.

Definition = In early 1930s, Jews are defined as the “other” through legalized discrimination. In 1935 the Nuremberg laws defined who was a Jew and who was not a Jew.

Example: “The Holocaust didn't happen overnight. Were there warning signs of what was to come when the Nazis came to power in 1933? Read about how it started”.

Isolation or Segregation = Starting from 1933, Jews are subjected to more than 400 decrees and regulations that restricted all aspects of their public and private lives. They were not allowed to attend German schools or universities, could not go to public parks or movie theatres, were excluded from the civil service and Jewish businesses were taken over by Germans. Jewish doctors and lawyers had their licenses taken away. This made it less likely for Germans to interact with Jews in their daily life.

Example: “Joseph Muscha Mueller was 12 when strangers took him from his classroom, claiming he had appendicitis. Although he protested, the Roma boy was taken into surgery and sterilized. Afterward, he was supposed to be deported to Bergen-Belsen, but his foster family managed to hide him”.

Emigration = From the middle of 1930s, Jews are encouraged to leave Germany. With the beginning of World War II in 1939, the Nazis apply their racial laws to the countries they invade and occupy. Thus, Jews in these territories also tried to emigrate outside of the enlarged Third Reich. Through the discriminatory laws, many Jews, especially artists and academics, left Germany when they were no longer allowed to operate in their professions, while Kristallnacht in 1938 encouraged many Jews to leave the area. According to the new immigration laws, Jews could obtain exit visas so long as they left behind their valuables and property.

Example: “On 15 June 1940 Portuguese Consul-General, Aristides de Sousa Mendes, began issuing visas to Jews hoping to flee France. In just 1 week, he issued 1,575 visas (often free of charge) against the explicit instructions of his government”.

Ghettoization = Starting from 1939, Jews are forcibly removed to segregated sections of Eastern European cities called ghettos, where Jews were isolated from the non-Jewish population and from other Jewish communities. German occupation authorities established the first ghetto in Poland in Piotrków Trybunalski in October 1939. The first deportations of Jews from the Reich, and of Jews from areas recently annexed by Germany, began in October 1939 towards the Lublin area in Poland. The largest ghettos in the occupied or controlled Poland were established in Warsaw and Lodz. Although they were initially meant to be temporary, some lasted only a few days or weeks, others for several years. The vast majority of ghetto inhabitants died from disease, starvation, shooting, or deportation to killing centers (USHMM, 2020).

Example: “Baruch Shuv was born in Vilna, Poland (today Lithuania), in 1924. Baruch was relocated to the Vilna ghetto, where he found work at a German garage”.

Deportation = In occupied or controlled Poland, starting from December 1941 Jews are transported from Polish ghettos to concentration camps and death camps. In the months following the Wannsee Conference, the Nazi regime continued to carry out their plans for the “Final Solution”. Jews were “deported” and transported by trains or trucks to six camps, all located in occupied Poland: Chełmno, Treblinka, Sobibór, Bełżec, Auschwitz-Birkenau, and Majdanek-Lublin. At the same time that ghettos were being emptied, masses of Jews and also Roma (Gypsies) were deported from the many distant countries occupied or controlled by Germany, including France, Belgium, the Netherlands, Norway, Hungary, Romania, Italy, North Africa, and Greece. Key events are, for example, the systematic deportations from the Netherlands in July 1942 and the beginning of the systematic deportations of Jews from Hungary in May 1944 (USHMM, 2020).

Examples: 1) "'I am on the train. I do not know what has become of my Richard. He is still in Pithiviers. Save my child, my innocent baby!!!" Esther Frenkel threw this postcard out of the train wagon on the way from Pithiviers to Auschwitz #OTD 7 August 1942". 2) "17 July 1942, the 2nd day of the Vel' d'Hiv mass-arrests of the Jews in Paris, Esther Frenkel and her 2 year old son, Richard, were arrested. Esther and Richard were both murdered at #Auschwitz". N.B.: Although in these examples information about what happened after the deportation is also given, the main focus is on the deportation.

Mass murder or Extermination = Under mass murder or extermination, both the mass killings that took place in Poland and other Eastern occupied territories (i.e., the so-called "Holocaust by bullets") and the massive use of gas in the death camps and other minor extermination facilities are included. It is estimated that the Nazis murdered approximately 11 million civilians during World War II, of which six million were Jews and five million belonged to other categories. The Nazis and their accomplices killed children, women, and men mostly through shooting, suffocation in gas chambers, and imprisonment in labor and death camps. Conditions in the camps were such that many prisoners died from disease, such as typhus, malnutrition, and exhaustion from overwork. Two-thirds of the entire European Jewish population was killed by the Nazis.

Examples: 1) "This photo shows Jews from Kovno being led by Liby Lithuanian Militia to the Seventh Fort prior to their execution #OTD 27 July 1941". 2) "Dr. Korczak and Stefania Wilczynska were given the choice to avoid being deported together with the children of the Warsaw orphanage, but they refused. #OTD 5 August 1942, they were sent with the 192 orphans to the gas chambers of Treblinka". N.B.: Although in the second example the deportation of Dr. Korczak and his children is reported, the emphasis is on the mass murder that was happening in Treblinka at that time.

Liberation and aftermath = As Allied and Soviet troops moved across Europe against Nazi Germany, they encountered concentration camps, mass graves, and other sites of Nazi crimes. Though liberation of Nazi camps was not a primary objective of the Allied military campaign, US, British, Canadian, and Soviet troops freed prisoners from their SS guards, provided aid to survivors, and collected evidence. Soviet forces liberated Auschwitz—the largest killing center and concentration camp complex—on 27 January 1945. The Soviets also overran the sites of the Bełżec, Sobibór, and Treblinka killing centers. American forces liberated concentration camps including Buchenwald, Dora-Mittelbau, Flossenbürg, Dachau, and Mauthausen, while British forces liberated concentration camps in northern Germany, including Neuengamme and Bergen-Belsen (USHMM, 2020). However, the liberation of the camps did not mark the end of survivors' sufferings as many of them found themselves living in displaced persons camps where they often had to wait years before emigrating to new homes. Many feared returning to their former homes due to postwar violence and antisemitism, while finding refuge in other countries was frequently problematic or dangerous (USHMM, 2020). The Nuremberg Trials which started on 20th November 1945, the Polish pogrom in Kielce and the Jewish immigration to Israel in 1948-1950 are part of the Holocaust aftermath.

Example: "Vilna was liberated #OTD 13 July 1944. Some 700 Jews from the ghetto had joined the partisans in the forests; they fought until the arrival of the Red Army and participated in the liberation of the city".

Post-Holocaust = Any event that occurred after the end of the Holocaust, except for those considered as part of the immediate aftermath. Also contemporary events should be classified under this category.

Examples: 1) "Elie Wiesel, Holocaust survivor & Nobel Peace Prize recipient, passed away #OTD 2 July 2016. He became a symbol of Holocaust memory and documentation, and a clear voice in the struggle for human rights". 2) "'Antisemitism is not hatred of Semitism or Semites ... antisemitism is Jew hatred.'"—Holocaust historian Deborah Lipstadt. The Nazi regime used similar centuries-old #antisemitic myths to stoke fear about Jews. These stereotypes are still being used today".

Comment (optional): _____

25. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

26. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

c. Evaluation of the macro-category “Themes”

The macro-category “Themes” is organised in five sub-categories: 1) General topics, 2) Agency of perpetrators, 3) Biography/General event, 4) Artistic production related to the Holocaust, 5) Contemporary events connected with the Holocaust.

27. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
General topics					
Agency of perpetrators					
Biography/General event					
Artistic production related to the Holocaust					
Contemporary events connected with the Holocaust					

General topics = This list is an attempt to identify some of the most relevant topics associated with the Holocaust. They comprise historical topics and thematic topics and does not have to be considered as exhaustive.

Agency of perpetrators = These categories are aimed at classifying the facts or events in relation to the perpetrator agency (i.e., the Nazis and other accomplices or allies).

Biography/General event = These two categories are treated separately and are aimed at classifying the facts or events in relation to a single person or small group of people or as an event affecting a broad population (e.g., the French, the inhabitants of Paris, etc.).

Artistic production related to the Holocaust = Historical information about the Holocaust may be deployed also through the huge disposal of artistic production that directly affected the life of the individual. The human dimension of the Holocaust is portrayed by a variety of artistic expression which ranges from poetry, literature, visual arts and music. Jewish inmates of labour camps, ghettos, and concentration camps, portray the dark realities of day-to-day life in Nazi imprisonment in many diverse ways. Either were they artists that experienced persecution and internment or a spontaneous artistic expression of resistance by ordinary people, diaries, letters, poems, paintings, drawings, theatrical scripts and music sheets reflected the ways about how Holocaust victims and survivals recorded or reflected on their experiences. This category comprises not only artistic works that were written before the outbreak of the war, during the war or in the aftermath, but also artistic production that was released decades later or are contemporary art expressions related to the Holocaust.

Contemporary events connected with the Holocaust = This set of categories applies to any kind of contemporary event advertised by Holocaust institutions, memorials or museums on their social media profiles. They may span from remembrance event or commemoration events to advertising new teaching material, a new media event, or to sharing of current event in the news.

Comment (optional): _____

28. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

29. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

C1. Evaluation of the sub-category “General topics”

The sub-category “General topics” is organised in seventeen further sub-categories: 1) Jewish identity, history, religion, and culture, 2) Antisemitism, 3) Nazi ideology and attitudes towards Jews and other categories, 4) War and German occupation in Western and Eastern Europe, 5) The ghettos, 6) The camps, 7) Combat and resistance, 8) The Final Solution, 9) Auschwitz, 10) The ending of the Holocaust (liberation and aftermath), 11) Holocaust denial and distortion, 12) Women in the Holocaust, 13) Children in the Holocaust, 14) Second and third generations accounts, 15) Heritage from the Holocaust: Hope, Faith and Resilience, 16) Other genocides, 17) Other.

30. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Jewish identity, history, religion, and culture					
Antisemitism					
Nazi ideology and attitudes towards Jews and other categories					
War and German occupation in Western and Eastern Europe					
The ghettos					
The camps					
Combat and resistance					
The Final Solution					
Auschwitz					
The ending of the Holocaust (liberation and aftermath)					
Holocaust denial and distortion					
Women in the Holocaust					
Children in the Holocaust					
Second and third generations accounts					
Heritage from the Holocaust: Hope, Faith and Resilience					
Other genocides					
Other					

Jewish identity, history, religion, and culture = This category includes any content related to the history of Judaism and to today Jewish culture and life.

Example: "Judaism, monotheistic religion developed among the ancient Hebrews. Judaism is characterized by a belief in one transcendent God who revealed himself to Abraham, Moses, and the Hebrew prophets and by a religious life in accordance with Scriptures and rabbinic traditions".

Antisemitism = This category includes any content related to the topic of antisemitism, its history, geographical distribution and current declinations.

Example: ""Why do people want me to #hate? What's in it for them?" Holocaust survivor Irene Weiss prompts us to ask these questions about #antisemitism and of ourselves". "The history of the Holocaust shows that targeting an entire group has far-reaching consequences. It can lead to an increase in xenophobia, racism, and extremism throughout society. Learn about where #antisemitism began and how it has evolved over centuries".

Nazi ideology and attitudes towards Jews and other categories = This category includes any content related to discrimination policy against the Jews and other targeted categories by the Nazis. Discrimination policy may be concerned with any anti-Jewish measures such as the requirement to wear the yellow badge, the Nuremberg Laws, and the law against homosexuality, etc.

Example: "The Nazis persecuted a variety of different groups on ideological grounds. Their policies towards all the victim groups were brutal, but not identical. Here's what to know about the persecution of gay men by the Nazi regime". "#OTD 20 June 1939, the Finke family was notified that their oldest son, Heinz, was to be included on a list of youngsters to be sent on a Kindertransport leaving Germany a week later. By mid-1942, he never heard from his family again".

War and German occupation in Western and Eastern Europe = This category includes any content related to the Nazi Germany military campaign in Western and Eastern European countries, and in North Africa. Content comprised in this category includes any reference to military occupation, Nazi Germany policy in the occupied countries and life conditions of people in these countries. It also includes mass deportation of Jews and other local population at the hands of Nazi Germany and its local collaborators.

Example: "22 June 1941 marks the start of 'Operation Barbarossa', a turning point in Nazi anti-Jewish policy, resulting in the mass murder of some 1.5 million Jews under Nazi occupation in forests and ravines such as Ponar and Babi Yar".

The ghettos = This category includes any content related to the creation, life conditions, and the liquidation of the ghettos in Poland and Eastern Europe. Examples are the Warsaw ghetto and the Lodz ghetto in Poland, the Vilna ghetto in Lithuania, etc.

Example: "Ruth Zuman was born in Eržvilkas, Lithuania, in 1934. Ruth was relocated to the Eržvilkas ghetto, but she managed to escape and fled to the woods, where she was hidden by various Christian families who saved her life".

The camps = This category includes any content associated with the camp system, which included concentration camps, labor camps, prisoner-of-war camps, transit camps, and killing centers (or death camps or extermination camps). Examples of related content may be the conditions of prisoners in Dachau, Bergen-Belsen, Auschwitz-Birkenau, or the liberation of the camps by the Allies.

Examples: 1) "These shoes are a powerful reminder of lives lost during the Holocaust. In July 1944, Soviet forces liberated the Majdanek camp. The SS had hastily fled with most of the prisoners. The shoes, shown in our Museum, were among the

haunting evidence of Nazi crimes discovered". 2) "US military photographers provided some of the first visual evidence of atrocities at Nazi camps. William A. Scott III of Atlanta, Georgia, arrived at Buchenwald in April 1945, where he saw things that were "worse than a dream".

Combat and resistance = This category includes any content associated with any form of combat and resistance that occurred during the Holocaust. This category includes occurrences of armed resistance, such as those that took place in the ghettos (e.g., the Warsaw uprising) and in the camps (e.g., the Sonderkommandos revolt in Auschwitz or the Sobibór uprising), or of partisan resistance in the diverse countries (e.g., the Bielski Jewish partisans in Belarus forests). It also includes forms of non-violent resistance such as cultural, religious and spiritual resistance as acts of opposition that are usually related to cultural traditions and the preservation of human dignity, intended to undermine an oppressor and inspire hope within the ranks of the resisters. Most of the time as the only possible way to oppose Nazi tyranny, examples of cultural resistance include defying Nazi directives by creating schools in the ghettos, maintaining religious customs, writing poems and songs, drawing, painting, or keeping journals and other records of ghetto or camp life. A notable example of cultural and spiritual resistance is the Ringelblum's Archives of the Warsaw Ghetto, a collection of documents from the World War II Warsaw Ghetto, collected and preserved by a group known by the codename Oyneg Shabbos, led by Jewish Historian Dr. Emanuel Ringelblum.

Examples: 1) "The children pictured below survived the #Holocaust thanks to the efforts of Jewish resistance fighters Marianne Cohn & Mila Racine. The photo was taken this week in 1944 in France". 2) "David Gur was born in Okány, Hungary, in 1926. After the German invasion of Hungary, David changed his identity and joined the underground resistance and later the Zionist Youth resistance movement". 3) "Theresienstadt was the only Nazi camp in which Jewish religious life was practiced more or less undisturbed, beginning with the celebration of the first night of Hanukkah in December 1941. Another spiritual legacy of Theresienstadt was the attention given to the welfare and education of child prisoners. Fifteen thousand children passed through Theresienstadt. They painted pictures, wrote poetry, and otherwise tried to maintain a vestige of normal life. Approximately 90 percent of those children eventually perished in killing centers".

The Final Solution = This category includes any content associated with the "Final Solution of the Jewish Question" ("Final Solution"), that is the code-name for the Nazis' plan to solve the "Jewish question" by murdering all the Jews in Europe. The "Final Solution" was the culmination of many years of evolving Nazi policy – commencing with Hitler's earliest writings about the need for a solution to the Jewish question in Europe, followed by the Nazis' attempts to induce mass emigration during the 1930s – through to the plan for collective exile to a specific destination and finally by 1941, the mass extermination of Jews. Starting of the Final solution dates to end of 1941.

Examples: 1) "This photo shows Jews from Kovno being led by Liby Lithuanian Militia to the Seventh Fort prior to their execution #OTD 27 July 1941. Follow this link to read chilling reports about the careful planning leading to the murders". 2) "Adolf Eichmann was executed by hanging in the night between 31 May and #OTD 1 June 1962. Learn more about the Eichmann trial in Jerusalem on our newly redesigned online exhibition "The Eichmann Trial: With me here are six million accusers"". 3) ""The women and children were thrown into pits while still alive. More than 500 people were buried in silage pits there." This Soviet report dated #OTD 20 July 1944 describes the mass murder of the Jews in Lepel". 4) "Beginning in 1944, Nazi authorities began the liquidation of the Lodz ghetto. More than 72,000 Jews were deported to the Auschwitz-Birkenau killing center before the end of August".

Auschwitz = This category includes any content related to the concentration/extermination camp of Auschwitz-Birkenau, either in literal terms (i.e., any fact that occurred in its premises) or in any discourse about Auschwitz as the most recognizable symbol of the Final Solution and the Holocaust. The Auschwitz camp complex comprised the camps of

Auschwitz I, Auschwitz II-Birkenau, Auschwitz III-Monowitz, as well as more than 40 sub-camps. In no other camp or extermination center did the SS murder such a great number of Jews from nearly all the Nazi occupied Europe. Moreover, Poles constituted nearly 40% of the prisoners registered in the camp and those incarcerated and murdered there included also the Roma, Soviet POWs and prisoners of over twenty nationalities.

Examples: 1) "'I am leaving for work at an unknown destination... Be strong and patient... Try to keep your spirits up.'" Elie Barsimantov wrote these last words to his wife & son in Paris. He was deported to #Auschwitz the very next day". 2) "The deportation of Jews on trains was the last part of a long, slowly-developing process of humiliation, exclusion, persecution and hatred. What happened in #Auschwitz was the final stage of state-sponsored ideological hatred that was gradually turning into genocide".

The ending of the Holocaust (liberation and aftermath) = This category includes any content associated with the end of WWII and the liberation of the camps by the Allies. However, the story of how those who survived the Holocaust managed to return to life after liberation is not a happy ending to a tragic story. After years of terror, physical and mental abuse, and constant fear, the survivors finally came face to face with the fact that the world they had once lived in, along with their families, friends and communities, had been irretrievably lost. Somehow, they had to manage to pick up the pieces and begin new lives. Any account related to how the survivors strived to rebuild their lives and the conditions many had to endure in the displaced persons camps before returning home or emigrating is part of this subject.

Examples: 1) "Vilna was liberated #OTD 13 July 1944. Some 700 Jews from the ghetto had joined the partisans in the forests; they fought until the arrival of the Red Army and participated in the liberation of the city". 2) "18 July 1947, British soldiers removed Jews from the Exodus ship upon its arrival in Haifa. The immigrants were sent back to France, but refused permission to disembark. The British eventually decided to send the Jews back to Germany".

Holocaust denial and distortion = This category includes any content related to Holocaust denial or Holocaust distortion. According to IHRA, "Holocaust denial is discourse and propaganda that deny the historical reality and the extent of the extermination of the Jews by the Nazis and their accomplices during World War II, known as the Holocaust or the Shoah. Holocaust denial refers specifically to any attempt to claim that the Holocaust/Shoah did not take place. Holocaust denial may include publicly denying or calling into doubt the use of principal mechanisms of destruction (such as gas chambers, mass shooting, starvation and torture) or the intentionality of the genocide of the Jewish people" (IHRA, 2019). As for Holocaust distortion, the IHRA's non-legally binding Working Definition of Holocaust Denial and Distortion refers to a number of examples of attempts to cast doubt on the factuality of the Holocaust. These include (but are not limited to) gross minimization of the number of the victims of the Holocaust; attempts to blame Jews for causing their own genocide; statements that cast the Holocaust as a positive historical event; and attempts to blur the responsibility for the establishment of concentration and death camps devised and operated by Nazi Germany by putting blame on other nations or ethnic groups (IHRA, 2019).

Examples: 1) "We encourage people to learn from the Holocaust. Comparing and categorizing are natural human impulses, but this oversimplified approach to a complex history is dangerous. Nazi crimes are unique. We should examine the evidence, then alert ourselves to warning signs". 2) "A mask is not a yellow star. Such a comparison is disrespectful to Jews humiliated by it during the Holocaust. Wearing a mask is a sign of our moral responsibility for the safety of us all. It protects health & lives. Visitors of @AuschwitzMuseum are requested to cover faces".

Women in the Holocaust = This category includes any content related to the female condition during the Holocaust as a category of victim. The reality of World War II and the Holocaust forced women to cope with new, unforeseen

circumstances and fundamental dilemmas, compelling them to make difficult and often fateful decisions. They did their best to protect their families, to obtain food, to find work, and to defend their children—sometimes even paying the unbearable price of separation. Women took on a number of roles at that time: they ran public soup kitchens and children's dorms, they worked as teachers and caretakers, as doctors and nurses, and they even joined partisan groups and underground resistance movements.

Examples: 1) "In July 1944, Ester Lurie was sent to the Stutthof Concentration Camp; there she managed to obtain scraps of paper and a pencil from one of the secretaries. She drew these #portraits of the female prisoners in secret". 2) ""The women and children were thrown into pits while still alive. More than 500 people were buried in silage pits there." This Soviet report dated #OTD 20 July 1944 describes the mass murder of the Jews in Lepel".

Children in the Holocaust = This category includes any content related to the children condition during the Holocaust as a broad category of victims. Children were especially vulnerable to death under the Nazi regime. The Nazis particularly targeted Jewish children, but also ethnically Polish children and Romani (or Gypsy) children along with children with mental or physical defects (disabled children). The Nazis and their collaborators killed children both for these ideological reasons and in retaliation for real or alleged partisan attacks. According to estimations, 1,500,000 children, nearly all Jewish, were killed during the Holocaust. A much smaller number were saved, others simply survived, often in a ghetto, occasionally in a concentration camp, while some were saved in various programs like the Kindertransport and the One Thousand Children, in both of which children fled their homeland.

Examples: 1) "Today would have been the 91st birthday of #AnneFrank. We're live on Facebook at 9:30 a.m. ET, discussing the experiences of hidden children of the Holocaust. Meet our guest, Al Münzer, who spent three years in the shadows, separated from his family". 2) "#AnneFrank is the most well-known hidden child of the Holocaust. But there were tens of thousands of children whose families placed them in hiding to protect them". 3) "#OTD 20 June 1939, the Finke family was notified that their oldest son, Heinz, was to be included on a list of youngsters to be sent on a Kindertransport leaving Germany a week later. By mid-1942, he never heard from his family again".

Second and third generations accounts = This category includes any content associated with second-generations and third-generations, which refer respectively to the children and grandchildren of survivors.

Example: "Rita Goldberg's mother was a Holocaust survivor whose epic escapes from the Nazis were worthy of a film script. But like many children of camp survivors, Rita has also been affected profoundly by her experience".

Heritage from the Holocaust: Hope, Faith and Resilience = This category includes any content related to stories from before, during, and after the Holocaust that demonstrate the full strength and power of the human spirit and how survivors could rely on their resilience to survive. It also includes the subject of the Holocaust in the proper perspective for the new generations to strengthen their spirit and foster in them moral values as well as courage, hope, and faith.

Examples: 1) "#OTD 91 years ago, #AnneFrank was born. For millions, she was their window into the Holocaust. Though Anne wrote most of her diary while in hiding from the Nazis, she inspired us with her ability to believe in the enduring power of hope". 2) "For Holocaust survivor Renée Firestone, laughter and light are the best revenge against those who sought to destroy her. "Could Hitler imagine that I will survive and have three great-grandchildren?"".

Other genocides = This category includes any content related to the deliberate and systematic destruction, in whole or in part, of an ethnic, racial, religious or national group. The United Nations defines genocide as any of the following acts

committed with intent to destroy, in whole or in part, a national, ethnic, racial, or religious group, including killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life calculated to bring about a physical destruction in whole or in part; imposing measures intended to prevent births within the group; forcibly transferring children of the group to another group. Notable examples of genocides, apart from the Holocaust, in contemporary history are the Armenian, Rwandan, Cambodian, and Yugoslavian genocides.

Example: “ISIS attempted to destroy the #Yezidi of northern Iraq #OTD 6 years ago. It executed men and boys and kidnapped women and girls as young as 9 to be sold, sexually enslaved and beaten. We stand in solidarity with the victims and survivors, who fight for justice and accountability”.

Other = Any other topic that does not fall into the previous ones.

Comment (optional): _____

31. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

32. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

C2. Evaluation of the sub-category “Agency of perpetrators”

The sub-category “Agency of perpetrators” is organised in two further sub-categories: 1) Persecution, deportation, and murder of Jews and other categories by National Socialism in Germany and directly controlled countries, 2) Persecution, deportation, and murder of Jews and other categories by Italian Fascism and other Nazi accomplices.

33. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Persecution, deportation, and murder of Jews and other categories by					

National Socialism in Germany and directly controlled countries					
Persecution, deportation, and murder of Jews and other categories by Italian Fascism and other Nazi accomplices					
Other					

Persecution, deportation, and murder of Jews and other categories by National Socialism in Germany and directly controlled countries = This category includes any content related to the discrimination and persecution policy of Jews and other categories by National Socialism in Germany and in the Nazi Germany controlled countries (e.g., Poland, Protectorate of Bohemia and Moravia, occupied France, Belgium, Netherlands, Hungary from 1944, Italy from September 1943, etc.).

Examples: 1) "German Jewish boy Fred Schoenfeld was born in Berlin. In 1943 he was deported to #Auschwitz and murdered in a gas chamber". 2) "Baruch Shuv was born in Vilna, Poland (today Lithuania), in 1924. Baruch was relocated to the Vilna ghetto, where he found work at a German garage".

Persecution, deportation, and murder of Jews and other categories by Italian Fascism and other Nazi accomplices = This category includes any content related to the discrimination and persecution policy of Jews and other categories by the Italian fascism, the Vichy government in France, the Independent State of Croatia, the Antonescu dictatorship in Romania, etc. Examples of discrimination policy were the Racial Laws (1938) in Italy, or the Vichy anti-Jewish legislation in France.

Examples: 1) "'I am leaving for work at an unknown destination... Be strong and patient... Try to keep your spirits up.'" Elie Barsimantov wrote these last words to his wife & son in Paris. He was deported to #Auschwitz the very next day". 2) "In June 1942 Jewish prisoners wearing the yellow patch began to arrive at a prison in Bourges, where Dr. Adelaide Hautval was imprisoned. Protesting the treatment of Jews, Dr Hautval pinned this paper to her clothes: "Friend of the Jews"".

Comment (optional): _____

34. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

35. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

C3. Evaluation of the sub-category “Biography/General event”

The sub-category “Biography/General event” is organised in two further sub-categories: 1) Biography, 2) General event.

36. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Biography					
General event					

Biography = This category includes any content that focuses on a single person, a family, or a small community. Biographical accounts may be related to any type of agency (see Agency).

Examples: 1) “Elie Wiesel, Holocaust survivor & Nobel Peace Prize recipient, passed away #OTD 2 July 2016. He became a symbol of Holocaust memory & documentation, and a clear voice in the struggle for human rights”. 2) “#OTD 29 June 1941 Elisabeta Nicopoi learned about the impending harm to the Jews of Iasi. She hurried to the home of her co-worker, Marcus Strul, to warn his family of the approaching danger & offer shelter. In total, she hid some 20 Jews”. 3) “Zipora Granat was born in Belfort, France, in 1931. After her mother was deported & later murdered in the Auschwitz-Birkenau concentration and extermination camp, Zipora was hidden in a number of cities by local welfare organizations”.

General event = This category includes content that is not related to a specific person or small group of people and affected a broad population.

Examples: “#OTD 22 June 1941 marks the start of 'Operation Barbarossa', a turning point in Nazi anti-Jewish policy, resulting in the mass murder of some 1.5 million Jews under Nazi occupation in forests and ravines such as Ponar and Babi Yar”. 2) “The #Auschwitz Album is the only surviving evidence of the process leading to mass murder at the Auschwitz-Birkenau concentration and extermination camp. A selection of the photos is pictured below”.

Comment (optional): _____

37. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

38. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

C4. Evaluation of the sub-category “Artistic production related to the Holocaust”

The sub-category “Artistic production related to the Holocaust” is organised in six further sub-categories: 1) Literature and poetry, 2) Music and theatre, 3) Art and photography, 4) Cinema and TV, 5) Archaeology of the Holocaust, 6) Other.

39. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Literature and poetry					
Music and theatre					
Art and photography					
Cinema and TV					
Archaeology of the Holocaust					
Other					

Literature and poetry = This category includes literary works such diaries, memoirs, short stories, novels, poems, either written by perished persons and survivors, or composed by artists in the decades after the end of Holocaust until today. Examples of the first type are Anne Frank’s Diary, Primo Levi’s “If This Is a Man” (Se questo è un uomo) or Elie Wiesel’s “Night”. More recent works are “Sarah’s Key” by Serge Joncour, the comics book “Maus” by Art Spiegelman, and “The Boy in the Striped Pyjamas” by John Boyne.

Examples: 1) “Last letter, #OTD 16 June 1942. “I am writing this letter before my death, but I don't know the exact day that I & all my relatives will be killed, just because we are Jews... I am proud to be a Jew. I am dying for the sake of my people.” - Fanya Barbakow”. 2) ““The invasion has begun...Is this really the beginning of the long-awaited liberation?” Anne Frank wrote in her diary #OTD in 1944. #DDay—the landing of Allied troops in Normandy, France—became one of the most crucial Allied victories in WWII”. 3) “They appear an ordinary family. This is Heinrich Himmler, the architect of Nazi mass murder, with his wife and daughter. The Holocaust wouldn't have been possible without the indifference of most and the collaboration of many ordinary people. Read a Nazi wife's diary”.

Music and theatre = This category includes the songs and the theatrical scripts that were created during the Holocaust in ghettos, camps, and partisan groups, which tell the stories of individuals, groups and communities in the Holocaust period and were a source of unity and comfort, and later, of documentation and remembrance. Notable example of music and

theatre production during the Holocaust are those composed and executed in the Terezín ghetto, or the “Who Will Carry the Word?” play by Charlotte Delbo. The category also includes music and plays that have been written and performed in the last decades until today.

Examples: 1) “The woman born on the Mauthausen ramp who rose from the audience to speak is Eva Clarke, 67. She lives in Cambridge with her mother, Anka Bergman, who is 96. Mrs Bergman knew the man who founded and conducted the principal orchestra in the camp: Karel Ancerl. Ancerl also survived Auschwitz and went on to become one of the greatest conductors and interpreters of music – some say the greatest – of his generation with the Czech Philharmonic Orchestra”. 2) “Schindler's List: Original Motion Picture Soundtrack is the film score of the 1993 film of the same name, composed and conducted by John Williams. The original score and songs were composed by Williams, and features violinist Itzhak Perlman”.

Art and photography = This category includes artworks (paintings, drawings, pictures, drawings, artifacts) as official documentary war painting, the deeply personal responses of concentration camp and ghetto survivors, or the more documentary approach of official war artists (e.g., recording the sights of Bergen-Belsen after its liberation in April 1945). One of the most notable examples of a personal response to forced emigration is Felix Nussbaum’s “The Refugee” (1939). Photos taken to document the deportations and killings made by the Nazi German or their accomplices, such as the “Auschwitz Album” that collects pictures taken at the arrival of one of the Hungarian Jews’ transports to Auschwitz-Birkenau in 1944, fall under this category. Finally, the category includes also artistic responses to the Holocaust by contemporary artists.

Examples: 1) “This photo shows Jews from Kovno being led by Liby Lithuanian Militia to the Seventh Fort prior to their execution #OTD 27 July 1941. Follow this link to read chilling reports about the careful planning leading to the murders”. 2) “Felix Nussbaum was murdered in Auschwitz this week in 1944. Explore this online exhibition of his work: FELIX NUSSBAUM 1904 – 1944. The Fate of a Jewish Artist”. 3) “US military photographers provided some of the first visual evidence of atrocities at Nazi camps. William A. Scott III of Atlanta, Georgia, arrived at Buchenwald in April 1945, where he saw things that were “worse than a dream.””.

Cinema and TV = This category spans multiple genres, with documentary films including footage filmed both by the Germans for their propaganda purposes and by the Allies, compilations, survivor testimonies and docudramas, and narrative films including war films, action films, love stories, psychological dramas, and even comedies. Films were produced from the early 1940s before the extent of the Holocaust was widely known and have continued to be made since then. A particular case of film shot during the war was “The Führer Gives a City to the Jews” (official name “Theresienstadt: A Documentary Film from the Jewish Settlement Area”, “Theresienstadt. Ein Dokumentarfilm aus dem jüdischen Siedlungsgebiet”), a black-and-white projected Nazi propaganda film directed by the German Jewish prisoner Kurt Gerron and the Czech filmmaker Karel Pečený under close SS supervision in Theresienstadt concentration camp. Contemporary Holocaust cinema includes “Schindler’s list”, “The pianist”, “La vita è bella”, and “The Boy in the Striped Pyjamas”.

Example: “Holocaust (1978) is an American four-part television miniseries which explores the Holocaust from the perspectives of the fictional Weiss family of German Jews and that of a rising member of the SS, who gradually becomes a war criminal. Holocaust highlights numerous events which occurred up to and during World War II, such as Kristallnacht, the creation of Jewish ghettos, and later, the use of gas chambers”.

Archaeology of the Holocaust = This category comprises any content related to the study of the material remains – sites and artifacts – that were associated with the persecution and mass murder of five to six million Jews by the Nazis during

the Second World War. The locales of each of the hundreds of the Ghettos are potential targets for archaeological investigations, but the greatest attention is paid to the Nazi extermination centers in Poland where the archaeological research is most intensive. The extermination centers of Chełmno, Bełżec, Sobibór and Treblinka have been, and are, subjected to archaeological research more than other sites. An example is the use of remote sensing technology to detect things underground and put the data together in order to understand what actually happened on the grounds of Treblinka in Poland.

Example: “We can see a lot of 'Auschwitz' mentions recently. Remember that a preserved historic site does not equal a statue erected to honor a person. The two have entirely different roles, contexts, messages & meanings. Drawing a simple comparison here is incorrect”.

Other = Any other content that does not fall into the previous ones.

Comment (optional): _____

40. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

41. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

C5. Evaluation of the sub-category “Contemporary event related to the Holocaust”

The sub-category “Contemporary event related to the Holocaust” is organised in eight further sub-categories: 1) Remembrance event, 2) Commemoration event, 3) Holocaust education, 4) Editorial event, 5) Artistic or media event, 6) Topical subject, 7) Event in the news, 8) Other.

42. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
--	--------------	------------	--------------	--------	-------------

Remembrance event					
Commemoration event					
Holocaust education					
Editorial event					
Artistic or media event					
Topical subject					
Event in the news					
Other					

Remembrance event = This category includes remembrance events such as those occurring in a memorial site or in a museum, the inauguration of a new memorial, the installation of a new Stolperstein (literally “stumbling stone”, a project initiated by the German artist Gunter Demnig in 1992 which consists of sett-size, ten-centimetre concrete cubes bearing a brass plate inscribed with the name and life dates of victims of Nazi extermination or persecution). More generally, any event that is associated with a remembrance activity (e.g., International Holocaust Remembrance Day, Yom HaShoah, etc.).

Examples: 1) “It took the world years to come to the rescue. 6 million lives were taken before the Allies reached the concentration camps. So you ask me, a Jew, what will prevent this from happening again? A strong Jewish state, who can defend her own people. A strong Israel. #YomHaShoah”. 2) “Gunter #Demnig has laid today in Ludwigshafen further @_Stumbling blocks_. Thanks to <http://ludwigshafen-setzt-stolpersteine.de> There are already so many. And every stone is necessary.”

Commemoration event = This category includes any content related to a commemoration event, such as Anne Frank’s birthday, and more in general to any initiative aimed at commemorate the victims of the Holocaust and other Nazi victims’ groups.

Examples: 1) “Today would have been Anne Frank’s 91st birthday, were she not murdered in the #Holocaust. After the war, Yad Vashem recognized the brave non-Jews who risked their lives hiding the Frank family. They are pictured below”. 2) “People often ask why Jews threatened by violence in Nazi Germany didn’t immigrate sooner. Explore the complex steps that were required for those who tried to immigrate to the United States. #WorldRefugeeDay”.

Holocaust education = This category includes any news or content related to Holocaust education, such as new teaching material, a memory trip, a themed competition, etc.

Examples: 1) “We encourage people to learn from the Holocaust. Comparing and categorizing are natural human impulses, but this oversimplified approach to a complex history is dangerous. Nazi crimes are unique. We should examine the evidence, then alert ourselves to warning signs”. 2) “Being able to explain what #antisemitism is and where it comes from can be difficult. Start with the basics: Who are “Jews”? How did antisemitism start? Why is it still with us, even after the Holocaust?”.

Editorial event = This category includes any news about the release of a new book, the publication of a new research study, the organization of a thematic conference, etc.

Example: “Alberto Caviglia at his narrative debut also resorts to satire in his book "Olocaustico". The author presents the novel at the "Nuvola" by Fuksas at the Eur in Rome at the small and medium publishing fair "Più libri più liberi più libri" on Sunday 8 December at 1pm at the Sala Vega”.

Artistic or media event = This category includes any news related to the release of a new film or documentary, a new theatre play, a digital media project, a photographic exhibition, etc.

Example: “#75Survivors Faces of Life After the Holocaust. Zipora Granat was born in Belfort, France, in 1931. After her mother was deported & later murdered in the Auschwitz-Birkenau concentration & extermination camp, Zipora was hidden in a number of cities by local welfare organizations”.

Topical subject = This category includes any news or content related to current Holocaust events such as the raise of racism, modern antisemitism, etc.

Examples: 1) ““Antisemitism is not hatred of Semitism or Semites ... antisemitism is Jew hatred.”—Holocaust historian Deborah Lipstadt. The Nazi regime used similar centuries-old #antisemitic myths to stoke fear about Jews. These stereotypes are still being used today”. 2) “The words of Holocaust survivor Elie Wiesel continue to resonate today. What can we learn from him about being witnesses to hate?”.

Event in the news = This category includes any news or content which is strictly connected with the Holocaust (e.g., the Black Lives Matter movement).

Example: “The Museum is outraged at the horrific killing of #GeorgeFloyd. Painful moments like these remind us of our shared humanity. The words of Holocaust survivor Elie Wiesel help us reflect on the lessons of the Holocaust, the vital need to confront hate, and promote human dignity”.

Other = Any other content that does not fall into the previous ones.

Comment (optional): _____

43. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

44. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

d. Evaluation of the macro-category “Museum activities and service communication”

The macro-category “Museum activities and service communication” is organised in four sub-categories: 1) Museum event, 2) Information about museum operation, 3) Collaborations, 4) Other.

45. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Museum event					
Information about museum operation					
Collaborations					
Other					

Museum event = This category includes any event that the museum or memorial organizes in presence (e.g., a new exhibition) or online (e.g., webinar).

Examples: 1) “Adolf Eichmann was executed by hanging in the night between 31 May and #OTD 1 June 1962. Learn more about the Eichmann trial in Jerusalem on our newly redesigned online exhibition “The Eichmann Trial: With me here are six million accusers””. 2) “#AnneFrank is the most well-known hidden child of the Holocaust. But there were tens of thousands of children whose families placed them in hiding to protect them. Join us on what would be her 91st birthday, 6/12 at 9:30 a.m. ET, to learn their stories”.

Information about museum operation = This category includes information about museum/memorial operation like opening hours, closure, visitor rules, etc.

Example: “A mask is not a yellow star. Such a comparison is disrespectful to Jews humiliated by it during the Holocaust. Wearing a mask is a sign of our moral responsibility for the safety of us all. It protects health & lives. Visitors of @AuschwitzMuseum are requested to cover faces”.

Collaborations = This category includes information about a museums or memorial’s existing or prospective collaboration and partnerships with other institutions or single persons.

Example: “We are proud to announce the new partnership with Yad Vashem”.

Other = Any other content that does not fall into the previous ones.

Comment (optional): _____

46. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

47. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

48. Final comments

APPENDIX 2A. FRAMEWORK ROUND 1

Historical content	Places	Local
		Regional
		National
		International
	Timeline	Pre-1933
		1933-1939
		1939-1945
		Post-1945
	Agency	Victim
		Survivor
		Perpetrator
		Collaborator
		Bystander
		Resister
		Rescuer or Righteous Among the Nations
		Liberator
		Other
	Group	Jews

		Roma and Sinti
		Political opponents
		The disabled
		Slavic peoples
		Forced labourer
		Homosexuals
		Jehovah's Witnesses
		Soviet prisoners of war
		More groups
		Other
	Stages of the Holocaust	Pre-Holocaust
		Definition
		Isolation or Segregation
		Emigration
		Ghettoization
		Deportation
		Mass murder or Extermination
		Liberation and aftermath
		Post-Holocaust

Themes	General topics	Jewish identity, history, religion, and culture
		Antisemitism
		Nazi ideology and attitudes towards Jews and other categories
		War and German occupation in Western and Eastern Europe
		The ghettos
		The camps
		Combat and resistance
		The Final Solution
		Auschwitz
		The ending of the Holocaust (liberation and aftermath)
		Holocaust denial and distortion
		Women in the Holocaust
		Children in the Holocaust
		Second and third generations accounts
		Heritage from the Holocaust: Hope, Faith and Resilience
		Other genocides
		Other
	Agency of perpetrators	Persecution, deportation, and murder of Jews and other categories by National Socialism in Germany and directly controlled countries

		Persecution, deportation, and murder of Jews and other categories by Italian Fascism and other Nazi accomplices
		Other
	Biography/General event	Biography
		General event
	Artistic production related to the Holocaust	Literature and poetry
		Music and theatre
		Art and photography
		Cinema and TV
		Archaeology of the Holocaust
		Other
	Contemporary event related to the Holocaust	Remembrance event
		Commemoration event
		Holocaust education
		Editorial event
		Artistic or media event
		Topical subject
		Event in the news
		Other
	Museum event	

Museum activities and service communications	Information about museum operation
	Collaborations
	Other

Survey Round 2

Dear participant,

thank you for agreeing to participate in the second round of the Delphi Study “Validation of a framework to analyse Holocaust content on social media”, which has been developed in the context of the project “Countering Holocaust distortion on social media. Promoting the positive use of Internet social technologies for teaching and learning about the Holocaust” (IHRA Grant # 2020-792).

The purpose of this Delphi Study is to reach expert consensus on a framework aimed at analysing content related to the Holocaust that is published on social media profiles of Holocaust institutions. Content analysis is the study of documents and communication artefacts, which might be texts of various formats, pictures, audio or video. Techniques of content analysis involve systematic reading or observation of texts or artifacts which are assigned labels (sometimes called codes) to indicate the presence of meaningful pieces of content. They are used in social sciences to examine patterns in communication in a replicable and systematic manner. The main objective here is to validate the framework that will serve as guidelines for the coders who are not specifically content savvy. A further aim is to provide a pedagogical tool for teachers to navigate the various materials available for studying and teaching about the Holocaust.

The framework has been significantly revised and numerous additions and changes were made based on the feedback received during Round 1 of the study. In particular, the second macro-category, now renamed 'Post-Holocaust', has been totally changed, and important additions have also been made to the first macro-category, 'Historical Content'. The basic idea was to separate all the elements related to the historical period of the Holocaust from everything that happened afterwards up to the present day. New categories have been added with the aim, on the one hand, to account for historical complexity by adding 'dynamic' categories, and, on the other, to enrich the dimension of contemporaneity with more articulate and detailed categories.

A revised version of the framework is available [here](#).

A representation of the original framework can be found [here](#).

The revised macro-categories are:

- Historical content
- Post-Holocaust
- Museum activities and service communications

As in the first round, for each of these categorisations, you will be asked a number of questions such as whether you think the individual categories are appropriate, whether there are categories that can be merged, or whether there are missing categories. You will also be asked to give your opinion on the definition of each category, which serves the purpose of providing basic information about how to apply the categories. These definitions were developed using a variety of information sources, mainly official definitions from the IHRA and other Holocaust institutions. You will always have the opportunity to explain or comment your choice.

The questionnaire consists of a total of 53 questions. There are no right or wrong answers. It is your opinion we are interested in. You can add a general comment at the end of the questionnaire.

We remind you that your participation in this study and your individual answers will be regarded as strictly confidential by the research team. The other experts participating in the study will not be able to read your answers, but only our summary. All comments that are published will be anonymous. We do, however, request that you provide some information about your knowledge of this area.

Please return the completed questionnaire by **19th May 2021**.

If you have any questions, doubts or requests for clarification, you can contact me at this email address: stefania.manca@itd.cnr.it.

Thank you very much for your participation.

Yours Sincerely,

Stefania Manca
Project coordinator
Institute of Educational Technology (ITD)
National Research Council of Italy (CNR)
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CONFIDENTIALITY, DATA PROCESSING AND STORAGE

The data collected will be processed in accordance with the Law of 22 December 2017, no. 219, and may be the subject of scientific publications only in aggregate form, guaranteeing the anonymity of the participants. In particular, the personal data collected will not be transmitted to persons not directly involved in the research and will be processed anonymously; the results will be presented in aggregate form and with every precaution necessary to avoid the identification of the participants. The processing of the data collected within the framework of the research, their communication to third parties and/or publication for scientific purposes are permitted, but can only occur after the data have been made anonymous, under the direct responsibility of the person in charge of the research. The data will be stored, through the use of technological means (such as encrypted passwords, access to the data only by authorised personnel, etc.), by the research manager, in accordance with the principles set out in Article 5 EU Regulation 2016/679, for a period of time not exceeding the achievement of the purposes and with specific regard to the principle of limitation of storage in Article 5, letter e), GDPR EU Regulation 2016/679. The data controller is the ITD-CNR and the Data Processor is Dr Stefania Manca, e-mail: stefania.manca@itd.cnr.it. All data will be deleted by 01/01/2025. The project has received the approval of the Ethics Committee of the Universitat Oberta de Catalunya, Spain.

INFORMED CONSENT

Before deciding freely whether you want to participate in this research, please read this informed consent carefully and ask the researcher any questions you feel are appropriate so that you are fully informed of the aims and methods of the study. Please remember that this is a research project and that your participation is completely voluntary. You may withdraw from the compilation at any time. Thank you for taking the time to participate in this survey. Your help is greatly appreciated.

The undersigned declares that he/she is over 16 years of age and can therefore independently consent to the processing of his/her personal data.

1. Yes

2. No

I declare that I have carefully read the explanations concerning this research and the whole experimental procedure; that I have been informed about the aims and objectives of the research in question; that I have had the opportunity to ask questions about any aspect of the experimental procedure; that I have received satisfactory assurances about the confidentiality of the personal data collected by the research; that I am aware that I can withdraw at any stage of the study *.

1. Yes

2. No

I, the undersigned, hereby consent to the processing of my personal and sensitive data collected as part of this research in the terms and manner indicated above *.

1. I agree

2. I do not consent

Some questions about you

1. Gender
 1. Female
 2. Male
 3. Other
 4. I prefer not to say
2. Age: _____
3. Country: _____
4. Your main field of expertise is on
 7. Contemporary history
 8. Genocide and/or Holocaust studies
 9. Holocaust education
 10. Cultural studies
 11. Media studies
 12. Other (specify)
5. How well informed are you about social media use in Digital Holocaust Memory?
 6. Not at all informed
 7. Slightly informed
 8. Moderately informed
 9. Well informed
 10. Very well informed

a. Global evaluation of the framework

The revised framework is organised in three main macro-categories: 1) Historical content, 2) Post-Holocaust, 3) Museum activities and service communication. The aim of this initial tripartition is to encompass every possible type of content that a Holocaust museum or memorial may publish on its social channels.

6. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following definitions:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Historical content					
Post-Holocaust					

Museum activities and service communication					
---	--	--	--	--	--

By the macro-category of **Historical content**, we mean any information about the period, the places, the actions, the events that created, influenced, or formed the backdrop to the historical development of the Holocaust. This macro-category includes historical content related to the Holocaust, its antecedents and immediate consequences. The aim is to encompass every possible type of historical content related to the Holocaust and its material evidence. Information or facts not strictly related to the history of the Holocaust should not be classified under this category.

The macro-category of **Post-Holocaust** includes a list of categories related to the post-Holocaust era that are directly related to the Holocaust or its parallels, to education and academic research and to its artistic representation. It also encompasses a number of subjects relevant to the contemporary challenges and risks of the Holocaust memory.

The macro-category of **Museum activities and service communication** is composed of a set of categories related to the museum events, comprises communications concerning the services offered by the museums (e.g., operating time), communication with audience and endorsements of related institutions and individuals.

Comment (optional): _____

7. How complete do you think this tripartition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

8. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

b. Evaluation of the macro-category "Historical content"

The macro-category "Historical content" is organised in seven sub-categories: 1) Places, 2) Timeline, 3) Agency, 4) Groups, 5) Stages of the Holocaust, 6) Context and society, 7) Artefacts and authentic representation.

9. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Places					
Timeline					
Agency					
Groups					
Stages of the Holocaust					
Context and society					
Artefacts and authentic representation					

Places = The Holocaust was a profoundly geographical event, rooted in specific physical spaces, times, and landscapes, and it was characterized by a spatiality of process which relates to the diverse phases, such as concentration, deportation, dispersal, and dislocation. Although the Holocaust is usually understood as a European story, the Europe-wide scale was complemented with related events that occurred in North Africa or elsewhere in the world (e.g., Asia, North and South America) where persecuted were able to flee primarily before the war. In the recollection process of Holocaust, events may be concerned with spatiality of diverse granularity. It is important to notice that boundaries between the categories can be fluid and are not sharply delineated, and that one scale affects the others. For example, local events can affect policies that can then be implemented regionally or even nationally, and vice versa. Besides, many transnational events, such as Operation Barbarossa, did not take place in the abstract international environment, but, indeed, happened on the local, regional, and national levels simultaneously. Although the boundaries between these categories may often be blurred, the choice of the specific subcategory will be based on the explicit content described.

Timeline = The Holocaust is traditionally dated in the period 1933–1945, from the appointment of Hitler as chancellor of Germany on 30th January 1933 until the end of WWII in Europe (8th May 1945) or the beginning of the Nuremberg Trials on 20th November 1945 (see, for example, <https://www.theholocaustexplained.org/events-in-the-history-of-the-holocaust-1933-to-1939/>). However, it is also important to distinguish between events that occurred during the pre-war period (1933–1939) and the war (1939–1945) (for a timeline of events: <https://echoesandreflections.org/timeline-of-the-holocaust/>, <https://www.yadvashem.org/education/what-is.html> <https://www.ushmm.org/learn/timeline-of-events/>), and the immediate consequences of the end of the war and the aftermath such as the displaced persons camps and the pre-1950 immigrations of survivors. Besides, national timelines can be useful for contextualising specific events that took place in countries other than Germany, such as Italy, Croatia, Hungary, Romania, etc. For example, as far as Italy is concerned, some date the beginning to March 1919, with the Fasci di Combattimento foundation, or to 1922, with the Fascists march on Rome (<http://www.memorialeshoah.it/timeline-1922-1945/?lang=en>).

Agency = The human dimension of the Holocaust is explored by means of “agency”, a key category developed in Holocaust studies to analyse how human action/behaviour works in a variety of different settings, such as a specific locale or region, an organization, or a group of individuals, depending on the social structure. Contrary to the idea that individuals took on specific roles during the Holocaust, agency in the Holocaust cannot fit seamlessly into either one of the proposed categories. People who had acted as collaborators or perpetrators may at some point, depending on the circumstances, act as rescuers or resisters, or persecuted people may have turned into collaborators. Other cases of change of agency are the mass episodes of sexual violence committed by the Soviet liberators as the perpetrators of this, of victims that become perpetrators such

as Jewish perpetrators of sexual violence within the ghettos, or Soviet POWs who opted to be trained to guard camps by the Germans. It is important to stress that agency was in large part a collective accomplishment and dependent on factors often beyond individuals' control. Besides, recent studies question the distinction between victims and perpetrators and suggests an alternative concept, the "implicated subject" (Rothberg, 2019), to deal with someone who is not themselves a perpetrator but is rather an indirect participant who enables, perpetuates, inherits, and benefits from violence and exploitation. The "implicated subject" takes the place of the more familiar concept of the bystander, a concept that suggests disengagement and passivity. For the aims of this framework, despite the blurred contours between many of the categories that may focus on specific behaviours in a specific event, those proposed serve here as the main agency indicators to describe the specific behaviours portrayed in a single chunk of information and are not mutually exclusive. Since the proposed categories are focused on the behaviours and actions, and not on the roles, of people, it is possible to categorise content in different ways depending on the emphasis placed on that specific action. If, for example, a person's behaviour is told in terms of first perpetrator and then rescuer, it will be possible to select both the relevant sub-categories.

Groups = Although we embrace the definition of Holocaust adopted by the IHRA ("The Holocaust was the state-sponsored, systematic persecution and murder of Jews by Nazi Germany and its collaborators between 1933 and 1945") and other well-known organizations (such as Yad Vashem in Jerusalem, the Holocaust Memorial Museum in Washington DC, and the Imperial War Museum in London), according to which the term "Holocaust" should be reserved for the genocide of the Jews alone, we are also aware of broad-based definitions that include other groups that suffered at the hands of the Nazis and their accomplices, such as Roma and Sinti, people with disabilities, Slavic peoples, political opponents, forced labourers, homosexuals, Jehovah's Witnesses. In addition to civilian victims, some include Soviet prisoners of war. In this category, we decided to include all groups who suffered at the hands of the Nazis and their collaborators, even if strictly speaking they cannot be defined as victims of the deliberate mass murder process of the Holocaust such as Jews and Sinti and Roma. When someone or a group falls under more than one expected condition (e.g., Jewish and homosexual, Polish citizen destined for slave labour, etc.), it is possible to select more than one category.

Stages of the Holocaust = This category was derived from Hilberg's (1985) six stages of the Holocaust - Definition, Isolation, Emigration, Ghettoization, Deportation and Mass Murder - and complemented by Cowan & Maitles's (2017) proposal, which has adapted Hilberg's six stages of the Holocaust (Alienation, Segregation, Deportation, Extermination (or Annihilation), Liberation). In this framework, we have adopted the Hilberg's periodisation, including some terminology taken from Cowan & Maitles and added a seventh stage (Liberation and aftermath). However, it is important to stress that Hilberg's six stages mostly apply to the Nazis' systematic attempt to annihilate the Jewish population of Europe and it is based on his study of German documents. Because of this, the stages represent how the events of the Holocaust played out in Germany. With the Nazi occupation of other countries, they applied similar policies to these territories. Yet, while the stages defined by Hilberg played out over the course of nearly fifteen years in Germany, not all stages occurred everywhere and all the time, and were condensed or skipped in certain countries (e.g., there were no ghettos in the West). Moreover, the process was very fluid and dynamic and did not follow a linear progression in an equal way, with stages that could occur simultaneously, or certain phases were preceded by others (e.g., deportations were preceded by murder on site in the East). For example, in Hungary in 1944 the process of the Holocaust took a more accelerated and different route to some other states, and most Jews spent a short time in ghettos (weeks or a few months) before being deported to Auschwitz or other camps. Also, other groups, such as Sinti and Roma, homosexuals, and people with mental and physical disabilities, encountered many steps described by Hilberg, including mass murder. For the above reasons, caution needs to be taken when this periodisation is applied to countries other than Germany or groups other than Jews. It is important to stress that other and more general models of the stages of genocide have been proposed and are applicable to the Holocaust as well, such as Stanton's model and its ten stages of genocide, <http://genocidewatch.net/genocide-2/8-stages-of-genocide/>

Context and society = This list comprises historical subjects that complement and are transversal to the other categories included in the Historical content macro-category, and expand the sociological and human component of the Holocaust.

Artefacts and authentic representation = Historical information about the Holocaust may be deployed also through the materiality and the huge disposal of remains of everyday objects and expressive production that directly affected the life of the individual. The human dimension of the Holocaust is portrayed by a variety of everyday objects such as items for religious services (e.g., tallit, prayer books), toiletries, children's toys, cloths, kitchen utensils and recipe books, etc., while factual and expressive production includes many types of products that were the results of the many ways Jewish inmates of labour camps, ghettos, and concentration camps, portrayed the dark realities of day-to-day life in Nazi imprisonment. Either were they artists that experienced persecution and internment or a spontaneous expression of resistance by ordinary people, diaries, letters, memoirs, poems, paintings, drawings, theatrical scripts and music executions reflected the ways about how Holocaust victims and survivals recorded or reflected on their experiences. This category also includes photographic and filmic evidence of the Holocaust produced by perpetrators and collaborators.

Comment (optional): _____

10. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

11. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

b1. Evaluation of the sub-category "Place"

The sub-category "Place" is organised in four further sub-categories: 1) Local, 2) Regional, 3) National, 4) Transnational.

12. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Local					

Regional					
National					
Transnational					

Local = An event that took place in a circumscribed place, such as a village (e.g., Jedwabne), a town (e.g., Warsaw, Paris, Berlin), a concentration camp (e.g., Dachau, Auschwitz), a ghetto (e.g., Lodz, Warsaw), etc. This category can also include places and spaces that are more individualised and not defined by geographical region, e.g., those who hid in cellars or basements, the effect of anti-Jewish laws in people's homes, etc.

Examples: 1) "In July 1942, Esther Frenkel was arrested, along with her 2-year-old son, Richard. Esther's shirt remained in her Paris flat. It is pictured below, along with a photo of her wearing it. Esther & Richard were deported separately to #Auschwitz and murdered". 2) The Great Deportation began #OTD 22 July 1942. From 22 July till 21 September 1942, over 265,000 Jews were deported from the Warsaw ghetto to the Treblinka death camp and murdered. Learn about the final moments in the #WarsawGhetto here". N.B.: Although two different places are mentioned in the two examples (i.e., Paris and Auschwitz; Warsaw ghetto and Treblinka), the events occurred locally in circumscribed places. 3) "One of the most extraordinary stories in Shanghai's history took place the neighbourhood of Tilanqiao, which served as 'a modern-day Noah's Ark' for Jews during WW2. For thousands of desperate people in the 1930s, this Chinese metropolis was a last resort. Most countries and cities on the planet had restricted entry for Jews trying to flee violent persecution by Nazi Germany". Although this example may include places to which refugees travelled across the world, the local dimension is prevalent in this chunk of information. 4) "In the Battle of Vilnius (1941), Nazi Germany captures the city during the Operation Barbarossa". In this example, although the Operation Barbarossa had a transnational dimension, happening on the local, regional, and national levels simultaneously, the focus is on a localised place.

Regional = An event that happened in a regional area within a country (e.g., Bavaria in Germany, Zona d'Operazione del Litorale Adriatico in Italy, Warthegau, General Government in Poland, Vichy Government in France).

Example: "Overall, 4 million of the 1939 population of the General Government area had lost their lives by the time the Soviet armed forces entered the area in late 1944. If the Polish underground killed a German, 50–100 Poles were executed by German police as a punishment and as a warning to other Poles".

National = An event that affected an entire country (e.g., the deportation of the Hungarian Jews, the rescue of the Danish Jews, the occupation of Belgium).

Example: 1) "On 20 June 1939, the Finke family was notified that their oldest son, Heinz, was to be included on a list of youngsters to be sent on a Kindertransport leaving Germany a week later". N.B.: The Kindertransport was an event involving thousands of German children. 2) "When Raoul Gustaf Wallenberg reached the Swedish legation in Budapest on July 9, 1944, the intense Nazi campaign to deport the Jews of Hungary almost entirely to Auschwitz had already been under way for several months. The transports from Hungary were halted with few exceptions by Miklós Horthy two days earlier in large part because he was warned by Roosevelt, Churchill, the King of Sweden and even the Pope after the very vocal Swiss grass roots protests against the mass murder in Auschwitz".

Transnational = An event that affected a broader area (e.g., Operation Barbarossa that implied the invasion of Soviet Union and other Formerly-Soviet occupied territories by Nazi Germany) or took place in more than one country.

Examples: 1) "22 June 1941 marks the start of 'Operation Barbarossa', a turning point in Nazi anti-Jewish policy, resulting in the mass murder of some 1.5 million Jews under Nazi occupation in forests and ravines such as Ponar and Babi Yar". 2) "Despite Shanghai being more than 7,000km from their homes, more than 20,000 stateless Jews fled from to Germany, Poland and Austria to China's largest city to escape the Holocaust between 1933 and 1941".

Comment (optional): _____

13. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

14. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

b2. Evaluation of the sub-category "Timeline"

The sub-category "Timeline" is organised in five further sub-categories: 1) Pre-1933, 2) 1933-1939, 3) 1939-1941, 4) 1941-1945, 5) Post-1945.

15. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Pre-1933					
1933-1939					
1939-1941					
1941-1945					
Post-1945					

Pre-1933 = Any event that occurred before the appointment of Hitler on 30th January 1933 in Germany. This includes historical antecedents to the period of the Third Reich, and ideas and movements like eugenics, race hygiene, social

Darwinism, as well as history of antisemitism and anti-Judaism before 1933. It also includes any other historical antecedents that led to the Holocaust in other countries.

Examples: 1) "The Holocaust didn't happen overnight. Were there warning signs of what was to come when the Nazis came to power in 1933?". 2) "Jews have lived in Germany since the Middle Ages. And, as in much of Europe, they faced widespread persecution there for many centuries. It was not until the 19th century that Jews in Germany were given the same rights as Christian Germans. By 1933, when the Nazis came to power, Germany's Jews were well integrated and even assimilated into German society. Despite their integration, Germany's Jews still maintained a discernible identity and culture". 3) "In October 1922, King Victor Emmanuel III appointed the leader of the Italian Fascist Party, Benito Mussolini, as prime minister of Italy. Over the next seven years, the Fascists established and consolidated a one-party dictatorship".

1933-1939 = Any event that took place in pre-war period, during which the Nazi regime established the first concentration camps, imprisoning its political opponents, homosexuals, Jehovah's Witnesses, and others classified as "dangerous", and an extensive propaganda was used to spread the Nazi Party's racist goals and ideals. During the first six years of Hitler's dictatorship, German Jews were affected by more than 400 decrees and regulations that restricted all aspects of their public and private lives and force thousands of them to emigrate. Racial laws were established in other countries such as Italy (1938) and anti-Jewish legislation (i.e., the "bench Ghetto") was issued in Poland from 1935 onwards.

Examples: 1) "On November 9–10, 1938, Nazi leaders unleashed a series of pogroms against the Jewish population in Germany and recently incorporated territories. This event came to be called *Kristallnacht* (The Night of Broken Glass) because of the shattered glass that littered the streets after the vandalism and destruction of Jewish-owned businesses, synagogues, and homes". 2) "Following the Anschluss, President Franklin D. Roosevelt called for an international conference that would discuss the plight of refugees seeking to flee Nazi Germany and establish an international organization to work for an overall solution to the refugee problem. In early July 1938, delegates from 32 countries and a number of non-governmental aid organizations met at the French resort of Evian on Lake Geneva. Roosevelt chose Myron C. Taylor, a businessman and close friend, to represent the United States at the conference".

1939-1941 = Events that occurred after the outbreak of the Second World War on 1939 until the Soviet invasion in June 1941, which marked the extension of the antisemitic persecution of Jews to Eastern Europe (e.g., invasion of Poland and occupation of Czechoslovakia), and to the West, first with the occupation of Netherlands, Denmark, Norway, Belgium, Luxembourg, France, Hungary, and Romania in 1940, and then with occupation of Yugoslavia, Greece, and parts of the Soviet Union in 1941. In terms of stages of the Holocaust, it includes the extension of Nazi rule East and West and the period of ghettoization in the East.

Examples: 1) "The Battle of Belgium or Belgian Campaign, often referred to within Belgium as the 18 Days' Campaign (French: Campagne des 18 jours, Dutch: Achttiendaagse Veldtocht), formed part of the greater Battle of France, an offensive campaign by Germany during the Second World War. It took place over 18 days in May 1940 and ended with the German occupation of Belgium following the surrender of the Belgian Army". 2) "In the fall of 1940, German authorities established a ghetto in Warsaw, Poland's largest city with the largest Jewish population. Almost 30 percent of Warsaw's population was packed into 2.4 percent of the city's area".

1941-1945 = Any event that occurred after invasion of Soviet Union and refers to the period of mass murder until the end of the war and the liberation of the camps. Operation Barbarossa in June 1941 marked the beginning of the "Final Solution", with the mass killings (the so-called "Holocaust by bullets") carried out by the Einsatzgruppen in the occupied territories. "Final solution" was the code-name for the Nazis' plan to solve the "Jewish question" by murdering all the Jews in Europe.

The “Final Solution” was the culmination of many years of evolving Nazi policy – commencing with Hitler’s earliest writings about the need for a solution to the Jewish question in Europe, followed by the Nazis’ attempts to induce mass emigration during the 1930s – through to the plan for collective exile to a specific destination and finally by 1941, the mass murder of Jews. Starting of the Final solution dates to end of 1941. **It also marks** the establishment of the death camps (i.e., Chełmno, Bełżec, Treblinka, Sobibór) in 1941 and the gradual conversion of Auschwitz and Majdanek into death camps in 1942.

Examples: 1) “Vilna was liberated #OTD 13 July 1944. Some 700 Jews from the ghetto had joined the partisans in the forests; they fought until the arrival of the Red Army and participated in the liberation of the city”. 2) “The Raid of the Ghetto of Rome took place on 16 October 1943. A total of 1,259 people, mainly members of the Jewish community—numbering 363 men, 689 women, and 207 children—were detained by the Gestapo. Of these detainees, 1,023 were identified as Jews and deported to the Auschwitz concentration camp. Of these deportees, only fifteen men and one woman survived”.

Post-1945 = Any event that occurred after the end of WWII and its immediate aftermath.

Examples: 1) “After the war, the top surviving German leaders were tried for Nazi Germany’s crimes, including the crimes of the Holocaust. Their trial was held before an International Military Tribunal (IMT) in Nuremberg, Germany. Judges from the Allied powers—Great Britain, France, the Soviet Union, and the United States—presided over the hearing of 22 major Nazi criminals. Subsequently, the United States held 12 additional trials in Nuremberg of high-level officials of the German government, military, and SS as well as medical professionals and leading industrialists”. 2) “Wanda Rein married Mordechai Folman #OTD 17 August 1944 in the last wedding to take place in the Lodz ghetto. One year after they were separated at Auschwitz, Wanda and Mordechai Folman were reunited; in 1950 they immigrated to Israel”.

Comment (optional): _____

16. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

17. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

b3. Evaluation of the sub-category “Agency”

The sub-category “Agency” is organised in eight further sub-categories: 1) Perish, 2) Survive, 3) Perpetration, 4) Collaboration, 5) Bystanding, 6) Combat and resistance, 7) Rescue, 8) Liberation.

18. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Perish					
Survive					
Perpetration					
Collaboration					
Bystanding					
Combat and resistance					
Rescue					
Liberation					

Perish = This category regards “Individuals who were murdered by the Nazis or their collaborators” (IHRA, 2019). Notable names of victims are Anne Frank and Janusz Korczak.

Example: “#OTD 22 June 1941 marks the start of 'Operation Barbarossa', a turning point in Nazi anti-Jewish policy, resulting in the mass murder of some 1.5 million Jews under Nazi occupation in forests and ravines such as Ponar and Babi Yar”. N. B.: Although in this post there is an explicit mention of perpetrators (i.e., the Nazis), most of the relevant information is about the mass murder and the number of victims.

Survive = This category may be applied to “Individual who lived through the events of the Holocaust, understood as the state-sponsored, systematic persecution and murder of Jews by Nazi Germany and its collaborators between 1933 and 1945. As well as those who survived concentration camps, ghettos and Einsatzgruppen shooting operations, this category includes Jewish refugees from Germany and Austria in the 1930s and those rescued in operations such as the Kindertransport. It also includes children kept in hiding or given up for adoption to conceal their identity” (IHRA, 2019). Notable names of survivors are Primo Levi and Elie Wiesel.

Example: “Kovno was liberated #OTD 1 August 1944. In 1939, about 40,000 Jews lived in Kovno; fewer than 2,000 survived. This photograph shows some of the survivors”.

Perpetration = This category regards “Individual who planned, organized, actively promoted and/or implemented acts of persecution and murder” (IHRA, 2019). While this category is usually applied to understand Nazi Germans’ behaviours, many non-Germans were initiators of murder, like the Romanians in 1941 or the Lithuanians, Latvians and Ukrainians who murdered Jews on the eve of the arrival of the Germans on their own initiative or under German direction. After the war, complicity and benefitting from the persecution are two further elements implied in perpetration. Although those who

benefitted were not necessarily involved directly in persecution, they may have then actively done something to receive Jewish property or benefitting from looting.

Examples: 1) “This photo shows Jews from Kovno being led by Liby Lithuanian Militia to the Seventh Fort prior to their execution #OTD 27 July 1941. Follow this link to read chilling reports about the careful planning leading to the murders”. N.B.: Although victims are pictured in the photo, the emphasis here is on the Liby Lithuanian Militia and how they planned the murder. 2) “The Arajs Kommando (also: Sonderkommando Arajs), led by SS commander and Nazi collaborator Viktors Arājs, was a unit of Latvian Auxiliary Police subordinated to the German Sicherheitsdienst (SD) that actively participated in a variety of Nazi atrocities, including the killing of Jews, Roma, and mental patients. Most notably, the unit took part in the mass execution of Jews from the Riga ghetto, and several thousand Jews deported from Germany, in the Rumbula massacre of November 30 and December 8, 1941”.

Collaboration = This category encompasses “Non-German regimes and persons who cooperated with the Nazis and actively supported their policies and carried out actions under Nazi orders and on their own initiative” (IHRA, 2019). Notable examples of collaborationist regimes were: the Vichy France, a government set up by the Nazis after they conquered France in spring 1940, with its capital in the town of Vichy, in the southern part of France; the Independent State of Croatia, a puppet state semi-independent of Nazi Germany and Fascist Italy, established in parts of occupied Yugoslavia on 10 April 1941, after the invasion by the Axis powers; the Antonescu dictatorship that entered Romania into an alliance with Nazi Germany in 1940 and joined the Axis in Operation Barbarossa in 1941; the Lithuanian Security Police (Lietuvos saugumo policija), subordinate to the Criminal Police of Nazi Germany, created on 1941, which took an active role in the systematic mass murder of the Lithuanian Jews (see also “perpetrator”). For a list of countries and groups that collaborated with the Axis powers (Germany and Italy), https://en.wikipedia.org/wiki/Collaboration_with_the_Axis_Powers. However, collaborators may have been single individuals who took advantage of the situation and collaborated to receive benefits such as Jewish property from looting or Jewish prisoners acting as Kapos in the concentration camps. Other local groups or individuals actively collaborated in acts of persecution and murder, such as the Polish soldiers in Kielce pogrom in 1946.

Examples: 1) “While the role of Hitler and the Nazis is indisputable, the Holocaust could not have happened without tens of thousands of ordinary people actively collaborating with the actions of perpetrators. Many more supported or tolerated the crimes”. 2) “In the Jedwabne pogrom - a massacre of Polish Jews in the town of Jedwabne, German-occupied Poland, on 10 July 1941 - during which at least 340 men, women and children were murdered, about 40 non-Jewish Poles were implicated in the massacre. German military police were present in the town at the time”.

Bystanding = This category regards “States and individuals who were aware of the Nazi crimes and decided not to intervene, despite possessing some freedom of action, thus potentially reinforcing the perpetrators’ determination to commit their crimes” (IHRA, 2019). More in general, “Bystanders” is a catch-all term that has often been applied to people who were passive and indifferent to the escalating persecution that culminated in the Holocaust (USHMM, 2020). Examples of bystanders are the Allied governments and neutral countries, and those, for example, who did not speak out when they witnessed the persecution of individuals targeted simply because they were Jewish, or during the phase of mass murder, did not offer shelter to Jews seeking hiding places (USHMM, 2020). Bystanders may be also persons who under individual circumstances did not take action or remained silent in the face of acts of persecution.

Examples: 1) “In 1938, 32 countries met to discuss the plight of Jews desperate to flee Nazi rule. Despite discussing solutions, most countries feared that refugees would cause further economic hardships; some spoke bluntly about not wanting to admit refugees”. 2) “In May 1939, the German liner St. Louis sailed from Hamburg, Germany, to Havana, Cuba, carrying 937 passengers, almost all Jewish refugees. The Cuban government refused to allow the ship to land, and the United States

and Canada were unwilling to admit the passengers. The St. Louis passengers were finally permitted to land in western European countries rather than return to Nazi Germany. 254 St. Louis passengers were killed in the Holocaust”.

Combat and resistance = This category encompasses “Individuals who actively opposed Nazi policies and programs through various means” (IHRA, 2019). Resistance refers to “actions of an individual, nation or group in opposition to persecution at the hands of the Nazis and their partners” and includes “activities aimed at impeding or inhibiting the Nazi’s criminal policies and programs. Since the Nazis aimed at the murder of all European Jews, helping and rescuing Jews can be considered a form of resistance from at least early 1942 onwards. Reference to specific local conditions is essential in understanding this term” (IHRA, 2019). This category includes content associated with forms of combat and resistance such as the Jewish armed resistance that took place in the ghettos (e.g., the Warsaw uprising) and in the camps (e.g., the Sonderkommandos revolt in Auschwitz or the Sobibór uprising), or of partisan resistance in the diverse countries (e.g., the Bielski Jewish partisans who rescued Jews from mass murder and fought the German occupiers and their collaborators around Nowogródek in Belarus). It also includes forms of non-violent resistance such as cultural, religious and spiritual resistance as acts of opposition that are usually related to cultural traditions and the preservation of human dignity, intended to undermine an oppressor and inspire hope within the ranks of the resisters (e.g., marking Shabbat or fasting on Yom Kippur in the concentration camps). Most of the time as the only possible way to oppose Nazi tyranny, examples of cultural resistance include defying Nazi directives by creating schools in the ghettos, maintaining religious customs, writing poems and songs, drawing, painting, or keeping journals and other records of ghetto or camp life. A notable example of cultural and spiritual resistance is the Ringelblum's Archives of the Warsaw Ghetto, a collection of documents from the World War II Warsaw Ghetto, collected and preserved by a group known by the codename Oyneg Shabbos, led by Jewish Historian Dr. Emanuel Ringelblum. Other examples are the German resistance to Nazism which included opposition by individuals and groups, most of which engaged in active resistance (including attempts to remove Adolf Hitler from power by assassination or by overthrowing his established regime); anti-Nazi groups, some of which were also anti-Semitic, formed by Soviet partisan groups; members of an irregular military force formed to oppose control of an area by a foreign power or by an army of occupation by some kind of insurgent activity, such as the Ukrainian Insurgent Army or the Italian resistance movement.

Examples: 1) “On 9 August 1942, 200 Jews escaped Mir; they fled to the forests days before the planned liquidation of the ghetto. They had been warned by Oswald Rufeisen, a Jew with forged papers who was working for the Belarus police”. 2) “After the German invasion of the Netherlands, Willem Arondeus became a leader of a gay resistance group in Amsterdam. The group’s main activities included helping persecuted people hide and find false identification. Read his story”. 3) The children pictured below survived the #Holocaust thanks to the efforts of Jewish resistance fighters Marianne Cohn & Mila Racine. The photo was taken this week in 1944 in France”. 4) “Theresienstadt was the only Nazi camp in which Jewish religious life was practiced more or less undisturbed, beginning with the celebration of the first night of Hanukkah in December 1941. Another spiritual legacy of Theresienstadt was the attention given to the welfare and education of child prisoners. Fifteen thousand children passed through Theresienstadt. They painted pictures, wrote poetry, and otherwise tried to maintain a vestige of normal life. Approximately 90 percent of those children eventually perished in killing centres”. 5) “David Gur was born in Okány, Hungary, in 1926. After the German invasion of Hungary, David changed his identity and joined the underground resistance and later the Zionist Youth resistance movement”.

Rescue = This category regards “Individuals who helped victims of the Nazis in various ways with the intention to save their lives, whether or not they were successful in the rescue” (IHRA, 2019), or countries that made efforts to save their Jews (e.g., the Danish resistance movement, with the assistance of many Danish citizens, managed to evacuate 7,220 of Denmark’s 7,800 Jews, plus 686 non-Jewish spouses, by sea to nearby neutral Sweden). Notable examples of rescuers are Oscar

Schindler, Raoul Wallenberg, and Gino Bartali. In addition to the names of famous rescuers, the history of the Holocaust is littered with many acts of rescue of Jews that remain unknown still today.

Examples: 1) "On 9 June 1941 Elisabeta Nicopoi learned about the impending harm to the Jews of Iasi. She hurried to the home of her co-worker, Marcus Strul, to warn his family of the approaching danger & offer shelter. In total, she hid some 20 Jews". 2) "Diplomats in Budapest in late 1944 issued protective papers and hung their countries flags over whole buildings, so as to put Jews under their country's diplomatic immunity. Some German rescuers, like Oskar Schindler, used deceitful pretexts to protect their workers from deportation claiming the Jews were required by the army for the war effort". 3) "On 9 August 1942, 200 Jews escaped Mir; they fled to the forests days before the planned liquidation of the ghetto. They had been warned by Oswald Rufeisen, a Jew with forged papers who was working for the Belarus police".

Liberation = This category encompasses "Individuals who participated in the release and relief of suffering of those held captive or forced into hiding by the Nazis and their collaborators. The term is particularly applied to those soldiers, doctors and religious officials who entered the captured concentration camps in 1944-45" (IHRA, 2019). Examples of liberators are the Red Army that liberated Auschwitz on 27 January 1945, and the U.S. forces that liberated the Dachau concentration camp on 29 April 1945.

Example: ""The invasion has begun...Is this really the beginning of the long-awaited liberation?" Anne Frank wrote in her diary #OTD in 1944. #DDay—the landing of Allied troops in Normandy, France—became one of the most crucial Allied victories in WWII".

Comment (optional): _____

19. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

20. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

b4. Evaluation of the sub-category "Groups"

The sub-category "Groups" is organised in ten further sub-categories: 1) Jews, 2) Roma and Sinti, 3) Political opponents, 4) People with disabilities, 5) Slavic peoples, 6) Forced labourers, 7) Homosexuals, 8) Jehovah's Witnesses, 9) Soviet prisoners of war, 10) Other.

21. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Jews					
Roma and Sinti					
Political opponents					
People with disabilities					
Slavic peoples					
Forced labourers					
Homosexuals					
Jehovah's Witnesses					
Soviet prisoners of war					
Other					

Jews = “Orthodox and Reform Judaism define a Jew as an individual whose mother is/was Jewish, or an individual who has converted to Judaism; Liberal Judaism additionally includes in the definition an individual who has a Jewish father. The Nazis defined Jews as individuals with three or four Jewish grandparents, irrespective of the religious beliefs or affiliation of individuals or their ancestors. It should also be noted that race laws were applied at different times and in different ways in various places occupied and controlled by the Nazis and their collaborators. To further complicate the definitions, there were also people living in Germany who were defined under the Nuremberg Laws as neither German nor Jew, that is, people having only one or two grandparents born into the Jewish religious community. These “mixed-raced” individuals were known as Mischlinge. They enjoyed the same rights as “racial” Germans, but these rights were continuously curtailed through subsequent legislation” (IHRA, 2019). It is important to stress that Jews were subjected to persecution in many other countries and that antisemitic prejudices existed not only in Germany but were common all over the world. It should be also noted that in several countries allied with Nazi Germany, like France, Italy and Hungary, a diverse definition of who is a Jew was adopted locally by governments on their own initiative.

Example: “The women and children were thrown into pits while still alive. More than 500 people were buried in silage pits there”. This Soviet report dated #OTD 20 July 1944 describes the mass murder of the Jews in Lepel”.

Roma and Sinti = “The Roma and Sinti settled in the countries of modern-day Europe centuries ago. The term ‘Sinti’ designates the members of an ethnic minority that settled in Germany and neighbouring countries in the early 15th century. The term ‘Roma’ refers to the ethnic minority that has lived in eastern and south-eastern Europe since the Middle Ages. Since the early 18th century Roma migrated to western Europe and settled there. Outside German-speaking countries, the term ‘Roma’ is also used as a collective term for the ethnic minority as a whole. Like the Jews, the Sinti and Roma were declared to be ‘racially foreign’ and were therefore excluded from the ‘people’s community’. Nazis persecuted people as ‘gypsies’ who had at least one great-grandfather identified as a ‘gypsy’. This persecution escalated to genocide against the

Roma who lived in countries under Nazi rule” (IHRA, 2019). However, Sinti and Roma were also persecuted in other countries at the hands of other social and political groups (e.g., the Ustaša regime in Croatia).

Examples: 1) “In a single night #OTD in 1944, German authorities murdered 5,000 #Roma and Sinti in the so-called “Gypsy Family Camp” in Auschwitz-Birkenau. The liquidation of the camp marked a closing chapter in the Nazis deadly persecution of Roma”. 2) “Mass arrests and deportations of the Roma to the Jasenovac Concentration Camp took place from 20th May until the end of July 1942. Upon arrival to the concentration camp, their personal valuables were confiscated, and a list of inmates was kept only in the early days. Additional records and documents of the Ustaše origin about the deportation of the Roma to the concentration camp do not contain names but only the number of persons or train cars used for transport”.

Political opponents = Soon after Adolf Hitler's appointment as chancellor in January 1933, political opponents were the first victims of systematic Nazi persecution. The first concentration camps in Germany were established on the local level throughout Germany soon after in February and March to handle the masses of people arrested as alleged political opponents. The first important concentration camp was opened in Dachau in March 1933 and it was the only concentration camp that remained in operation until 1945, being the model for the Nazi concentration camp system that replaced the earlier camps. Political opponents were targeted in many other countries, such as in France or Italy, and arrested, interned in special facilities, or sent to Nazi concentration camps.

Examples: 1) “Why do regimes take sudden steps to attack or eliminate opposition groups? The Röhm Purge—killings of Nazi officials and political enemies—showed the Nazi regime’s willingness to act outside the law and norms of a civilized society. The purge ended #OTD in 1934”. 2) “By July 1933, all political party opposition to the Nazis was removed by law—a pivotal move in their efforts to transition Germany to a dictatorship. The impact of this? The Holocaust could not have happened without the Nazis' rise to power and the destruction of German democracy”.

People with disabilities = The “euthanasia” program targeted, for systematic killing, patients with mental and physical disabilities living in institutional settings in Germany and German-annexed territories. The goal of the Nazi Euthanasia Program was to kill people with mental and physical disabilities: at first, medical professionals and clinic administrators included only infants and toddlers in the operation, but the program was quickly envisioned to be extended to adult patients with disabilities living in institutional settings (USHMM, 2020).

Example: “Adolf Hitler enacted the Aktion T4 program in October 1939 to kill “incurably ill, physically or mentally disabled, emotionally distraught, and elderly people “. The Aktion T4 program was also designed to kill those who were deemed “inferior and threatening to the well being of the Aryan race””.

Slavic peoples = After defeating the Polish army in September 1939, the Germans ruthlessly suppressed the Poles by murdering thousands of civilians, with the aim of destroying the Polish nation and culture. More generally, Slavic peoples were targeted by the Nazi Germany as racially inferior and subjected to massive forced-labour programs and forced relocation of hundreds of thousands (USHMM, 2020). Overall, the treatment of so-called Slavs (people who spoke Slavic languages) was very uneven. Poles were oppressed and selectively murdered. Other Slavic people such as the Croatians and Slovaks were Nazi allies. In the Soviet territories Slavs were not murdered because they were Slavs but because they were or were suspected of being partisans or of supporting the partisans.

Example: “On 7 September 1939, Reinhard Heydrich stated that all Polish nobles, clergy, and Jews were to be killed. On 12 September, Wilhelm Keitel added Poland's intelligentsia to the list. On 15 March 1940, SS chief Heinrich Himmler stated:

"All Polish specialists will be exploited in our military-industrial complex. Later, all Poles will disappear from this world. It is imperative that the great German nation consider the elimination of all Polish people as its chief task".

Forced labourers = The Nazis subjected millions of people (both Jews and other victim groups) to forced labour under brutal conditions. From the establishment of the first Nazi concentration camps and detention facilities in the winter of 1933, forced labour formed a core part of the concentration camp system. Germany's military campaigns created a huge manpower shortage in the German economy that Nazi authorities filled by conscripting foreign workers, and the SS greatly expanded the number of concentration camps to use prisoner labour for the war effort (USHMM, 2020). Unlike the other categories, forced labourers were people belonging to another category (Jews, homosexuals, Poles, etc.) who were assigned to slave labour.

Examples: 1) "Hitler's policy of Lebensraum (room for living) strongly emphasized the conquest of new lands in the East, known as Generalplan Ost, and the exploitation of these lands to provide cheap goods and labour for Germany". 2) "During the Second World War, Nazi Germany and fascist Italy were initially allies. On 8 September 1943 Italy withdrew from the alliance. The German Wehrmacht then captured the Italian soldiers and officers. About 650,000 Italians were transported to the German Reich and the occupied territories. With the founding of the Repubblica Sociale Italiana (RSI) in 1944, the prisoners were declared "military internees". Thus, despite the new fascist alliance and without regard to international law, they could be used as forced laborers in armaments".

Homosexuals = The Nazi campaign against homosexuality targeted the more than one million German men who, according to the state, carried a "degeneracy" that threatened the "disciplined masculinity" of Germany. Denounced as "antisocial parasites" and as "enemies of the state", more than 100,000 men were arrested under a broadly interpreted law against homosexuality. Approximately 50,000 men served prison terms as convicted homosexuals, while an unknown number were institutionalized in mental hospitals. Hundreds were castrated under court order or coercion (USHMM, 2020). At the time, other countries also had discriminatory legislation against homosexuals, and in some cases, they were subject to chemical castration or prison sentences (e.g., United Kingdom).

Example: "After the German invasion of the Netherlands, Willem Arondeus became a leader of a gay resistance group in Amsterdam. The group's main activities included helping persecuted people hide and find false identification".

Jehovah's Witnesses = Jehovah's Witnesses were subjected to intense persecution under the Nazi regime as they were accused of being unwilling to accept the authority of the state, of their international connections, and because they were strongly opposed to both war on behalf of a temporal authority and organized government in matters of conscience (USHMM, 2020). Jehovah's Witnesses were persecuted also in other countries (e.g., in Hungary, they were persecuted by the Hungarians and sent to the forced labour camp in Bor in Serbia).

Example: "Jehovah's Witnesses suffered religious persecution in Nazi Germany between 1933 and 1945 after refusing to perform military service, join Nazi organizations or give allegiance to the Hitler regime. An estimated 10,000 Witnesses—half of the number of members in Germany during that period—were imprisoned, including 2000 who were sent to Nazi concentration camps".

Soviet prisoners of war = After that, on 22 June 1941, the German forces invaded the Soviet Union, millions of Soviet soldiers were encircled, cut off from supplies and reinforcements, and forced to surrender. The brutal treatment of Soviet POWs by the Germans was due to a number of reasons, mostly because the German authorities viewed Soviet POWs not only as Slavic sub-humans but also as part of the "Bolshevik menace" linked in Nazi ideology to the concept of a "Jewish

conspiracy". Second only to the Jews, Soviet POWs were the largest group of victims of Nazi racial policy (UHSMM, 2020). If the majority of them were treated murderously, some were given the option of becoming auxiliaries to the Nazis and thus had a way to escape the treatment in the POW camps. Many became ardent persecutors in the death camps and other killing facilities.

Examples: 1) "During Operation Barbarossa millions of Red Army (and other Soviet Armed Forces) prisoners of war were taken. Many were executed, arbitrarily in the field by the German forces or handed over to the SS to be shot, under the Commissar Order. Most, however, died during the death marches from the front lines or under inhumane conditions in German prisoner-of-war camps and concentration camps". 2) "In 1941 Himmler instructed Globočnik to start recruiting mainly Ukrainian auxiliaries among the Soviet POWs, due to ongoing close relations with the local Ukrainian Hilfsverwaltung. Globočnik had selected Karl Streibel from Operation Reinhard as the key person for this new secret project. Streibel, with the assistance of his officers, visited all POW camps for the Soviets behind the lines of the advancing Wehrmacht, and after individual screening recruited Ukrainian as well as Latvian and Lithuanian volunteers as ordered".

Other = Any other target group that can be related to previous ones, e.g., German common criminals or the so-called "asocial" that ended up in camps and interacted with Jews and other prisoners.

Example: "People with previous criminal convictions were among the first to find themselves targeted by the Nazis. From 1937 onwards, many previous criminals were rearrested in large raids. One such raid, ordered by Himmler and carried out on the 9 March 1937, saw two thousand people arrested across Germany and sent to camps".

Comment (optional): _____

22. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

23. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

b5. Evaluation of the sub-category "Stages of the Holocaust"

The sub-category "Stages of the Holocaust" is organised in eight further sub-categories: 1) Pre-Holocaust, 2) Definition, 3) Isolation or Segregation, 4) Emigration, 5) Ghettoization, 6) Deportation, 7) Mass murder or "Extermination", 8) Liberation and aftermath.

24. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Pre-Holocaust					
Definition					
Isolation or Segregation					
Emigration					
Ghettoization					
Deportation					
Mass murder or "Extermination"					
Liberation and aftermath					

Pre-Holocaust = Any event that occurred before the appointment of Hitler on 30th January 1933. This includes historical antecedents to the period of the Third Reich, and ideas and movements like eugenics, race hygiene, social Darwinism as well as history of antisemitism and anti-Judaism before 1933, in Germany and other countries that were involved in the Holocaust. It also includes any other historical antecedents that led to the Holocaust in other countries.

Example: "Adolf Hitler made the swastika the centerpiece of the Nazi flag. Today it is known as a symbol of hate. Learn how a sign once associated with good fortune became the most recognizable icon of Nazi propaganda". N.B.: Although there is a reference to today meaning of the swastika, the focus of the post is on its origins and how it became the symbol of Nazism.

Definition = In Germany, in early 1930s, Jews are defined as the "other" through legalized discrimination. In 1935 the Nuremberg laws defined who was a Jew and who was not a Jew. Definitions also were adopted by other governments allied with Nazi Germany such as Italy in 1938, France in 1940, Slovakia and Hungary in 1941.

Examples: 1) "The Holocaust didn't happen overnight. Were there warning signs of what was to come when the Nazis came to power in 1933? Read about how it started". 2) "Between August and December 1938 Italy adopted a series of legislative provisions that deprived Italian Jews of their civil rights and came to be known as the "Racial Laws". The racial policies of the Fascist government had begun in 1937 with the Royal Decree 880 that prohibited the "acquisition of concubines and the marriage of Italian citizens with subjects of the Italian colonies". A year later the policy concentrated mainly on foreign and Italian Jews".

Isolation or Segregation = Starting from 1933, German Jews are subjected to more than 400 decrees and regulations that restricted all aspects of their public and private lives. They were not allowed to attend German schools or universities, could not go to public parks or movie theatres, were excluded from the civil service and Jewish businesses were taken over by Germans. Jewish doctors and lawyers had their licenses taken away. This made it less likely for Germans to interact with Jews in their daily life. With the invasion of Poland in 1939, Nazi Germany imposed similar restrictions on Polish Jews.

Other countries adopted acts of isolation and segregation not with German intervention, such as in Italy and Hungary beginning in 1938 or in Slovakia.

Examples: 1) "Joseph Muscha Mueller was 12 when strangers took him from his classroom, claiming he had appendicitis. Although he protested, the Roma boy was taken into surgery and sterilized. Afterward, he was supposed to be deported to Bergen-Belsen, but his foster family managed to hide him". 2) "With the introduction of the *Leggi razziali* (Racial Laws) in autumn 1938, Italian Jews were deprived of their livelihoods and their right to public education. Among many other restrictions and discriminations that prevented them from fully integrating into the collective life of the country, they were no longer allowed to marry non-Jews, to serve in the armed forces, or to employ non-Jewish employees".

Emigration = From the middle of 1930s, German Jews are encouraged to leave Germany. Through the discriminatory laws, many Jews, especially artists and academics, left Germany when they were no longer allowed to operate in their professions, while Kristallnacht in 1938 encouraged many other Jews to leave the area. According to the new immigration laws, Jews could obtain exit visas so long as they left behind their valuables and property. With the annexation of Austria in 1938, unlike German Jews who experienced a steady, but gradual decline of their legal situation during the first five years of Nazi regime, Austrian Jews did not have much time to prepare for emigration. With the beginning of World War II in 1939, the Nazis apply their racial laws to the countries they invade and occupy. Thus, Jews in these territories also tried to emigrate outside of the enlarged Third Reich. It is worth to stress that many refugees who fled experienced further persecution after the start of the war, notably Jews who arrived in Britain or British Occupied Territories (under the Empire).

Examples: 1) "Unlike German Jews who were often able to save part of their property as a basis for existence in a new country and they could emigrate with relative ease to Palestine, the United States and Western Countries, Austrian Jews in general were less well established and they were robbed of all their property before being allowed to leave the country". 2) "On 15 June 1940 Portuguese Consul-General, Aristides de Sousa Mendes, began issuing visas to Jews hoping to flee France. In just 1 week, he issued 1,575 visas (often free of charge) against the explicit instructions of his government".

Ghettoization = Starting from 1939, Jews are forcibly removed to segregated sections of Eastern European cities called ghettos, where Jews were isolated from the non-Jewish population and from other Jewish communities. Ghettos were set up as temporary measures to isolate the Jews while the Nazis searched for a way to solve their "Jewish problem". German occupation authorities established the first ghetto in Poland in Piotrków Trybunalski in October 1939. The first deportations of Jews from the Reich, and of Jews from areas recently annexed by Germany, began in October 1939 towards the Lublin area in Poland. The largest ghettos in the occupied or controlled Poland were established in Warsaw and Lodz, and in Eastern Europe in Vilna and Kovno. Although they were initially meant to be temporary, some lasted only a few days or weeks, others for several years. The vast majority of ghetto inhabitants died from disease, starvation, shooting, or deportation to killing centres (USHMM, 2020). Also in the occupied Soviet areas, ghettos were often set up after the first wave of murder since the Nazis were infighting about using or not using Jewish labour and eventually decided to exploit it in the short-term.

Examples: 1) "Baruch Shuv was born in Vilna, Poland (today Lithuania), in 1924. Baruch was relocated to the Vilna ghetto, where he found work at a German garage". 2) "Ruth Zuman was born in Eržvilkas, Lithuania, in 1934. Ruth was relocated to the Eržvilkas ghetto, but she managed to escape and fled to the woods, where she was hidden by various Christian families who saved her life".

Deportation = In occupied or controlled Poland, starting from December 1941 Jews are transported from Polish ghettos to concentration camps and death camps. In the months following the Wannsee Conference, the Nazi regime continued to

carry out their plans for the “Final Solution”. Jews were “deported” and transported by trains or trucks to six camps, all located in occupied Poland: Chelmo, Treblinka, Sobibór, Belżec, Auschwitz-Birkenau, and Majdanek-Lublin. At the same time that ghettos were being emptied, masses of Jews and also Roma (Gypsies) were deported from the many distant countries occupied or controlled by Germany, including France, Belgium, the Netherlands, Norway, Hungary, Romania, Italy, North Africa, and Greece. Key events are, for example, the systematic deportations from the Netherlands in July 1942 and the beginning of the systematic deportations of Jews from Hungary in May 1944 (USHMM, 2020). It is worth to stress that deportation may have been occurred at the hands of different entities, not necessarily by the Nazis.

Examples: 1) ““I am on the train. I do not know what has become of my Richard. He is still in Pithiviers. Save my child, my innocent baby!!!” Esther Frenkel threw this postcard out of the train wagon on the way from Pithiviers to Auschwitz #OTD 7 August 1942”. 2) “17 July 1942, the 2nd day of the Vel' d'Hiv mass-arrests of the Jews in Paris, Esther Frenkel and her 2 year old son, Richard, were arrested. Esther and Richard were both murdered at #Auschwitz”. N.B.: Although in these examples information about what happened after the deportation is also given, the main focus is on the deportation. 3) “The deportation of Jews on trains was the last part of a long, slowly-developing process of humiliation, exclusion, persecution and hatred. What happened in #Auschwitz was the final stage of state-sponsored ideological hatred that was gradually turning into genocide”.

Mass murder or “Extermination” = Under mass murder or “extermination”, both the mass killings that took place in Poland and other Eastern occupied territories (i.e., the so-called “Holocaust by bullets” carried out by the Einsatzgruppen) and the massive use of gas in the death camps and other minor mass murder facilities are included. The Nazis and their accomplices killed children, women, and men mostly through shooting, suffocation in gas chambers, and imprisonment in labour and death camps. Conditions in the camps were such that many prisoners died from disease, such as typhus, malnutrition, and exhaustion from overwork. Two-thirds of the entire European Jewish population was killed by the Nazis. The Holocaust included some 6 million Jews murdered by the Germans and their partners, and in addition to the Holocaust several million more were murdered by the Germans and their partners or died owing to brutal mistreatment or the war itself.

Examples: 1) “This photo shows Jews from Kovno being led by Liby Lithuanian Militia to the Seventh Fort prior to their execution #OTD 27 July 1941”. 2) “Dr. Korczak and Stefania Wilczynska were given the choice to avoid being deported together with the children of the Warsaw orphanage, but they refused. #OTD 5 August 1942, they were sent with the 192 orphans to the gas chambers of Treblinka”. 3) ““The women and children were thrown into pits while still alive. More than 500 people were buried in silage pits there.” This Soviet report dated #OTD 20 July 1944 describes the mass murder of the Jews in Lepel”. 4) “Beginning in 1944, Nazi authorities began the liquidation of the Lodz ghetto. More than 72,000 Jews were deported to the Auschwitz-Birkenau killing centre before the end of August”.

Liberation and aftermath = This category includes content associated with the end of WWII and the liberation of the camps by the Allies. As Allied and Soviet troops moved across Europe against Nazi Germany, they encountered concentration camps, mass graves, other sites of Nazi crimes, as well as thousands of prisoners evacuated during the Death Marches. Though liberation of Nazi camps was not a primary objective of the Allied military campaign, US, British, Canadian, and Soviet troops freed prisoners from their SS guards, provided aid to survivors, and collected evidence. Soviet forces liberated Auschwitz—the largest killing centre and concentration camp complex—on 27 January 1945. The Soviets also overran the sites of the Belżec, Sobibór, and Treblinka killing centres. American forces liberated concentration camps including Buchenwald, Dora-Mittelbau, Flossenbürg, Dachau, and Mauthausen, while British forces liberated concentration camps in northern Germany, including Neuengamme and Bergen-Belsen (USHMM, 2020). The long process of liberation, which began in the Soviet areas in spring 1943 as the Nazi Germany and its partners were pushed back and eventually defeated, affected not only camps, but also cities, towns and villages. However, the process of liberation did not mark the end of

survivors' sufferings as many of them found themselves living in displaced persons camps where they often had to wait years before emigrating to new homes. Many feared returning to their former homes due to post-war violence and antisemitism, while finding refuge in other countries was frequently problematic or dangerous (USHMM, 2020). Other tens of thousands of homeless survivors simply moved to Western European countries, where they were placed in refugee camps and displaced persons camps. The Nuremberg Trials which started on 20th November 1945, the Polish pogrom in Kielce and the Jewish immigration to Israel in 1948-1950 are part of the Holocaust aftermath.

Examples: 1) "Vilna was liberated #OTD 13 July 1944. Some 700 Jews from the ghetto had joined the partisans in the forests; they fought until the arrival of the Red Army and participated in the liberation of the city". 2) "In 1947, the British forced the ship Exodus 1947, carrying 4,500 Holocaust survivors to Palestine, to return to Germany. In most of these cases, the British imprisoned Jews who had been denied access to Palestine in detention camps set up on the Mediterranean island of Cyprus. The immigrants were sent back to France, but refused permission to disembark. The British eventually decided to send the Jews back to Germany".

Comment (optional): _____

25. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

26. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

b6. Evaluation of the sub-category "Context and society"

The sub-category "Context and society" is organised in eight further sub-categories: 1) Jews, Jewish identity, history, religion, and culture, 2) Nazi ideology and attitudes towards Jews and other categories, 3) The camp system, 4) Prejudice, discrimination, racism, antisemitism and antigypsyism, 5) War and German occupation in Western and Eastern Europe, 6) Elderly, children and women, 7) Fates of individuals, 8) International response.

27. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely

Jews, Jewish identity, history, religion, and culture					
Nazi ideology and attitudes towards Jews and other categories					
The camp system					
Prejudice, discrimination, racism, antisemitism and antigypsyism					
War and German occupation in Western and Eastern Europe					
Elderly, children and women					
Fates of individuals					
International response					

Jews, Jewish identity, history, religion, and culture = This category includes content related to the history of Judaism and Jewish culture and life.

Example: “Judaism, monotheistic religion developed among the ancient Hebrews. Judaism is characterized by a belief in one transcendent God who revealed himself to Abraham, Moses, and the Hebrew prophets and by a religious life in accordance with Scriptures and rabbinic traditions”.

Nazi ideology and attitudes towards Jews and other categories = This category includes content related to discrimination policy against the Jews and other targeted categories by the Nazis. Discrimination policy may be concerned with any anti-Jewish measures such as the requirement to wear the yellow badge, the Nuremberg Laws, and the law against homosexuality, etc.

Examples: 1) “The Nazis persecuted a variety of different groups on ideological grounds. Their policies towards all the victim groups were brutal, but not identical. Here’s what to know about the persecution of gay men by the Nazi regime”. 2) “#OTD 20 June 1939, the Finke family was notified that their oldest son, Heinz, was to be included on a list of youngsters to be sent on a Kindertransport leaving Germany a week later. By mid-1942, he never heard from his family again”.

The camp system = Between 1933 and 1945, Nazi Germany and its allies established more than 44,000 camps and other incarceration sites (including ghettos). The perpetrators used these sites for a range of purposes, including forced labor, detention of people thought to be enemies of the state, and for mass murder. A specific type of camps were the death camps created under the Operation Reinhard (German: Aktion Reinhard or Aktion Reinhardt), which was the codename of the secretive German plan to exterminate Polish Jews in the General Government district of German-occupied Poland: Chełmno, Bełżec, Sobibór, Treblinka. This category encompasses content associated with the camp system, which included concentration camps, labour camps, prisoner-of-war camps, transit camps, and killing centres (or death camps or “extermination” camps). Examples of related content may be the conditions of prisoners in Dachau, Bergen-Belsen, Auschwitz-Birkenau, or the liberation of the camps by the Allies.

Examples: 1) “These shoes are a powerful reminder of lives lost during the Holocaust. In July 1944, Soviet forces liberated the Majdanek camp. The SS had hastily fled with most of the prisoners. The shoes, shown in our Museum, were among the

haunting evidence of Nazi crimes discovered". 2) "US military photographers provided some of the first visual evidence of atrocities at Nazi camps. William A. Scott III of Atlanta, Georgia, arrived at Buchenwald in April 1945, where he saw things that were "worse than a dream".

Prejudice, discrimination, racism, antisemitism and antigypsyism = This category encompasses content related to a wider spectrum of discriminatory expressions and practices, including many implicit or hidden manifestations of racism and exclusion of specific categories of people that occurred historically and geographically. It includes discriminatory attitudes and measures taken against specific groups such as the Jews and the Roma and Sinti. Less well known than the term antisemitism, antigypsyism is the specific racism towards Roma, Sinti, Travellers and others who are stigmatized as 'gypsies' in the public imagination. The term is often used in a narrow sense to indicate anti-Roma attitudes or the expression of negative stereotypes in the public sphere or hate speech.

Examples: 1) "The history of the Holocaust shows that targeting an entire group has far-reaching consequences. It can lead to an increase in xenophobia, racism, and extremism throughout society. Learn about where #antisemitism began and how it has evolved over centuries". 2) "Antisemitism, hatred of Jews, has been called "the longest hatred." While the #Holocaust is history's most extreme example of #antisemitism, today antisemitism is again on the rise. It poses a dangerous threat worldwide. Learn about its origins". 3) "Antigypsyism has existed in different forms for at least 500 years and reached its most destructive form in the Holocaust during which an estimated 500.000 people were killed as "Gypsies" by the Nazi Germans and their collaborators in many European countries".

War and German occupation in Western and Eastern Europe = This category includes content related to the Nazi German military campaign in Western and Eastern European countries, and in North Africa. Content comprised in this category includes any reference to military occupation, Nazi German policy in the occupied countries and life conditions of people in these countries. It also includes mass deportation of Jews and other local population at the hands of Nazi Germany and its local collaborators.

Example: "22 June 1941 marks the start of 'Operation Barbarossa', a turning point in Nazi anti-Jewish policy, resulting in the mass murder of some 1.5 million Jews under Nazi occupation in forests and ravines such as Ponar and Babi Yar".

Elderly, children and women = This category includes content related to the elderly, children and female condition. The elderly were particularly affected by the events of the deportation and mass killings, among the first to die in the overcrowded and starving ghettos as well as being among the first to be selected for the gas chambers. Children endured a radical disruption to their young and innocent lives and were usually the first victims of the Nazi's murderous policy. The Nazis particularly targeted Jewish children, but also ethnically Polish and Romani (or Gypsy) children along with children with mental or physical disabilities (see Aktion T4). The Nazis and their collaborators killed children both for these ideological reasons and in retaliation for real or alleged partisan attacks. According to estimations, 1,500,000 children, nearly all Jewish, were killed during the Holocaust. A much smaller number were saved, others simply survived, often in a ghetto, occasionally in a concentration camp, while some were saved in various programs like the Kindertransport and the One Thousand Children, in both of which children fled their homeland. The reality of World War II and the Holocaust forced women to cope with new, unforeseen circumstances and fundamental dilemmas, compelling them to make difficult and often fateful decisions. They did their best to protect their families, to obtain food, to find work, and to defend their children—sometimes even paying the unbearable price of separation. Women took on a number of roles at that time: they ran public soup kitchens and children's dorms, they worked as teachers and caretakers, as doctors and nurses, and they even joined partisan groups and underground resistance movements.

Examples: 1) "In July 1944, Ester Lurie was sent to the Stutthof Concentration Camp; there she managed to obtain scraps of paper and a pencil from one of the secretaries. She drew these #portraits of the female prisoners in secret". 2) ""The women and children were thrown into pits while still alive. More than 500 people were buried in silage pits there." This Soviet report dated #OTD 20 July 1944 describes the mass murder of the Jews in Lepel". 3) ""#AnneFrank is the most well-known hidden child of the Holocaust. But there were tens of thousands of children whose families placed them in hiding to protect them".

Fates of individuals = This category focuses on people to emphasise their individuality and humanity, and how they were affected by these historical events rather than vice versa. The Auschwitz-Birkenau Memorial and Museum, for example, draws attention to the birth, nationality, occupation (if known) and death of individuals sent to Auschwitz via its social media feeds, while he Stolpersteine app creates similar posts on Instagram.

Examples: 1) "Zipora Granat was born in Belfort, France, in 1931. After her mother was deported & later murdered in the Auschwitz-Birkenau concentration and extermination camp, Zipora was hidden in a number of cities by local welfare organizations". 2) "1 July 1936 | Belgian Jewish boy Andre Hartstein was born in Antwerp. He emigrated with his family to France. In December 1943 he was deported from Drancy to #Auschwitz. After the selection we was murdered in a gas chamber. He was 7". 3) "We know no more about Max Klein than the key dates of his life. He was born in Berlin on 20 June 1887. On 18 October 1941, Max Klein was deported with the "I. Transport" from Grunewald station to the Łódź ghetto, where he was murdered on 26 February 1942 (Stolpersteine Berlin, Goßlerstr. 20).

International response = This category encompasses the actions or responses of other nations not directly involved in the Holocaust. In the aftermath of the Holocaust, the world was shocked to see photographs of unimaginable horror; skeletons of victims stacked in piles of hundreds and thousands, and living skeletons describing unspeakable brutality and atrocity. Yet, historians have been asking if an event of this magnitude could have occurred without the knowledge of the Allies, and if the Allied governments knew this was taking place why nothing was done to stop muss murder. One of the recurring questions is if actions of the Allies could have prevented the Holocaust or limited the destruction of six million Jews and five million other innocent civilians. In the decades since the Holocaust, some national governments, international bodies and world leaders have been criticized for their failure to take appropriate action to save the millions of European Jews, Roma, and other victims of the Nazi regime. Critics say that such intervention, particularly by the Allied governments, might have saved substantial numbers of people and could have been accomplished without the diversion of significant resources from the war effort. Other researchers have challenged such criticism. Some have argued that the idea that the Allies took no action is a myth—that the Allies accepted as many German Jewish immigrants as the Nazis would allow—and that theoretical military action by the Allies, such as bombing the Auschwitz concentration camp, would have saved the lives of very few people. Others have said that the limited intelligence available to the Allies—who, as late as October 1944, did not know the locations of many of the Nazi death camps or the purposes of the various buildings within those camps they had identified—made precision bombing impossible. Examples of international response during the Holocaust were the Évian Conference in 1938 and, in general, the attitudes of countries in denying or offering asylum to Jews, the role played by neutral states (Portugal, Spain, Switzerland, Turkey), the Vatican and the allied governments in exile, while example of response after the Holocaust are the Nuremberg Trials in 1945, the definition of genocide and the Universal Declaration of Human Rights in 1948.

Examples: 1) "The Évian Conference was convened at the initiative of Franklin D. Roosevelt in July 1938 to discuss the problem of Jewish refugees. For ten days, from July 6 to July 15, delegates from thirty-two countries met at Évian-les-Bains, France. However, most western countries were reluctant to accept Jewish refugees, and the question was not resolved. The Dominican Republic was the only country willing to accept Jewish refugees—up to 100,000". 2) "Desperate for war material,

the Nazis offered the British a million Jews in exchange for 10,000 trucks. When asked why he had refused to negotiate the deal, a British diplomat responded, "What would I do with one million Jews? Where would I put them?"". 3) "The United States of America had a quota allowing the entry of 25,957 German immigrants per year in the pre-war period (increased to 27,370 when Germany and Austria's quotas were merged in 1938). However, due to the considerable additional requirements, such as citizenship papers, immigrant and transit visas, just 2372 German Jews were actually admitted in 1933. Unused quota slots were not carried forward into the following year. The first year that the quota was completely filled in America was 1939". 4) "Towards the end of World War II, Raphael Lemkin, a lawyer of Polish-Jewish descent, aggressively pursued within the halls of the United Nations and the United States government the recognition of genocide as a crime. Largely due to his efforts and the support of his lobby, the United Nations was propelled into action. In response to Lemkin's arguments, the United Nations adopted the term in 1948 when it passed the "Prevention and Punishment of the Crime of Genocide".

Comment (optional): _____

28. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

29. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

b7. Evaluation of the sub-category "Artefacts and authentic representation"

The sub-category "Artefacts and authentic representation" is organised in five sub-categories: 1) Artefacts, 2) Photographic and filmic evidence, 3) Literary production, 4) Music and theatre, 5) Architecture, sculptural and visual art.

30. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Artefacts					
Photographic and filmic evidence					

Literary production					
Music and theatre					
Architecture, sculptural and visual art					

Artefacts = This category includes types of human dimension of the Holocaust portrayed by a variety of everyday objects such as items for religious services (e.g., tallit, prayer books), toiletries, children's toys, cloths, kitchen utensils and recipe books, etc.

Examples = 1) "These Torah scrolls, one from a synagogue in Vienna and the other from Marburg, were desecrated during *Kristallnacht* (the "Night of Broken Glass"), the violent anti-Jewish pogrom of November 9 and 10, 1938. The pogrom occurred throughout Germany, which by then included both Austria and the Sudetenland region of Czechoslovakia. The scrolls pictured here were retrieved by German individuals and safeguarded until after the war". 2) "This Singer sewing machine was used by shoemakers in the Lodz ghetto, Poland. As early as May 1940, the Germans began to establish factories in the ghetto and to utilize Jewish residents for forced labour. By August 1942, there were almost 100 factories within the ghetto. The major factories produced textiles, especially uniforms, for the German army".

Photographic and filmic evidence = This category includes victims' photographs taken by themselves before and during the Holocaust, photographs taken by perpetrators and collaborators, or by external parties such as journalists or members of the press. A notable example of photographs taken by the perpetrators is the "Auschwitz Album" that collects pictures taken at the arrival of one of the Hungarian Jews' transports to Auschwitz-Birkenau in 1944. It also includes filmic production made for propaganda purposes, such as the Nazi propaganda film "Theresienstadt. Ein Dokumentarfilm aus dem jüdischen Siedlungsgebiet" ("Theresienstadt: A Documentary Film from the Jewish Settlement Area"), or by the liberators (e.g., recording the sights of Bergen-Belsen after its liberation in April 1945).

Examples: 1) "US military photographers provided some of the first visual evidence of atrocities at Nazi camps. William A. Scott III of Atlanta, Georgia, arrived at Buchenwald in April 1945, where he saw things that were "worse than a dream."" 2) "The #Auschwitz Album is the only surviving evidence of the process leading to mass murder at the Auschwitz-Birkenau concentration and extermination camp. A selection of the photos is pictured below". 3) "Photo album containing photographs taken by a passenger aboard the *St. Louis*, with a depiction of the ship on the cover. In 1939, this German ocean liner carried Jewish refugees seeking temporary refuge in Cuba. It was forced to return to Europe after Cuba refused to allow the refugees entry into the country". 4) ""The Führer Gives a City to the Jews" (official name "Theresienstadt: A Documentary Film from the Jewish Settlement Area", "Theresienstadt. Ein Dokumentarfilm aus dem jüdischen Siedlungsgebiet") is a black-and-white projected Nazi propaganda film directed by the German Jewish prisoner Kurt Geron and the Czech filmmaker Karel Pečený under close SS supervision in Theresienstadt concentration camp".

Literary production = This category includes works such diaries, letters, memoirs, short stories, novels, poems written by perished persons or survivors. Notable examples are Anne Frank's Diary and the Ringelblum Archives ("Oneg Shabbat") in the Warsaw Ghetto. It also includes authentic narrative forms of the Holocaust perpetrators.

Examples: 1) "Last letter, #OTD 16 June 1942. "I am writing this letter before my death, but I don't know the exact day that I & all my relatives will be killed, just because we are Jews... I am proud to be a Jew. I am dying for the sake of my people." - Fanya Barbakow". 2) ""The invasion has begun...Is this really the beginning of the long-awaited liberation?" Anne Frank wrote in her diary #OTD in 1944. #DDay—the landing of Allied troops in Normandy, France—became one of the most crucial Allied victories in WWII". 3) "They appear an ordinary family. This is Heinrich Himmler, the architect of Nazi mass

murder, with his wife and daughter. The Holocaust wouldn't have been possible without the indifference of most and the collaboration of many ordinary people. Read a Nazi wife's diary".

Music and theatre = This category includes the songs and the theatrical scripts that were created and performed during the Holocaust in ghettos, camps, and partisan groups, which tell the stories of individuals, groups and communities in the Holocaust period and were a source of unity and comfort, and later, of documentation and remembrance. Notable example of music and theatre production during the Holocaust are those composed and executed in the Terezín ghetto, or the "Who Will Carry the Word?" play by Charlotte Delbo.

Examples: 1) "Playwright Jura Soyfer and composer Herbert Zipper, active in Viennese antifascist cabaret, were arrested by the Gestapo after the German-Austrian Anschluss of 1938. They met again at Dachau, where both toiled as "horses," hauling cartloads of heavy stone throughout the camp. Soyfer and Zipper wrote *Dachau Song* in September 1938 as an ironic response to the motto "Arbeit Macht Frei" (Work Makes Freedom) inscribed on the gate at the entrance to the camp." 2) "Classical music—instrumental works, art songs, opera—was also produced and performed during this period, notably by prisoners at the Theresienstadt (Terezín) ghetto and transit camp in Czechoslovakia, as well as in several other ghettos and camps".

Architecture, sculptural and visual art = This category includes artworks (sculptures, paintings, drawings, etc.) as official documentary war painting, the deeply personal responses of concentration camp and ghetto victims and survivors, or the more documentary approach of official war artists. This category also includes art and architecture of the perpetrators, such as the concentration camps and the killing facilities.

Examples: 1) "One of the most notable examples of a personal response to forced emigration is Felix Nussbaum's "The Refugee" (1939). Felix Nussbaum was murdered in Auschwitz this week in 1944. Explore this online exhibition of his work: FELIX NUSSBAUM 1904 – 1944. The Fate of a Jewish Artist". 2) "Born in Bruenn, Austria-Hungary (now Brno, Czechoslovakia) in 1900, Norbert Troller served as a soldier in World War I, spending time as a prisoner-of-war in Italy. He was deported to Theresienstadt in 1942, where he worked as an architect for the Jewish self-administration of the camp and produced works of art as well. During this time Troller created several drawings and sketches that documented the appalling conditions for Jews in the camp, which were then smuggled to the outside world as proof". 3) "The Frog is a sculpture created in KL Lublin in 1943 created by Albin Maria Boniecki - a graduate of the Academy of Fine Arts in Warsaw. During his imprisonment at Majdanek between January and September 1943, the sculptor wanted to use his skills to improve the conditions in the camp, and to lift up the spirits of the fellow inmates. In a witty way, Boniecki tricked an influential favourite of both the SS and the functionaries. He created The Frog and convinced them that, as an amphibian, it should be displayed by a water basin". 4) "Prisoner areas in the camps followed rigid institutional plans. But the homes and buildings for the German guards and officers were built with high-quality materials and aesthetic treatments. The houses for the SS guards were constructed by prison laborers on curved streets with stone foundations and designs that replicated the garden city planning found in German towns".

Comment (optional): _____

31. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

32. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

c. Evaluation of the macro-category "Post-Holocaust"

The macro-category "Post-Holocaust" is organised in five sub-categories: 1) Holocaust research, 2) Heritage of the Holocaust, 3) Parallels and challenges, 4) Remembrance and education, 5) Representation of the Holocaust.

33. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Holocaust research					
Heritage of the Holocaust					
Parallels and challenges					
Remembrance and education					
Representation of the Holocaust					

Holocaust research = Holocaust research is a multidisciplinary research area that encompasses the study of the Holocaust. It deals with finding explanations for the Holocaust events and providing answers to the question "why the Holocaust happened?". It also includes research on the preservation of the historical sites.

Heritage of the Holocaust = This set of categories includes the testimonies of Holocaust survivors, the Righteous among the Nations as a specific category of rescuers, the role played by second and third generations, and the most prominent figures and places of the Holocaust in the popular culture.

Parallels and challenges = This category encompasses the main challenges related to Holocaust denial and distortion, today's forms of racism and intolerance, and parallels with other genocides or mass atrocities.

Remembrance and education = This category includes forms of commemoration and remembrance, recommendation of teaching material, and public discourse about various aspects of the Holocaust in the press and other media.

Representation of the Holocaust = This category encompasses any artistic and media representation of the Holocaust after the end of the war and its aftermath, and contemporary artistic expressions such as digital and virtual representations.

Comment (optional): _____

34. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

35. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

c1. Evaluation of the sub-category "Holocaust research"

The sub-category "Holocaust research" is organised in two further sub-categories: 1) Holocaust studies; 2) Archaeology of the Holocaust.

36. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Holocaust studies					
Archaeology of the Holocaust					

Holocaust studies = Holocaust scholarship publishes on the Nazi genocides from a historical and social perspective, and studies their origins and their consequences. Institutions dedicated to Holocaust research investigate the multidisciplinary and interdisciplinary aspects of Holocaust methodology, demography, sociology, and psychology. It also covers the study of Nazi Germany, World War II, Jewish history, religion, Christian-Jewish relations, Holocaust theology, ethics, social responsibility, and genocide on a global scale. Exploring trauma, memories and testimonies of the experiences of Holocaust survivors, human rights, international relations, Jewish life, Judaism, and Jewish identity in the post-Holocaust world are also covered in this type of research. Examples of academic research are the International Institute for Holocaust Research at Yad Vashem in Jerusalem, Israel, the Fritz Bauer Institute in Frankfurt, Germany, the Center for Advanced Holocaust Studies at the United States Holocaust Memorial Museum in Washington, DC, the European Holocaust Research Infrastructure, and many others.

Example: “In a recently published article entitled “Looking beyond the victims: descendants of the perpetrators in Hitler’s Children”, the author analyzes cinematic and ethical choices in mediating a notably painful subject for Israeli audiences. It claims that the emphasis on reconciliation and the focus on descendants who acknowledge and express remorse for their parents’ roles in the Holocaust set a cinematic tenor of confession and guilt. The similar perspectives shared by the five descendants interviewed for the film marginalize the conflictual and complex responses of descendants of perpetrators which have been discussed in research, culture, and other films”.

Archaeology of the Holocaust = This category comprises content related to the study of the material remains that were associated with the persecution and mass murder. The locales of each of the hundreds of the ghettos are potential targets for archaeological investigations, but the greatest attention is paid to the Nazi mass murder centres in Poland where the archaeological research is most intensive. The mass murder centres of Chełmno, Bełżec, Sobibór and Treblinka have been, and are, subjected to archaeological research more than other sites. An example is the use of remote sensing technology to detect things underground and put the data together in order to understand what actually happened on the grounds of Treblinka in Poland. Archaeological efforts are addressed to both the treatment of these sites and the attitudes towards them in a direct attempt to enhance visitor experiences and education programmes. The field encompasses inform conservation, heritage management, and education strategies.

Example: “Following the 1940 evacuation of the British Channel Island of Alderney, a network of Nazi labour and concentration camps was built on the island to house foreign labourers. Recent archaeological investigations, for the first time, have mapped the Sylt labour and concentration camp using non-invasive methods and 3D-reconstruction techniques. The results provide the opportunity, alongside historical research, to examine the relationships between architecture, the landscape setting and the experiences of those housed at Sylt camp”.

Comment (optional): _____

37. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

38. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

c2. Evaluation of the sub-category “Heritage of the Holocaust”

The sub-category “Heritage of the Holocaust” is organised in four further sub-categories: 1) Testimonies and their lessons for today: Hope, Faith and Resilience, 2) The Righteous Among the Nations, 3) Iconic places and people, 4) Second and third generations.

39. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Testimonies and their lessons for today: Hope, Faith and Resilience					
The Righteous Among the Nations					
Iconic places and people					
Second and third generations					

Testimonies and their lessons for today: Hope, Faith and Resilience = This category includes content related to survivors’ testimonies and any other posthumous reference that demonstrate the full strength and power of the human spirit and how people could rely on their resilience to resist or survive. It encompasses also the subject of the Holocaust in the proper perspective for the new generations to strengthen their spirit and foster in them moral values as well as courage, hope, and faith.

Examples: 1) “#OTD 91 years ago, #AnneFrank was born. For millions, she was their window into the Holocaust. Though Anne wrote most of her diary while in hiding from the Nazis, she inspired us with her ability to believe in the enduring power of hope”. 2) “For Holocaust survivor Renée Firestone, laughter and light are the best revenge against those who sought to destroy her. “Could Hitler imagine that I will survive and have three great-grandchildren?”. 3) “The words of Holocaust survivor Elie Wiesel continue to resonate today. What can we learn from him about being witnesses to hate?”.

The Righteous Among the Nations = “The Righteous Among the Nations, honored by Yad Vashem, are non-Jews who took great risks to save Jews during the Holocaust. Rescue took many forms and the Righteous came from different nations, religions and walks of life. What they had in common was that they protected their Jewish neighbors at a time when hostility and indifference prevailed” (Yad Vashem). The title is conferred by Yad Vashem, the Israeli Holocaust Museum and Memorial based on analysis of testimony and documents to affirm that rescue was conducted for altruistic purposes rather than personal gain. The main forms of help extended by the Righteous Among the Nations include hiding Jews in the rescuers' home or on their property, providing false papers and false identities, and smuggling and assisting Jews to escape. The Righteous Among the Nations Database may be consulted online (<https://righteous.yadvashem.org/?/search.html?language=en>).

Examples: 1) “Righteous Among the Nations Joop Westerweel was executed in the Vught concentration camp #OTD 11 August 1944. Realizing that hiding was not sufficient to save the Jews, the group that he led began devising ways to help them escape from Dutch territory”. 2) “In Rome, Maria Antoniazzi, in her capacity as Mother Superior of the Suore di Nostra Signora di Namur Convent, saved four members of the Jacobi family from Berlin. Until the liberation of Rome in June 1944, the Jacobis were protected by Mother Maria Antoniazzi. In 1948, the Jacobis settled in Israel. In 1990, Mother Maria Antoniazzi, now living in England, was visited by Hildegard and her son Claudio (Ilan). When asked about her

actions during the war, she said: “Well, I did no more than anyone would have done. At that time you did not think of the danger – you just went on doing what little you could. People needed help and that was all that mattered. Besides, we didn’t have a family or dependants to worry about. You see, as religious people, we could afford to take more risks.” On July 7, 2004, Yad Vashem recognized Maria Antoniazzi (Mother Antonia) as Righteous Among the Nations”.

Iconic places and people = This category deals with the most popular people and places that have become iconic in popular culture and imagination. Indeed, today the history of the Holocaust is made available to people largely as a product of popular culture (novels, films, television programs, museum exhibits, speeches and rituals performances of political figures and other public personalities) that has contributed to spread a number of iconic figures and places in the collective imagination. At the same time, since the fall of the Berlin Wall in 1991, public interest in the Holocaust has spiked around Europe along with the rise of “dark tourism” to European Holocaust sites. According to recent lists, the most popular must-see Holocaust sites are Auschwitz-Birkenau, Anne Frank’s House, The Holocaust Memorial Berlin, Schindler’s Factory, Yad Vashem and Warsaw Ghetto, and, as a consequence of the exporting of Holocaust out of Europe, the United States Holocaust Memorial Museum in Washington DC. Among the more recognisable cultural signifiers of Holocaust figures that have come to dominate the popular cultural settings are Anne Frank (probably the one who has been most distorted), Oskar Schindler, Elie Wiesel, Primo Levi, and Adolf Eichmann.

Examples: 1) ““The invasion has begun...Is this really the beginning of the long-awaited liberation?” Anne Frank wrote in her diary #OTD in 1944. #DDay—the landing of Allied troops in Normandy, France—became one of the most crucial Allied victories in WWII”. 2) “Oskar Schindler was a German industrialist and a member of the Nazi Party who is credited with saving the lives of 1,200 Jews during the Holocaust by employing them in his enamelware and ammunitions factories in occupied Poland and the Protectorate of Bohemia and Moravia. He is the subject of the 1982 novel Schindler's Ark and its 1993 film adaptation, Schindler's List, which reflected his life as an opportunist initially motivated by profit, who came to show extraordinary initiative, tenacity, courage, and dedication to save the lives of his Jewish employees”. 3) “Elie Wiesel, Holocaust survivor & Nobel Peace Prize recipient, passed away #OTD 2 July 2016. He became a symbol of Holocaust memory and documentation, and a clear voice in the struggle for human rights”. 4) ““Adolf Eichmann was executed by hanging in the night between 31 May and #OTD 1 June 1962. Learn more about the Eichmann trial in Jerusalem on our newly redesigned online exhibition "The Eichmann Trial: With me here are six million accusers"”.

Second and third generations = This category includes content associated with second-generations and third-generations, which refer respectively to the children and grandchildren of survivors.

Example: “Rita Goldberg’s mother was a Holocaust survivor whose epic escapes from the Nazis were worthy of a film script. But like many children of camp survivors, Rita has also been affected profoundly by her experience”.

Comment (optional): _____

40. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

41. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

c3. Evaluation of the sub-category “Parallels and challenges”

The sub-category “Parallels and challenges” is organised in three further sub-categories: 1) Holocaust denial and distortion, 2) Antisemitism, racism and hate, 3) Other genocides.

42. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Holocaust denial and distortion					
Antisemitism, racism and hate					
Other genocides					

Holocaust denial and distortion = This category includes content related to Holocaust denial or Holocaust distortion. According to IHRA, “Holocaust denial is discourse and propaganda that deny the historical reality and the extent of the extermination of the Jews by the Nazis and their accomplices during World War II, known as the Holocaust or the Shoah. Holocaust denial refers specifically to any attempt to claim that the Holocaust/Shoah did not take place. Holocaust denial may include publicly denying or calling into doubt the use of principal mechanisms of destruction (such as gas chambers, mass shooting, starvation and torture) or the intentionality of the genocide of the Jewish people” (IHRA, 2019). As for Holocaust distortion, the IHRA’s non-legally binding Working Definition of Holocaust Denial and Distortion refers to a number of examples of attempts to cast doubt on the factuality of the Holocaust. These include (but are not limited to) gross minimization of the number of the victims of the Holocaust; attempts to blame Jews for causing their own genocide; statements that cast the Holocaust as a positive historical event; and attempts to blur the responsibility for the establishment of concentration and death camps devised and operated by Nazi Germany by putting blame on other nations or ethnic groups (IHRA, 2019).

Examples: 1) “We encourage people to learn from the Holocaust. Comparing and categorizing are natural human impulses, but this oversimplified approach to a complex history is dangerous. Nazi crimes are unique. We should examine the evidence, then alert ourselves to warning signs”. 2) “A mask is not a yellow star. Such a comparison is disrespectful to Jews humiliated by it during the Holocaust. Wearing a mask is a sign of our moral responsibility for the safety of us all. It protects health & lives. Visitors of @AuschwitzMuseum are requested to cover faces”.

Antisemitism, racism and hate = This category includes content related to today’s forms of racism, contemporary antisemitism, (online) hate and bullying, etc. and fostering of community of solidarity with the victims.

Examples: 1) ""Antisemitism is not hatred of Semitism or Semites ... antisemitism is Jew hatred."—Holocaust historian Deborah Lipstadt. The Nazi regime used similar centuries-old #antisemitic myths to stoke fear about Jews. These stereotypes are still being used today". 2) "The Museum is outraged at the horrific killing of #GeorgeFloyd. Painful moments like these remind us of our shared humanity. The words of Holocaust survivor Elie Wiesel help us reflect on the lessons of the Holocaust, the vital need to confront hate, and promote human dignity". 3) "ISIS attempted to destroy the #Yezidi of northern Iraq #OTD 6 years ago. It executed men and boys and kidnapped women and girls as young as 9 to be sold, sexually enslaved and beaten. We stand in solidarity with the victims and survivors, who fight for justice and accountability".

Other genocides = This category includes content related to the deliberate and systematic destruction, in whole or in part, of an ethnic, racial, religious or national group. The United Nations defines genocide as any of the following acts committed with intent to destroy, in whole or in part, a national, ethnic, racial, or religious group, including killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life calculated to bring about a physical destruction in whole or in part; imposing measures intended to prevent births within the group; forcibly transferring children of the group to another group. Notable examples of genocides, apart from the Holocaust, in contemporary history are the Armenian, Rwandan, Cambodian, and Yugoslavian genocides.

Example: "The #ArmenianGenocide took place between spring 1915 and autumn 1916. At least 664,000 people and possibly as many as 1.2 million died during the genocide".

Comment (optional): _____

43. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

44. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

c4. Evaluation of the sub-category "Remembrance and education"

The sub-category "Remembrance and education" is organised in three further sub-categories: 1) Remembrance and commemoration, 2) Public discourse about various aspects of the Holocaust in the press and other media, 3) Resources for teaching and learning about the Holocaust.

45. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Remembrance and commemoration					
Public discourse about various aspects of the Holocaust in the press and other media					
Resources for teaching and learning about the Holocaust					

Remembrance and commemoration = This category includes any initiative aimed at commemorating and remembering the victims of the Holocaust and other Nazi victims' groups. Examples are the inauguration of a new memorial, the installation of a new Stolperstein (literally "stumbling stone", a project initiated by the German artist Gunter Demnig in 1992 which consists of sett-size, ten-centimetre concrete cubes bearing a brass plate inscribed with the name and life dates of victims of Nazi mass murder or persecution), celebrations of the International Holocaust Remembrance Day, national memorial days (e.g., Yom HaShoah, the Warsaw Ghetto Uprising), or important dates in the lives of victims or survivors such as Anne Frank's birthday.

Examples: 1) "It took the world years to come to the rescue. 6 million lives were taken before the Allies reached the concentration camps. So you ask me, a Jew, what will prevent this from happening again? A strong Jewish state, who can defend her own people. A strong Israel. #YomHaShoah". 2) "Gunter #Demnig has laid today in Ludwigshafen further @_Stumbling blocks_. Thanks to <http://ludwigshafen-setzt-stolpersteine.de> There are already so many. And every stone is necessary." 3) "Today would have been Anne Frank's 91st birthday, were she not murdered in the #Holocaust. After the war, Yad Vashem recognized the brave non-Jews who risked their lives hiding the Frank family. They are pictured below". 4) "People often ask why Jews threatened by violence in Nazi Germany didn't immigrate sooner. Explore the complex steps that were required for those who tried to immigrate to the United States. #WorldRefugeeDay".

Public discourse about various aspects of the Holocaust in the press and other media = This category includes press or media content which is connected with the contemporary relevance of the Holocaust, such as trials of contemporary historians (e.g., Barbara Engelking and Jan Grabowski in Poland), or ongoing pursuit of Nazi war criminals (e.g., efforts made during the past three decades to bring Holocaust perpetrators to justice all over the world).

Example: "On 19 June 2017, some 180 Holocaust historians and other historians of modern European history signed an open letter in Grabowski's defence, addressed to Calin Rovinescu, Chancellor of the University of Ottawa. Describing the campaign against Grabowski as "an attack on academic freedom and integrity", the letter said that "[h]is scholarship holds to the highest standards of academic research and publication", and that the Polish League Against Defamation puts forth a "distorted and whitewashed version of the history of Poland during the Holocaust era".

Resources for teaching and learning about the Holocaust = Education about the Holocaust or Holocaust education refers to efforts, in formal and non-formal settings, to teach about the Holocaust. Teaching and learning about the Holocaust addresses didactics and learning, under the larger umbrella of education about the Holocaust, which also comprises

curricula and textbooks studies. This category includes content related to new teaching material, a memory trip, a themed competition, or content focused on teaching and learning.

Examples: 1) “We encourage people to learn from the Holocaust. Comparing and categorizing are natural human impulses, but this oversimplified approach to a complex history is dangerous. Nazi crimes are unique. We should examine the evidence, then alert ourselves to warning signs”. 2) “Being able to explain what #antisemitism is and where it comes from can be difficult. Start with the basics: Who are “Jews”? How did antisemitism start? Why is it still with us, even after the Holocaust?”. 3) “As members of the EU-funded HERA research project IC_ACCESS: *Inclusive strategies for European conflicted pasts*, the Falstad center, and the SPECS research group, at the Institute of Science and Technology IBEC) agreed to jointly develop the *Future Memory App* of SS Strafgefängenenlager Falstad 1945, targeted towards students, visitors and educational programs as well as museum visitors to the memorial”.

Comment (optional): _____

46. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

47. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

c5. Evaluation of the sub-category “Representation of the Holocaust”

The sub-category “Representation of the Holocaust” is organised in five further sub-categories: 1) Films and photographs, 2) Literary production, 3) Music and theatre, 4) Architecture, sculptural and visual art, 5) Digital and virtual representation.

48. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Films and photographs					
Literary production					

Music and theatre					
Architecture, sculptural and visual art					
Digital and virtual representation					

Films and photographs = This category spans multiple genres such as docudramas, narrative films including war films, action films, love stories, psychological dramas, and even comedies, and photographs or photographic exhibitions created after the Holocaust. Contemporary Holocaust cinema includes movies such as “Schindler’s list”, “The pianist”, “La vita è bella”, and “The Boy in the Striped Pyjamas”, or the reenacted documentary “Who Will Write Our History. This category includes also news related to the release of a new movie or documentary or a photographic exhibition such as the commemorative projects “Faces of Life after the Holocaust. 75 Portraits of Survivors” photographed by Martin Schoeller in 2020.

Examples: 1) “#75Survivors Faces of Life After the Holocaust. Zipora Granat was born in Belfort, France, in 1931. After her mother was deported & later murdered in the Auschwitz-Birkenau concentration & extermination camp, Zipora was hidden in a number of cities by local welfare organizations”. 2) “Holocaust (1978) is an American four-part television miniseries which explores the Holocaust from the perspectives of the fictional Weiss family of German Jews and that of a rising member of the SS, who gradually becomes a war criminal. Holocaust highlights numerous events which occurred up to and during World War II, such as Kristallnacht, the creation of Jewish ghettos, and later, the use of gas chambers”.

Literary production = This category includes literary works such post-war memoirs, short stories, novels, poems, etc., either written or published after the war or more recently. Examples of the first type are Anne Frank’s Diary, Primo Levi’s “If This Is a Man” (Se questo è un uomo) or Elie Wiesel’s “Night”. More recent works are “Sarah’s Key” by Serge Joncour, the comics book “Maus” by Art Spiegelman, and “The Boy in the Striped Pyjamas” by John Boyne. This category includes any news about the release of a new book or literary work.

Examples: 1) “Night is Elie Wiesel's masterpiece, a candid, horrific, and deeply poignant autobiographical account of his survival as a teenager in the Nazi death camps. This new translation by Marion Wiesel, Elie's wife and frequent translator, presents this seminal memoir in the language and spirit truest to the author's original intent. And in a substantive new preface, Elie reflects on the enduring importance of Night and his lifelong, passionate dedication to ensuring that the world never forgets man's capacity for inhumanity to man”. 2) “Alberto Caviglia at his narrative debut also resorts to satire in his book “Olocaustico”. The author presents the novel at the “Nuvola” by Fuksas at the Eur in Rome at the small and medium publishing fair “Più libri più liberi più libri” on Sunday 8 December at 1pm at the Sala Vega”.

Music and theatre = This category includes songs, lyrics, music and theatre productions that have been written and performed after the end of the Holocaust until today.

Examples: 1) “The woman born on the Mauthausen ramp who rose from the audience to speak is Eva Clarke, 67. She lives in Cambridge with her mother, Anka Bergman, who is 96. Mrs Bergman knew the man who founded and conducted the principal orchestra in the camp: Karel Ancerl. Ancerl also survived Auschwitz and went on to become one of the greatest conductors and interpreters of music – some say the greatest – of his generation with the Czech Philharmonic Orchestra”. 2) “Schindler's List: Original Motion Picture Soundtrack is the film score of the 1993 film of the same name, composed and conducted by John Williams. The original score and songs were composed by Williams, and features violinist Itzhak Perlman”.

Architecture, sculptural and visual art = This category includes memorial artworks such as paintings, drawings, sculptures, stained glass windows, and architectural art as artistic responses to the Holocaust produced after the war by survivors and third parties. Spread across sites in and beyond Europe, memorial artworks serve as visible reminders of the past and are a global phenomenon.

Examples: 1) "The International Monument at Dachau was inaugurated on September 8 1968. It was designed by Nandor Glid, who himself was persecuted as a Jew by the Nazis in his home country of Yugoslavia and had joined the resistance to the German occupation forces at the end of 1944. The sculptor won a competition organized by the CID, the association representing the survivors, in 1959". 2) "Like Treblinka, the Warsaw Ghetto was completely destroyed, so monuments here mark the locations of former sites. The first World War II-related memorial was built in 1946 to mark the third anniversary of the Warsaw Ghetto Uprising. Designed by L.M. Suzin, it is a red sandstone disk which was tilted toward the entrance gate to the ghetto. It marks the site of the first armed confrontation. The inscription reads: "To the memory of those who died in unparalleled and heroic struggle for the dignity and freedom of the Jewish nation, for free Poland, and for the liberation of mankind - the Jews of Poland". 3) "The documentary value of the sketches and paintings of David Olère is tremendous. No actual photographs were taken of what went on within the crematoriums; only the hands and eyes of David Olère reproduce the horrible reality. David Olère did not sketch for pleasure. He sketched in testimony to all those who never came back. In the Destruction of the Jewish People (1946, 29x20 cm, Ghetto Fighters House, Israel), the fire consumes Torahs, phylacteries, and a tallis, as well as various Christian religious articles". 4) "Jeffrey Schrier assembles massive sculptural works configured as shimmering winged forms that are installed in museums, institutions and public spaces. The works utilize 11 million can tabs collected from all fifty states and eight countries by the middle school in Mahomet Illinois, amassed to recognize the number of lives destroyed in the Holocaust. Millions of tabs Schrier additionally acquired numerically reference lives cut short by continuing acts of inhumanity. Through Schrier's programs, over sixty-thousand participants have constructed can tab elements, feather-like structures that Schrier uses as the "clay-like" sculptural material for his immense assemblage works, expressions of hope developing out of tragedy".

Digital and virtual representation = This category encompasses digital and virtual works of art / artistic projects dealing with the Holocaust and forms of Digital Holocaust memory. Efforts to save and preserve historical archives combined with attempts to safeguard the testimonies of the last survivors have resulted in numerous undertakings based on the use of advanced digital technologies. The first prominent initiative came from the USC Shoah Foundation's Institute for Visual History and Education (formerly Survivors of the Shoah Visual History Foundation), a non-profit organization dedicated to recording interviews with survivors and witnesses of the Holocaust and other genocides. Further examples are the development and research of interactive digital 3D-testimonies of Holocaust survivors and contemporary witnesses, virtual reality experiences such as the VR film *The Last Goodbye* (the Shoah Foundation), the VR visit of the Anne Frank House, and a growing number of VR projects embedded at memorial sites of former concentration camps.

Examples: 1) "USC Shoah Foundation's Dimensions in Testimony enables people to ask questions that prompt real-time responses from pre-recorded video interviews with Holocaust survivors and other witnesses to genocide. The pioneering project integrates advanced filming techniques, specialized display technologies and next generation natural language processing to create an interactive biography. Now and far into the future, museum-goers, students and others can have conversational interactions with these eyewitnesses to history to learn from those who were there". 2) "Eva.stories is an Instagram account that recounts the real-life story of a Jewish girl murdered in a concentration camp, by imagining she had documented her days on a smartphone, has sparked a debate about how to sensitively portray the Holocaust. With 1.1 million followers, Eva.stories is a high-budget visual depiction of the diary of Eva Heyman – a 13-year-old Hungarian who chronicled the 1944 German invasion of Hungary – but features hashtags, internet lingo, and emojis used by a 21st century-teenager".

Comment (optional): _____

49. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

50. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

d. Evaluation of the macro-category “Museum activities and service communication”

The macro-category “Museum activities and service communication” is organised in five sub-categories: 1) Museum event, 2) Communication with audience, 3) Collaborations and endorsements, 4) Information about museum operation, 5) Other.

51. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Museum event					
Communication with audience					
Collaborations and endorsements					
Information about museum operation					
Other					

Museum event = This category includes any event that the museum or memorial organizes in presence (e.g., a new exhibition) and online (e.g., thematic conference), a commemorative event hosted online via social media, or digital campaigns.

Examples: 1) “Adolf Eichmann was executed by hanging in the night between 31 May and #OTD 1 June 1962. Learn more about the Eichmann trial in Jerusalem on our newly redesigned online exhibition “The Eichmann Trial: With me here are six million accusers””. 2) “#AnneFrank is the most well-known hidden child of the Holocaust. But there were tens of thousands of children whose families placed them in hiding to protect them. Join us on what would be her 91st birthday,

6/12 at 9:30 a.m. ET, to learn their stories". 3) "Today would have been the 91st birthday of #AnneFrank. We're live on Facebook at 9:30 a.m. ET, discussing the experiences of hidden children of the Holocaust. Meet our guest, Al Münzer, who spent three years in the shadows, separated from his family".

Communication with audience = This category encompasses answering other social media users' questions, correcting misconceptions or factual inaccuracies, and, in some cases, responding to criticism. It also includes calls for donations or invitations to participate in fundraising campaigns.

Examples: 1) "We can see a lot of 'Auschwitz' mentions recently. Remember that a preserved historic site does not equal a statue erected to honour a person. The two have entirely different roles, contexts, messages & meanings. Drawing a simple comparison here is incorrect". 2) "The period of the pandemic has proved exceptionally difficult for the Auschwitz Memorial, as it has been closed to visitors since 12 March and hence deprived of its primary source of financing. Therefore, we wish to ask everyone for whom the preservation of memory is important for financial support to allow us to continue with numerous educational, research, exhibition and publishing projects".

Collaborations and endorsements = This category refers to connection with other museums, institutions and individuals committed to Holocaust history and remembrance, such as research institutes, scholars, other museums and memorial sites, either supported or driven by governments or developed by organisations or groups.

Examples: 1) "Trans-national Holocaust research, commemoration and education is the mission of the European Holocaust Research Infrastructure (EHRI), and its main challenge is the wide dispersal of sources and expertise across many institutions. EHRI overcomes such fragmentation by connecting sources, institutions and people". 2) "We are proud to announce the new partnership with Yad Vashem". 3) "The Museum of Jewish Heritage – A Living Memorial to the Holocaust is releasing a series of digital spots from celebrities and elected officials that encourage people to visit the most comprehensive Holocaust exhibition about Auschwitz ever exhibited in North America. Auschwitz. Not long ago. Not far away. The groundbreaking exhibition is now open through January 3, 2020 in New York City."

Information about museum operation = This category includes information about museum/memorial operation like opening hours, closure, visitor rules, etc.

Examples: 1) "Visitors of @AuschwitzMuseum are requested to cover faces". 2) "Due to the decision of the government to close all museums and cultural institutions in Poland because of coronavirus pandemic, we inform that the Auschwitz Memorial is not available to visitors".

Other = Any other content that does not fall into the previous ones.

Comment (optional): _____

52. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

53. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

54. Final comments

APPENDIX 3A. FRAMEWORK ROUND 2

Historical content	Places	Local
		Regional
		National
		Transnational
	Timeline	Pre-1933
		1933-1939
		1939-1941
		1941-1945
		Post-1945
	Agency	Perish
		Survive
		Perpetration
		Collaboration
		Bystanding
		Combat and resistance
		Rescue
		Liberation
	Groups	Jews

		Roma and Sinti
		Political opponents
		People with disabilities
		Slavic peoples
		Forced labourer
		Homosexuals
		Jehovah's Witnesses
		Soviet prisoners of war
		Other
	Stages of the Holocaust	Pre-Holocaust
		Definition
		Isolation or Segregation
		Emigration
		Ghettoization
		Deportation
		Mass murder or "Extermination"
		Liberation and aftermath
	Context and society	Jews, Jewish identity, history, religion, and culture
		Nazi ideology and attitudes towards Jews and other categories

		The camp system
		Prejudice, discrimination, racism, antisemitism and antigypsyism
		War and German occupation in Western and Eastern Europe
		Elderly, children and women
		Fates of individuals
		International response
	Artefacts and authentic representation of the Holocaust	Artefacts
		Photographic and filmic evidence
		Literary production
		Music and theatre
		Architecture, sculptural and visual art
Post-Holocaust	Holocaust research	Holocaust studies
		Archaeology of the Holocaust
	Heritage of the Holocaust	Testimonies and their lessons for today: Hope, Faith and Resilience
		The Righteous Among the Nations
		Iconic places and people
		Second and third generations
	Parallels and challenges	Holocaust denial and distortion

		Antisemitism, racism and hate
		Other genocides
	Remembrance and education	Remembrance and commemoration
		Public discourse about various aspects of the Holocaust in the press and other media
		Resources for teaching and learning about the Holocaust
	Representation of the Holocaust	Films and photographs
		Literary production
		Music and theatre
		Architecture, sculptural and visual art
		Digital and virtual representation
Museum activities and service communications	Museum event	
	Communication with audience	
	Collaborations and endorsements	
	Information about museum operation	
	Other	

APPENDIX 4. SURVEY ROUND 3

Dear participant,

Welcome to the third round of the Delphi Study “Validation of a framework to analyse Holocaust content on social media”, which has been developed in the context of the project “Countering Holocaust distortion on social media. Promoting the positive use of Internet social technologies for teaching and learning about the Holocaust” (IHRA Grant # 2020-792).

The framework has been revised again and numerous additions and changes were made based on the feedback received during Round 2. In particular, the second macro-category has been renamed “Contemporary issues of the Holocaust”, some existing categories were split into two, new additions were made, but above all the category “Stages of the Holocaust” has been extensively revised and amended.

The revised version of the framework is available [here](#).

The original framework can be found [here](#). The revised version after the first round is available [here](#).

The revised macro-categories are:

- Historical content of the Holocaust
- Contemporary issues of the Holocaust
- Museum activities and communication

As in the first and second rounds, for each of these categorisations, you will be asked a number of questions such as whether you think the individual categories are appropriate, whether there are categories that can be merged, or whether there are missing categories. You will also be asked to give your opinion on the definition of each category, which serves the purpose of providing basic information about how to apply the categories. These definitions were developed using a variety of information sources, mainly official definitions from the IHRA and other Holocaust institutions. You will always have the opportunity to explain or comment your choice.

The questionnaire consists of a total of 53 questions. There are no right or wrong answers. It is your opinion we are interested in. You can add a general comment at the end of the questionnaire.

We remind you that your participation in this study and your individual answers will be regarded as strictly confidential by the research team. The other experts participating in the study will not be able to read your answers, but only our summary. All comments that are published will be anonymous. We do, however, request that you provide some information about your knowledge of this area.

Please return the completed questionnaire by **10th July 2021**.

If you have any questions, doubts or requests for clarification, you can contact me at this email address: stefania.manca@itd.cnr.it.

Thank you very much for your participation.

Yours Sincerely,

Stefania Manca
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CONFIDENTIALITY, DATA PROCESSING AND STORAGE

The data collected will be processed in accordance with the Law of 22 December 2017, no. 219, and may be the subject of scientific publications only in aggregate form, guaranteeing the anonymity of the participants. In particular, the personal data collected will not be transmitted to persons not directly involved in the research and will be processed anonymously; the results will be presented in aggregate form and with every precaution necessary to avoid the identification of the participants. The processing of the data collected within the framework of the research, their communication to third parties and/or publication for scientific purposes are permitted, but can only occur after the data have been made anonymous, under the direct responsibility of the person in charge of the research. The data will be stored, through the use of technological means (such as encrypted passwords, access to the data only by authorised personnel, etc.), by the research manager, in accordance with the principles set out in Article 5 EU Regulation 2016/679, for a period of time not exceeding the achievement of the purposes and with specific regard to the principle of limitation of storage in Article 5, letter e), GDPR EU Regulation 2016/679. The data controller is the ITD-CNR and the Data Processor is Dr Stefania Manca, e-mail: stefania.manca@itd.cnr.it. All data will be deleted by 01/01/2025. The project has received the approval of the Ethics Committee of the Universitat Oberta de Catalunya, Spain.

INFORMED CONSENT

Before deciding freely whether you want to participate in this research, please read this informed consent carefully and ask the researcher any questions you feel are appropriate so that you are fully informed of the aims and methods of the study. Please remember that this is a research project and that your participation is completely voluntary. You may withdraw from the compilation at any time. Thank you for taking the time to participate in this survey. Your help is greatly appreciated.

The undersigned declares that he/she is over 16 years of age and can therefore independently consent to the processing of his/her personal data.

1. Yes
2. No

I declare that I have carefully read the explanations concerning this research and the whole experimental procedure; that I have been informed about the aims and objectives of the research in question; that I have had the opportunity to ask questions about any aspect of the experimental procedure; that I have received satisfactory assurances about the confidentiality of the personal data collected by the research; that I am aware that I can withdraw at any stage of the study *.

1. Yes

2. No

I, the undersigned, hereby consent to the processing of my personal and sensitive data collected as part of this research in the terms and manner indicated above *.

1. I agree

2. I do not consent

Some questions about you

1. Gender
 1. Female
 2. Male
 3. Other
 4. I prefer not to say
2. Age: _____
3. Country: _____
4. Your main field of expertise is on
 13. Contemporary history
 14. Genocide and/or Holocaust studies
 15. Holocaust education
 16. Cultural studies
 17. Media studies
 18. Other (specify)
5. How well informed are you about social media use in Digital Holocaust Memory?
 11. Not at all informed
 12. Slightly informed
 13. Moderately informed
 14. Well informed
 15. Very well informed

a. Global evaluation of the framework

The revised framework is organised in three main macro-categories: 1) Historical content of the Holocaust, 2) Contemporary issues of the Holocaust, 3) Museum activities and service communication. The aim of this initial tripartition is to encompass every possible type of content that a Holocaust museum or memorial may publish on its social channels.

6. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following definitions:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Historical content of the Holocaust					
Contemporary issues of the Holocaust					

Museum activities and communication					
-------------------------------------	--	--	--	--	--

By the macro-category of **Historical content of the Holocaust**, we mean any information about the period, the places, the actions, the events that created, influenced, or formed the backdrop to the historical development of the Holocaust. This macro-category includes historical content related to the Holocaust, its antecedents and immediate consequences. The aim is to encompass every possible type of historical content related to the Holocaust and its material evidence. Information or facts not related to the history of the Holocaust should not be classified under this category.

The macro-category of **Contemporary issues of the Holocaust** includes a list of categories which are temporarily located after the phase of liberation and immediate aftermath, that is from the early 1950s onwards until today. The categories included are directly related to the Holocaust or its parallels, to academic research and to its artistic representation. It also encompasses issues of education and commemoration, and a number of subjects relevant to the contemporary challenges and risks of the Holocaust memory.

The macro-category of **Museum activities and communication** is composed of a set of categories related to the museum events (e.g., the announcement of a new exhibition, a virtual tour, a webinar, etc.), comprises communications concerning the services offered by the museums (e.g., operating time), communication with audience and endorsements of related institutions and individuals.

Comment (optional): _____

7. How complete do you think this tripartition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

8. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

b. Evaluation of the macro-category “Historical content of the Holocaust”

The macro-category “Historical content of the Holocaust” is organised in seven sub-categories: 1) Places, 2) Timeline, 3) Agency, 4) Groups, 5) Stages of the Holocaust, 6) Context and society, 7) Artefacts and authentic representation.

9. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Places					
Timeline					
Agency					
Groups					
Stages of the Holocaust					
Context and society					
Artefacts and authentic representation					

Places = The Holocaust was a profoundly geographical event, rooted in specific physical spaces, times, and landscapes, and it was characterized by a spatiality of process which relates to the diverse phases, such as concentration, deportation, dispersal, and dislocation. Although the Holocaust is usually understood as a European story, the Europe-wide scale was complemented with related events that occurred in North Africa or elsewhere in the world (e.g., Asia, North and South America) where persecuted were able to flee primarily before the war. In the recollection process of Holocaust, events may be concerned with spatiality of diverse granularity. It is important to notice that boundaries between the categories can be fluid and are not sharply delineated, and that one scale affects the others. For example, local events can affect policies that can then be implemented regionally or even nationally, and vice versa. Besides, many transnational events, such as Operation Barbarossa, did not take place in the abstract international environment, but, indeed, happened on the local, regional, and national levels simultaneously. Although the boundaries between these categories may often be blurred, the choice of the specific subcategory will be based on the explicit content described.

Timeline = The Holocaust is traditionally dated in the period 1933–1945, from the appointment of Hitler as chancellor of Germany on 30th January 1933 until the end of WWII in Europe (8th May 1945) or the beginning of the Nuremberg Trials on 20th November 1945 (see, for example, <https://www.theholocaustexplained.org/events-in-the-history-of-the-holocaust-1933-to-1939/>). However, it is also important to distinguish between events that occurred during the pre-war period (1933–1939) and the war (1939–1945) (for a timeline of events: <https://echoesandreflections.org/timeline-of-the-holocaust/>, <https://www.yadvashem.org/education/what-is.html> <https://www.ushmm.org/learn/timeline-of-events/>), and the immediate consequences of the end of the war and the aftermath such as the displaced persons camps and the pre-1950 immigrations of survivors. Besides, national timelines can be useful for contextualising specific events that took place in countries other than Germany, such as Italy, Croatia, Hungary, Romania, etc. For example, as far as Italy is concerned, some date the beginning to March 1919, with the Fasci di Combattimento foundation, or to 1922, with the Fascists march on Rome (<http://www.memorialeshoah.it/timeline-1922-1945/?lang=en>).

Agency = The human dimension of the Holocaust is explored by means of “agency”, a key category developed in Holocaust studies to analyse how human action/behaviour works in a variety of different settings, such as a specific locale or region, an organisation, or a group of individuals, depending on the social structure. Contrary to the idea that individuals took on specific roles during the Holocaust, agency in the Holocaust cannot fit seamlessly or neatly into either one of the proposed categories. People who had acted as collaborators or perpetrators may at some point, depending on the circumstances, act

as rescuers or resisters, or persecuted people may have turned into collaborators. Other cases of change of agency are the mass episodes of sexual violence committed by the Soviet liberators as the perpetrators of this, of victims that become perpetrators such as Jewish perpetrators of sexual violence within the ghettos, or Soviet POWs who opted to be trained to guard camps by the Germans. Other problematic cases are collaborators who happened to rescue for own personal reasons/gains. Overall, it is important to stress that agency was in large part a collective accomplishment and dependent on factors often beyond individuals' control. Besides, recent studies question the distinction between victims and perpetrators and suggests an alternative concept, the "implicated subject" (Rothberg, 2019), to deal with someone who themselves is not a perpetrator but is rather an indirect participant who enables, perpetuates, inherits, and benefits from violence and exploitation. The "implicated subject" takes the place of the more familiar concept of the bystander, a concept that suggests disengagement and passivity. For the aims of this framework, despite the blurred contours between many of the categories that may focus on specific behaviours in a specific event, those proposed serve here as the main agency indicators to describe the specific behaviours portrayed in a single chunk of information and are not mutually exclusive. Since the proposed categories are focused on the behaviours and actions, and not on the roles, of people, it is possible to categorise content in different ways depending on the emphasis placed on that specific action. If, for example, a person's behaviour is told in terms of first perpetrator and then rescuer, it will be possible to select both the relevant sub-categories.

Groups = Although we embrace the definition of Holocaust adopted by the IHRA ("The Holocaust was the state-sponsored, systematic persecution and murder of Jews by Nazi Germany and its collaborators between 1933 and 1945") and other well-known organisations (such as Yad Vashem in Jerusalem, the Holocaust Memorial Museum in Washington DC, and the Imperial War Museum in London), according to which the term "Holocaust" should be reserved for the genocide of the Jews alone, we are also aware of broad-based definitions that include other groups that suffered at the hands of the Nazis and their accomplices, such as Roma and Sinti, people with disabilities, Slavic peoples, political opponents, forced labourers, homosexuals, Jehovah's Witnesses. In addition to civilian victims, some include Soviet prisoners of war. In this category, we decided to include all groups who suffered at the hands of the Nazis and their collaborators, even if strictly speaking they cannot be defined as victims of the deliberate mass murder process of the Holocaust such as Jews and Sinti and Roma. When someone or a group falls under more than one expected condition (e.g., Jewish and homosexual, Polish citizen destined for slave labour, etc.), it is possible to select more than one category.

Stages of the Holocaust = This category is derived from Hilberg's (1985) six stages of the Holocaust (Definition, Isolation, Emigration, Ghettoization, Deportation and Mass Murder) - and from Stanton's (1996) ten-stage model of genocide (Classification, Symbolization, Discrimination, Dehumanization, Organisation, Polarization, Preparation, Persecution, Extermination, Denial). It is also based on terminology and adaption made by Cowan & Maitles (2017) on Hilberg's six stages of the Holocaust (Alienation, Segregation, Deportation, Extermination (or Annihilation), Liberation). In this framework, we have added a seventh stage - Liberation and aftermath -, as suggested by Cowan & Maitles (2017), and a Pre-Holocaust stage. The resulting periodisation adopted in this framework condenses some Stanton's stages while mapping Hilberg's model and maintains some peculiarities of the Holocaust specificities. It is important to stress that while Hilberg's six stages mostly apply to the Nazis' systematic attempt to annihilate the Jewish population of Europe and it is based on his study of German documents and how the events of the Holocaust played out in Germany, Stanton's model was developed to explain the dynamics of genocide in general and not specifically the Holocaust. In Stanton's model, genocide develops in a process which is not linear with stages that may occur simultaneously. Besides, each stage is itself a process where, logically, later stages are preceded by earlier stages, but all stages continue to operate throughout the process. Besides, while the stages defined by Hilberg played out over the course of nearly fifteen years in Germany, not all stages occurred everywhere and all the time, and were condensed or skipped in certain countries (e.g., there were no ghettos in the West). Moreover, the process was very fluid and dynamic and did not follow a linear progression in an equal way, with stages that could occur simultaneously, or certain phases were preceded by others (e.g., deportations were

preceded by murder on site in the East). For example, in Hungary in 1944 the process of the Holocaust took a more accelerated and different route to some other states, and most Jews spent a short time in ghettos (weeks or a few months) before being deported to Auschwitz or other camps. Also, other groups, such as Sinti and Roma, homosexuals, and people with mental and physical disabilities, encountered many steps described by Hilberg, including mass murder. For the above reasons, caution needs to be taken when this periodisation is applied to countries other than Germany or groups other than Jews.

Context and society = This list comprises historical subjects that complement and are transversal to the other categories included in the Historical content macro-category, and expand the sociological and human components of the Holocaust. It is related to the diverse cultural, political and social contexts in which the Holocaust took place and the ideas that were behind it. It also includes the condition of the Jews before the Holocaust and the international response to the Holocaust.

Artefacts and authentic representation = Historical information about the Holocaust may be deployed also through the materiality and the huge disposal of remains of everyday objects and expressive production that directly affected the life of the individual. The human dimension of the Holocaust is portrayed by a variety of everyday objects such as items for religious services (e.g., tallit, prayer books), toiletries, children's toys, cloths, kitchen utensils and recipe books, etc., while factual and expressive production includes many types of products that were the results of the many ways Jewish inmates of labour camps, ghettos, and concentration camps, portrayed the dark realities of day-to-day life in Nazi imprisonment. Either were they artists that experienced persecution and internment or a spontaneous expression of resistance by ordinary people, diaries, letters, memoirs, poems, paintings, drawings, theatrical scripts and music executions reflected the ways about how Holocaust victims and survivals recorded or reflected on their experiences. This category also includes photographic and filmic evidence of the Holocaust produced by perpetrators and collaborators.

Comment (optional): _____

10. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

11. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

b1. Evaluation of the sub-category "Place"

The sub-category "Place" is organised in four further sub-categories: 1) Local, 2) Regional, 3) National, 4) Transnational.

12. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Local					
Regional					
National					
Transnational					

Local = An event that took place in a circumscribed place, such as a village (e.g., Jedwabne), a town (e.g., Warsaw, Paris, Berlin), a concentration camp (e.g., Dachau, Auschwitz), a ghetto (e.g., Lodz, Warsaw), etc. This category can also include places and spaces that are more individualised and not defined by geographical region, e.g., those who hid in cellars or basements, the effect of anti-Jewish laws in people's homes, or properties (villas, farms, factories, etc.) of perpetrators/collaborators

Examples: 1) "In July 1942, Esther Frenkel was arrested, along with her 2-year-old son, Richard. Esther's shirt remained in her Paris flat. It is pictured below, along with a photo of her wearing it. Esther & Richard were deported separately to #Auschwitz and murdered". 2) The Great Deportation began #OTD 22 July 1942. From 22 July till 21 September 1942, over 265,000 Jews were deported from the Warsaw ghetto to the Treblinka death camp and murdered. Learn about the final moments in the #WarsawGhetto here". N.B.: Although two different places are mentioned in the two examples (i.e., Paris and Auschwitz; Warsaw ghetto and Treblinka), the events occurred locally in circumscribed places. 3) "One of the most extraordinary stories in Shanghai's history took place the neighbourhood of Tilanqiao, which served as 'a modern-day Noah's Ark' for Jews during WW2. For thousands of desperate people in the 1930s, this Chinese metropolis was a last resort. Most countries and cities on the planet had restricted entry for Jews trying to flee violent persecution by Nazi Germany". Although this example may include places to which refugees travelled across the world, the local dimension is prevalent in this chunk of information. 4) "In the Battle of Vilnius (1941), Nazi Germany captures the city during the Operation Barbarossa". In this example, although the Operation Barbarossa had a transnational dimension, happening on the local, regional, and national levels simultaneously, the focus is on a localised place.

Regional = An event that happened in a regional area within a country (e.g., Bavaria in Germany, Zona d'Operazione del Litorale Adriatico in Italy, Warthegau, General Government in Poland, Vichy Government in France) or across countries (e.g., Transnistria, Bulgarian-occupied territories).

Examples: 1) "The Operational Zone of the Adriatic Littoral (German: Operationszone Adriatisches Küstenland, OZAK; or colloquially: Operationszone Adria; Italian: Zona d'operazioni del Litorale adriatico; Croatian: Operativna zona Jadransko primorje; Slovene: Operacijska zona Jadransko primorje) was a Nazi German district on the northern Adriatic coast created during World War II in 1943. It was formed out of territories that were previously under Fascist Italian control until its takeover by Germany. It included parts of present-day Italian, Slovenian, and Croatian territories. The area was administered as territory attached, but not incorporated to, the Reichsgau of Carinthia. The capital of the zone was the city of Trieste". 2) "Transnistria was set up in consequence of successful military operations beyond the Dniester in summer 1941 and lost when it became untenable in early 1944. Between those dates Romanian officials administered the area and

were responsible for the native Ukrainian Jews and the Romanian Jews deported there. In this region, Romanians engaged in shootings and placed Jews in deadly situations; most of these Jews were from the newly acquired regions of Bessarabia and Bukovina". 3) "In early March 1941, Bulgaria joined the Axis alliance and, in April 1941, participated in the German-led attack on Yugoslavia and Greece. In return, Bulgaria received German authorization to occupy most of Greek Thrace, Yugoslav Macedonia, and Pirot County in eastern Serbia. Though Bulgaria participated in the Balkan Campaign, the provisions of its adherence to the Axis alliance allowed it to opt out of participation in the war against the Soviet Union in June 1941".

National = An event that affected an entire country (e.g., the deportation of the Hungarian Jews, the rescue of the Danish Jews, the occupation of Belgium).

Examples: 1) "On 20 June 1939, the Finke family was notified that their oldest son, Heinz, was to be included on a list of youngsters to be sent on a Kindertransport leaving Germany a week later". N.B.: The Kindertransport was an event involving thousands of German children. 2) "When Raoul Gustaf Wallenberg reached the Swedish legation in Budapest on July 9, 1944, the intense Nazi campaign to deport the Jews of Hungary almost entirely to Auschwitz had already been under way for several months. The transports from Hungary were halted with few exceptions by Miklós Horthy two days earlier in large part because he was warned by Roosevelt, Churchill, the King of Sweden and even the Pope after the very vocal Swiss grass roots protests against the mass murder in Auschwitz".

Transnational = An event that affected a broader area (e.g., Operation Barbarossa that implied the invasion of Soviet Union and other Formerly-Soviet occupied territories by Nazi Germany) or took place in more than one country.

Examples: 1) "22 June 1941 marks the start of 'Operation Barbarossa', a turning point in Nazi anti-Jewish policy, resulting in the mass murder of some 1.5 million Jews under Nazi occupation in forests and ravines such as Ponar and Babi Yar". 2) "Despite Shanghai being more than 7,000km from their homes, more than 20,000 stateless Jews fled from to Germany, Poland and Austria to China's largest city to escape the Holocaust between 1933 and 1941".

Comment (optional): _____

13. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

14. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

b2. Evaluation of the sub-category "Timeline"

The sub-category "Timeline" is organised in five further sub-categories: 1) Pre-1933, 2) 1933-1939, 3) 1939-1941, 4) 1941-1945, 5) 1945-1950.

15. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Pre-1933					
1933-1939					
1939-1941					
1941-1945					
1945-1950					

Pre-1933 = Any event that occurred before the appointment of Hitler on 30th January 1933 in Germany. This includes historical antecedents to the period of the Third Reich, and ideas and movements like eugenics, race hygiene, social Darwinism, as well as history of antisemitism and anti-Judaism before 1933. It also includes any other historical antecedents that led to the Holocaust in other countries.

Examples: 1) "The Holocaust didn't happen overnight. Were there warning signs of what was to come when the Nazis came to power in 1933?". 2) "Jews have lived in Germany since the Middle Ages. And, as in much of Europe, they faced widespread persecution there for many centuries. It was not until the 19th century that Jews in Germany were given the same rights as Christian Germans. By 1933, when the Nazis came to power, Germany's Jews were well integrated and even assimilated into German society. Despite their integration, Germany's Jews still maintained a discernible identity and culture". 3) "In October 1922, King Victor Emmanuel III appointed the leader of the Italian Fascist Party, Benito Mussolini, as prime minister of Italy. Over the next seven years, the Fascists established and consolidated a one-party dictatorship".

1933-1939 = Any event that took place in pre-war period (until September 1939), during which the Nazi regime established the first concentration camps, imprisoning its political opponents, homosexuals, Jehovah's Witnesses, and others classified as "dangerous", and an extensive propaganda was used to spread the Nazi Party's racist goals and ideals. During the first six years of Hitler's dictatorship, German Jews were affected by more than 400 decrees and regulations that restricted all aspects of their public and private lives and force thousands of them to emigrate. Racial laws were established in other countries such as Italy (1938) and anti-Jewish legislation (i.e., the "bench Ghetto") was issued in Poland from 1935 onwards.

Examples: 1) "On November 9–10, 1938, Nazi leaders unleashed a series of pogroms against the Jewish population in Germany and recently incorporated territories. This event came to be called Kristallnacht (The Night of Broken Glass) because of the shattered glass that littered the streets after the vandalism and destruction of Jewish-owned businesses, synagogues, and homes". 2) "Following the Anschluss, President Franklin D. Roosevelt called for an international

conference that would discuss the plight of refugees seeking to flee Nazi Germany and establish an international organisation to work for an overall solution to the refugee problem. In early July 1938, delegates from 32 countries and a number of non-governmental aid organisations met at the French resort of Evian on Lake Geneva. Roosevelt chose Myron C. Taylor, a businessman and close friend, to represent the United States at the conference”.

1939-1941 = Events that occurred after the outbreak of the Second World War on September 1939 until the Soviet invasion in June 1941. This latter event marked the extension of the antisemitic persecution of Jews to Eastern Europe (e.g., invasion of Poland and occupation of Czechoslovakia), and to the West, first with the occupation of Netherlands, Denmark, Norway, Belgium, Luxembourg, France, Hungary, and Romania in 1940, and then with occupation of Yugoslavia, Greece, and parts of the Soviet Union in 1941. In terms of stages of the Holocaust, it includes the extension of Nazi rule East and West and the period of ghettoization in the East.

Examples: 1) “The Battle of Belgium or Belgian Campaign, often referred to within Belgium as the 18 Days' Campaign (French: Campagne des 18 jours, Dutch: Achttiendaagse Veldtocht), formed part of the greater Battle of France, an offensive campaign by Germany during the Second World War. It took place over 18 days in May 1940 and ended with the German occupation of Belgium following the surrender of the Belgian Army”. 2) “In the fall of 1940, German authorities established a ghetto in Warsaw, Poland’s largest city with the largest Jewish population. Almost 30 percent of Warsaw’s population was packed into 2.4 percent of the city’s area”.

1941-1945 = Any event that occurred after the invasion of Soviet Union in June 1941 and refers to the period of mass murder until the end of the war and the liberation of the camps. Operation Barbarossa in June 1941 marked the beginning of the “Final Solution”, with the mass killings (the so-called “Holocaust by bullets”) carried out by the Einsatzgruppen in the occupied territories. “Final solution” was the code-name for the Nazis’ plan to solve the “Jewish question” by murdering all the Jews in Europe. The “Final Solution” was the culmination of many years of evolving Nazi policy – commencing with Hitler’s earliest writings about the need for a solution to the Jewish question in Europe, followed by the Nazis’ attempts to induce mass emigration during the 1930s – through to the plan for collective exile to a specific destination and finally by 1941, the mass murder of Jews. Mass systematic killings of Jews began in summer 1941 in the Soviet territories, and by the latest, in early 1942 a policy called the Final Solution, that called for the annihilation of the Jews, had coalesced. The year 1941 also marks the establishment of the death camps (i.e., Chełmno, Bełżec, Treblinka, Sobibór) in 1941 and the gradual conversion of Auschwitz and Majdanek into death camps in 1942.

Examples: 1) “Vilna was liberated #OTD 13 July 1944. Some 700 Jews from the ghetto had joined the partisans in the forests; they fought until the arrival of the Red Army and participated in the liberation of the city”. 2) “The Raid of the Ghetto of Rome took place on 16 October 1943. A total of 1,259 people, mainly members of the Jewish community—numbering 363 men, 689 women, and 207 children—were detained by the Gestapo. Of these detainees, 1,023 were identified as Jews and deported to the Auschwitz concentration camp. Of these deportees, only fifteen men and one woman survived”.

1945-1950 = Any event that occurred after the end of WWII and regards its immediate aftermath in the late 1940s and early 1950s. This period ends with the last migratory movements of the survivors and includes the birth of the State of Israel in 1948.

Examples: 1) “After the war, the top surviving German leaders were tried for Nazi Germany’s crimes, including the crimes of the Holocaust. Their trial was held before an International Military Tribunal (IMT) in Nuremberg, Germany. Judges from the Allied powers—Great Britain, France, the Soviet Union, and the United States—presided over the hearing of 22 major Nazi criminals. Subsequently, the United States held 12 additional trials in Nuremberg of high-level officials of the German

government, military, and SS as well as medical professionals and leading industrialists". 2) "Wanda Rein married Mordechai Folman #OTD 17 August 1944 in the last wedding to take place in the Lodz ghetto. One year after they were separated at Auschwitz, Wanda and Mordechai Folman were reunited; in 1950 they immigrated to Israel".

Comment (optional): _____

16. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

17. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

b3. Evaluation of the sub-category "Agency"

The sub-category "Agency" is organised in eight further sub-categories: 1) Murdered, 2) Survive, 3) Perpetration, 4) Collaboration, 5) Bystanding, 6) Combat and resistance, 7) Rescue, 8) Liberation.

18. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Murdered					
Survive					
Perpetration					
Collaboration					
Bystanding					
Combat and resistance					
Rescue					
Liberation					

Murdered = This category regards “Individuals who were murdered by the Nazis or their collaborators” (IHRA, 2019). Notable names of victims are Anne Frank and Janusz Korczak.

Example: “#OTD 22 June 1941 marks the start of 'Operation Barbarossa', a turning point in Nazi anti-Jewish policy, resulting in the mass murder of some 1.5 million Jews under Nazi occupation in forests and ravines such as Ponar and Babi Yar”. N. B.: Although in this post there is an explicit mention of perpetrators (i.e., the Nazis), most of the relevant information is about the mass murder and the number of victims.

Survive = This category may be applied to “Individual who lived through the events of the Holocaust, understood as the state-sponsored, systematic persecution and murder of Jews by Nazi Germany and its collaborators between 1933 and 1945. As well as those who survived concentration camps, ghettos and Einsatzgruppen shooting operations, this category includes Jewish refugees from Germany and Austria in the 1930s, those rescued in operations such as the Kindertransport, were rescued by Righteous Among the Nations, or in some other way managed to hide or cross borders to evade the death that was mandated for Jews. It also includes children kept in hiding or given up for adoption to conceal their identity” (IHRA, 2019). Notable names of survivors are Primo Levi and Elie Wiesel.

Example: “Kovno was liberated #OTD 1 August 1944. In 1939, about 40,000 Jews lived in Kovno; fewer than 2,000 survived. This photograph shows some of the survivors”.

Perpetration = This category regards “Individual who planned, organized, actively promoted and/or implemented acts of persecution and murder” (IHRA, 2019). While this category is usually applied to understand Nazi Germans’ behaviours, many non-Germans were initiators of murder, like the Romanians in 1941 or the Lithuanians, Latvians and Ukrainians who murdered Jews on the eve of the arrival of the Germans on their own initiative or under German direction. After the war, complicity and benefitting from the persecution are two further elements implied in perpetration. Although those who benefitted were not necessarily involved directly in persecution, they may have then actively done something to receive Jewish property or benefitting from looting.

Examples: 1) “This photo shows Jews from Kovno being led by Liby Lithuanian Militia to the Seventh Fort prior to their execution #OTD 27 July 1941. Follow this link to read chilling reports about the careful planning leading to the murders”. N.B.: Although victims are pictured in the photo, the emphasis here is on the Liby Lithuanian Militia and how they planned the murder. 2) “The Arajs Kommando (also: Sonderkommando Arajs), led by SS commander and Nazi collaborator Viktors Arājs, was a unit of Latvian Auxiliary Police subordinated to the German Sicherheitsdienst (SD) that actively participated in a variety of Nazi atrocities, including the killing of Jews, Roma, and mental patients. Most notably, the unit took part in the mass execution of Jews from the Riga ghetto, and several thousand Jews deported from Germany, in the Rumbula massacre of November 30 and December 8, 1941”.

Collaboration = This category encompasses “Non-German regimes, [groups] and persons who cooperated with the Nazis and actively supported their policies and carried out actions under Nazi orders and on their own initiative” (IHRA, 2019) and German citizens that actively collaborated to the persecution and deportation of the Jews. Notable examples of collaborationist regimes were: the Vichy France, a government set up by the Nazis after they conquered France in spring 1940, with its capital in the town of Vichy, in the southern part of France; the Independent State of Croatia, a puppet state semi-independent of Nazi Germany and Fascist Italy, established in parts of occupied Yugoslavia on 10 April 1941, after the invasion by the Axis powers; the Antonescu dictatorship that entered Romania into an alliance with Nazi Germany in 1940 and joined the Axis in Operation Barbarossa in 1941; the Lithuanian Security Police (Lietuvos saugumo policija), subordinate to the Criminal Police of Nazi Germany, created on 1941, which took an active role in the systematic mass

murder of the Lithuanian Jews (see also “Perpetration”). For a list of countries and groups that collaborated with the Axis powers (Germany and Italy), https://en.wikipedia.org/wiki/Collaboration_with_the_Axis_Powers. However, collaborators may have been single individuals who took advantage of the situation and collaborated to receive benefits such as Jewish property from looting or Jewish prisoners acting as Kapos in the concentration camps. Other local groups or individuals actively collaborated in acts of persecution and murder, such as the Polish soldiers in Kielce pogrom in 1946.

Examples: 1) “While the role of Hitler and the Nazis is indisputable, the Holocaust could not have happened without tens of thousands of ordinary people actively collaborating with the actions of perpetrators. Many more supported or tolerated the crimes”. 2) “In the Jedwabne pogrom - a massacre of Polish Jews in the town of Jedwabne, German-occupied Poland, on 10 July 1941 - during which at least 340 men, women and children were murdered, about 40 non-Jewish Poles were implicated in the massacre. German military police were present in the town at the time”.

Bystanding = This category regards “States and individuals who were aware of the Nazi crimes and decided not to intervene, despite possessing some freedom of action, thus potentially reinforcing the perpetrators’ determination to commit their crimes” (IHRA, 2019). More in general, “Bystanders” is a catch-all term that has often been applied to people who were passive and indifferent to the escalating persecution that culminated in the Holocaust (USHMM, 2020). Examples of bystanding behaviour those who did not speak out when they witnessed the persecution of individuals targeted simply because they were Jewish, or during the phase of mass murder, did not offer shelter to Jews seeking hiding places (USHMM, 2020). As bystanders were persons who under individual circumstances did not take action or remained silent in the face of acts of persecution, these range of behaviours apply both to German and European populations. However, a growing number of scholars in recent years have argued that the term “bystander” is becoming obsolete and should be jettisoned because of its connotations of passivity and inaction. More research on the social dynamics within affected groups and communities across different regions and countries is needed. Additional future studies will help us to portray more fully and in all shades of grey, the range of behaviours that marked relations between Jews and non-Jews—to continue to move beyond broad generalities about “bystanders” (USHMM, 2020).

Examples: 1) “Within Nazi Germany many individuals became active or semi-active participants in Nazi racial and antisemitic policies. These included civil servants who became involved as part of their normal work: finance officials processing tax forms, including the steep “tax on Jewish wealth” imposed after Kristallnacht or processing property seized by the state, including homes and belongings left behind following the “resettlement” of Jews during the war into occupied territories; clerks who kept files of identification documents that included one’s “race” or “religion”; school teachers who followed curricula incorporating racist and antisemitic content”. 2) “Many ordinary Germans became involved when they acquired Jewish businesses, homes, or belongings sold at bargain prices or benefited from reduced business competition as Jews were driven from the economy. With such gains, these “bystanders” developed a stake in the ongoing persecution of the dispossessed”. 3) “Outside Nazi Germany, countless non-Germans, from leaders, public officials, and police to ordinary citizens became involved by collaborating with the Nazi regime following the German occupation of their countries during World War II. Individuals helped in their roles as clerks and confiscators of property; as railway and other transportation employees; as managers or participants in roundups and deportations; as informants; sometimes as perpetrators of violence against Jews on their own initiative; and sometimes as hands-on killers in killing operations, notably in the mass shootings of Jews and others in occupied Soviet territories in which thousands of eastern Europeans participated”. 4) “In communities across Europe where the Germans implemented the “Final Solution to the Jewish Question,” they needed the help of people with local languages and knowledge to assist them in finding Jews who evaded roundups. As German and local police found willing helpers lured by the opportunity for material gain or rewards, Jews in hiding in countries from the occupied Netherlands to occupied Poland faced daunting odds of survival.”.

Combat and resistance = This category encompasses “Individuals who actively opposed Nazi policies and programs through various means” (IHRA, 2019). Resistance refers to “actions of an individual, nation or group in opposition to persecution at the hands of the Nazis and their partners” and includes “activities aimed at impeding or inhibiting the Nazi’s criminal policies and programs. Since the Nazis aimed at the murder of all European Jews, helping and rescuing Jews can be considered a form of resistance from at least early 1942 onwards. Reference to specific local conditions is essential in understanding this term” (IHRA, 2019). This category includes content associated with forms of combat and resistance such as the Jewish armed resistance that took place in the ghettos (e.g., the Warsaw uprising) and in the camps (e.g., the Sonderkommandos revolt in Auschwitz or the Sobibór uprising), or of partisan resistance in the diverse countries (e.g., the Bielski Jewish partisans who rescued Jews from mass murder and fought the German occupiers and their collaborators around Nowogródek in Belarus). It also includes forms of non-violent resistance such as cultural, religious and spiritual resistance as acts of opposition that are usually related to cultural traditions and the preservation of human dignity, intended to undermine an oppressor and inspire hope within the ranks of the resisters (e.g., marking Shabbat or fasting on Yom Kippur in the concentration camps). Most of the time as the only possible way to oppose Nazi tyranny, examples of cultural resistance include defying Nazi directives by creating schools in the ghettos, maintaining religious customs, writing poems and songs, drawing, painting, or keeping journals and other records of ghetto or camp life. A notable example of cultural and spiritual resistance is the Ringelblum's Archives of the Warsaw Ghetto, a collection of documents from the World War II Warsaw Ghetto, collected and preserved by a group known by the codename Oyneg Shabbos, led by Jewish Historian Dr. Emanuel Ringelblum. Other examples are the German resistance to Nazism which included opposition by individuals and groups, most of which engaged in active resistance (including attempts to remove Adolf Hitler from power by assassination or by overthrowing his established regime); anti-Nazi groups, some of which were also anti-Semitic, formed by Soviet partisan groups; members of an irregular military force formed to oppose control of an area by a foreign power or by an army of occupation by some kind of insurgent activity, such as the Ukrainian Insurgent Army or the Italian resistance movement.

Examples: 1) “On 9 August 1942, 200 Jews escaped Mir; they fled to the forests days before the planned liquidation of the ghetto. They had been warned by Oswald Rufeisen, a Jew with forged papers who was working for the Belarus police”. 2) “After the German invasion of the Netherlands, Willem Arondeus became a leader of a gay resistance group in Amsterdam. The group’s main activities included helping persecuted people hide and find false identification. Read his story”. 3) The children pictured below survived the #Holocaust thanks to the efforts of Jewish resistance fighters Marianne Cohn & Mila Racine. The photo was taken this week in 1944 in France”. 4) “Theresienstadt was the only Nazi camp in which Jewish religious life was practiced more or less undisturbed, beginning with the celebration of the first night of Hanukkah in December 1941. Another spiritual legacy of Theresienstadt was the attention given to the welfare and education of child prisoners. Fifteen thousand children passed through Theresienstadt. They painted pictures, wrote poetry, and otherwise tried to maintain a vestige of normal life. Approximately 90 percent of those children eventually perished in killing centres”. 5) “David Gur was born in Okány, Hungary, in 1926. After the German invasion of Hungary, David changed his identity and joined the underground resistance and later the Zionist Youth resistance movement”.

Rescue = This category regards “Individuals who helped victims of the Nazis in various ways with the intention to save their lives, whether or not they were successful in the rescue” (IHRA, 2019), or countries that made efforts to save their Jews (e.g., the Danish resistance movement, with the assistance of many Danish citizens, managed to evacuate 7,220 of Denmark's 7,800 Jews, plus 686 non-Jewish spouses, by sea to nearby neutral Sweden). Rescue actions also concerned the Jews who rescued fellow Jews also sometimes with the help of non-Jews. The rescue work of the neutral diplomats was a joint effort with local Jews, mostly the Zionist youth underground and the Budapest Relief and Rescue Committee. The Working Group in Slovakia was a semi legal Jewish group that tried to rescue Jews in many different ways. Other notable examples of

rescuers are Oscar Schindler, Raoul Wallenberg, and Gino Bartali. In addition to the names of famous rescuers, the history of the Holocaust is littered with many acts of rescue of Jews that remain unknown still today.

Examples: 1) "On 9 June 1941 Elisabeta Nicopoi learned about the impending harm to the Jews of Iasi. She hurried to the home of her co-worker, Marcus Strul, to warn his family of the approaching danger & offer shelter. In total, she hid some 20 Jews". 2) "Diplomats in Budapest in late 1944 issued protective papers and hung their countries flags over whole buildings, so as to put Jews under their country's diplomatic immunity. Some German rescuers, like Oskar Schindler, used deceitful pretexts to protect their workers from deportation claiming the Jews were required by the army for the war effort". 3) "On 9 August 1942, 200 Jews escaped Mir; they fled to the forests days before the planned liquidation of the ghetto. They had been warned by Oswald Rufeisen, a Jew with forged papers who was working for the Belarus police".

Liberation = This category encompasses "Individuals who participated in the release and relief of suffering of those held captive or forced into hiding by the Nazis and their collaborators. The term is particularly applied to those soldiers, doctors and religious officials who entered the captured concentration camps in 1944-45" (IHRA, 2019). Examples of liberators are the Red Army that liberated Auschwitz on 27 January 1945, and the U.S. forces that liberated the Dachau concentration camp on 29 April 1945.

Example: ""The invasion has begun...Is this really the beginning of the long-awaited liberation?" Anne Frank wrote in her diary #OTD in 1944. #DDay—the landing of Allied troops in Normandy, France—became one of the most crucial Allied victories in WWII".

Comment (optional): _____

19. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

20. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

b4. Evaluation of the sub-category "Groups"

The sub-category "Groups" is organised in ten further sub-categories: 1) Jews, 2) Roma and Sinti, 3) Political opponents, 4) People with disabilities, 5) Slavic peoples, 6) Forced labourers, 7) Homosexuals, 8) Jehovah's Witnesses, 9) Soviet prisoners of war, 10) Other.

21. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Jews					
Roma and Sinti					
Political opponents					
People with disabilities					
Slavic peoples					
Forced labourers					
Homosexuals					
Jehovah's Witnesses					
Soviet prisoners of war					
Other					

Jews = “The Nazis defined Jews as individuals with three or four Jewish grandparents, irrespective of the religious beliefs or affiliation of individuals or their ancestors. It should also be noted that race laws were applied at different times and in different ways in various places occupied and controlled by the Nazis and their collaborators. To further complicate the definitions, there were also people living in Germany who were defined under the Nuremberg Laws as neither German nor Jew, that is, people having only one or two grandparents born into the Jewish religious community. These “mixed-raced” individuals were known as Mischlinge. They enjoyed the same rights as “racial” Germans, but these rights were continuously curtailed through subsequent legislation” (IHRA, 2019). It is important to stress that Jews were subjected to persecution in many other countries and that antisemitic prejudices existed not only in Germany but were common all over the world. It should be also noted that in several countries allied with Nazi Germany, like France, Italy and Hungary, a diverse definition of who is a Jew was adopted locally by governments on their own initiative.

Example: “The women and children were thrown into pits while still alive. More than 500 people were buried in silage pits there”. This Soviet report dated #OTD 20 July 1944 describes the mass murder of the Jews in Lepel”.

Roma and Sinti = “The Roma and Sinti settled in the countries of modern-day Europe centuries ago. The term ‘Sinti’ designates the members of an ethnic minority that settled in Germany and neighbouring countries in the early 15th century. The term ‘Roma’ refers to the ethnic minority that has lived in eastern and south-eastern Europe since the Middle Ages. Since the early 18th century Roma migrated to western Europe and settled there. Outside German-speaking countries, the term ‘Roma’ is also used as a collective term for the ethnic minority as a whole. Like the Jews, the Sinti and Roma were declared to be ‘racially foreign’ and were therefore excluded from the ‘people’s community’. Nazis persecuted people as ‘gypsies’ who had at least one great-grandfather identified as a ‘gypsy’. This persecution escalated to genocide against the Roma who lived in countries under Nazi rule” (IHRA, 2019). However, Sinti and Roma were also persecuted in other countries at the hands of other social and political groups (e.g., the Ustasha regime in Croatia).

Examples: 1) "In a single night #OTD in 1944, German authorities murdered 5,000 #Roma and Sinti in the so-called "Gypsy Family Camp" in Auschwitz-Birkenau. The liquidation of the camp marked a closing chapter in the Nazis deadly persecution of Roma". 2) "Mass arrests and deportations of the Roma to the Jasenovac Concentration Camp took place from 20th May until the end of July 1942. Upon arrival to the concentration camp, their personal valuables were confiscated, and a list of inmates was kept only in the early days. Additional records and documents of the Ustaše origin about the deportation of the Roma to the concentration camp do not contain names but only the number of persons or train cars used for transport".

Political opponents = Soon after Adolf Hitler's appointment as chancellor in January 1933, political opponents were the first victims of systematic Nazi persecution. The first concentration camps in Germany were established on the local level throughout Germany soon after in February and March to handle the masses of people arrested as alleged political opponents. The first important concentration camp was opened in Dachau in March 1933 and it was the only concentration camp that remained in operation until 1945, being the model for the Nazi concentration camp system that replaced the earlier camps. Political opponents were targeted in many other countries, such as in France or Italy, and arrested, interned in special facilities, or sent to Nazi concentration camps.

Examples: 1) "Why do regimes take sudden steps to attack or eliminate opposition groups? The Röhm Purge—killings of Nazi officials and political enemies—showed the Nazi regime's willingness to act outside the law and norms of a civilized society. The purge ended #OTD in 1934". 2) "By July 1933, all political party opposition to the Nazis was removed by law—a pivotal move in their efforts to transition Germany to a dictatorship. The impact of this? The Holocaust could not have happened without the Nazis' rise to power and the destruction of German democracy".

People with disabilities = The "euthanasia" program targeted, for systematic killing, patients with mental and physical disabilities living in institutional settings in Germany and German-annexed territories. The goal of the Nazi Euthanasia Program was to kill people with mental and physical disabilities: at first, medical professionals and clinic administrators included only infants and toddlers in the operation, but the program was quickly envisioned to be extended to adult patients with disabilities living in institutional settings (USHMM, 2020).

Example: "Adolf Hitler enacted the Aktion T4 program in October 1939 to kill "incurably ill, physically or mentally disabled, emotionally distraught, and elderly people ". The Aktion T4 program was also designed to kill those who were deemed "inferior and threatening to the well being of the Aryan race"".

Slavic peoples = After defeating the Polish army in September 1939, the Germans ruthlessly suppressed the Poles by murdering thousands of civilians, with the aim of destroying the Polish nation and culture. More generally, Slavic peoples were targeted by the Nazi Germany as racially inferior and subjected to massive forced-labour programs and forced relocation of hundreds of thousands (USHMM, 2020). Overall, the treatment of so-called Slavs (people who spoke Slavic languages) was very uneven. Poles were oppressed and selectively murdered. Other Slavic people such as the Croats and Slovaks were Nazi allies. In the Soviet territories Slavs were not murdered because they were Slavs but because they were or were suspected of being partisans or of supporting the partisans.

Example: "On 7 September 1939, Reinhard Heydrich stated that all Polish nobles, clergy, and Jews were to be killed. On 12 September, Wilhelm Keitel added Poland's intelligentsia to the list. On 15 March 1940, SS chief Heinrich Himmler stated: "All Polish specialists will be exploited in our military-industrial complex. Later, all Poles will disappear from this world. It is imperative that the great German nation consider the elimination of all Polish people as its chief task".

Forced labourers = Unlike the other categories of labourers, the Nazis subjected millions of people (both Jews and other victim groups) to forced labour under brutal conditions. From the establishment of the first Nazi concentration camps and detention facilities in the winter of 1933, forced labour formed a core part of the concentration camp system. Germany's military campaigns created a huge manpower shortage in the German economy that Nazi authorities filled by conscripting foreign workers, and the SS greatly expanded the number of concentration camps to use prisoner labour for the war effort (USHMM, 2020). Unlike the other categories, forced labourers were people belonging to another category (Jews, homosexuals, Poles, etc.) who were assigned to slave labour.

Examples: 1) "Hitler's policy of Lebensraum (room for living) strongly emphasized the conquest of new lands in the East, known as Generalplan Ost, and the exploitation of these lands to provide cheap goods and labour for Germany". 2) "During the Second World War, Nazi Germany and fascist Italy were initially allies. On 8 September 1943 Italy withdrew from the alliance. The German Wehrmacht then captured the Italian soldiers and officers. About 650,000 Italians were transported to the German Reich and the occupied territories. With the founding of the Repubblica Sociale Italiana (RSI) in 1944, the prisoners were declared "military internees". Thus, despite the new fascist alliance and without regard to international law, they could be used as forced laborers in armaments".

Homosexuals = The Nazi campaign against homosexuality targeted the more than one million German men who, according to the state, carried a "degeneracy" that threatened the "disciplined masculinity" of Germany. Denounced as "antisocial parasites" and as "enemies of the state", more than 100,000 men were arrested under a broadly interpreted law against homosexuality. Approximately 50,000 men served prison terms as convicted homosexuals, while an unknown number were institutionalized in mental hospitals. Hundreds were castrated under court order or coercion (USHMM, 2020). At the time, other countries also had discriminatory legislation against homosexuals, and in some cases, they were subject to chemical castration or prison sentences (e.g., United Kingdom).

Example: "After the German invasion of the Netherlands, Willem Arondeus became a leader of a gay resistance group in Amsterdam. The group's main activities included helping persecuted people hide and find false identification".

Jehovah's Witnesses = Jehovah's Witnesses were subjected to intense persecution under the Nazi regime as they were accused of being unwilling to accept the authority of the state, of their international connections, and because they were strongly opposed to both war on behalf of a temporal authority and organized government in matters of conscience (USHMM, 2020). Jehovah's Witnesses were persecuted also in other countries (e.g., in Hungary, they were persecuted by the Hungarians and sent to the forced labour camp in Bor in Serbia).

Example: "Jehovah's Witnesses suffered religious persecution in Nazi Germany between 1933 and 1945 after refusing to perform military service, join Nazi organisations or give allegiance to the Hitler regime. An estimated 10,000 Witnesses—half of the number of members in Germany during that period—were imprisoned, including 2000 who were sent to Nazi concentration camps".

Soviet prisoners of war = After that, on 22 June 1941, the German forces invaded the Soviet Union, millions of Soviet soldiers were encircled, cut off from supplies and reinforcements, and forced to surrender. The brutal treatment of Soviet POWs by the Germans was due to a number of reasons, mostly because the German authorities viewed Soviet POWs not only as Slavic sub-humans but also as part of the "Bolshevik menace" linked in Nazi ideology to the concept of a "Jewish conspiracy". Second only to the Jews, Soviet POWs were the largest group of victims of Nazi racial policy (UHSM, 2020). If the majority of them were treated murderously, some were given the option of becoming auxiliaries to the Nazis and

thus had a way to escape the treatment in the POW camps. Many became ardent persecutors in the death camps and other killing facilities.

Examples: 1) "During Operation Barbarossa millions of Red Army (and other Soviet Armed Forces) prisoners of war were taken. Many were executed, arbitrarily in the field by the German forces or handed over to the SS to be shot, under the Commissar Order. Most, however, died during the death marches from the front lines or under inhumane conditions in German prisoner-of-war camps and concentration camps". 2) "In 1941 Himmler instructed Globočnik to start recruiting mainly Ukrainian auxiliaries among the Soviet POWs, due to ongoing close relations with the local Ukrainian Hilfsverwaltung. Globočnik had selected Karl Streibel from Operation Reinhard as the key person for this new secret project. Streibel, with the assistance of his officers, visited all POW camps for the Soviets behind the lines of the advancing Wehrmacht, and after individual screening recruited Ukrainian as well as Latvian and Lithuanian volunteers as ordered".

Other = Any other target group that can be related to previous ones, e.g., German common criminals or the so-called "asocial" that ended up in camps and interacted with Jews and other prisoners. This also includes national groups who suffered under Nazi occupation without being particularly targeted by their racial policies (e.g., Greeks).

Example: "People with previous criminal convictions were among the first to find themselves targeted by the Nazis. From 1937 onwards, many previous criminals were rearrested in large raids. One such raid, ordered by Himmler and carried out on the 9 March 1937, saw two thousand people arrested across Germany and sent to camps".

Comment (optional): _____

22. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

23. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

b5. Evaluation of the sub-category "Stages of the Holocaust"

The sub-category "Stages of the Holocaust" is organised in seven further sub-categories: 1) Pre-Holocaust, 2) Classification, dehumanization and symbolization, 3) Discrimination, isolation and segregation, , 4) Organisation, 5) Persecution and deportation, 6) Mass murder or "Extermination", 7) Liberation and aftermath.

24. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Pre-Holocaust					
Classification, dehumanization and symbolization					
Discrimination, isolation and segregation					
Organisation					
Persecution and deportation					
Mass murder or "Extermination"					
Liberation and aftermath					

Pre-Holocaust = This category encompasses any event that occurred before the appointment of Hitler on 30th January 1933. This includes historical antecedents to the period of the Third Reich, and ideas and movements like eugenics, race hygiene, social Darwinism as well as history of antisemitism and anti-Judaism before 1933, in Germany and other countries that were involved in the Holocaust. It also includes any other historical antecedents that led to the Holocaust in other countries.

Example: "Adolf Hitler made the swastika the centerpiece of the Nazi flag. Today it is known as a symbol of hate. Learn how a sign once associated with good fortune became the most recognizable icon of Nazi propaganda". N.B.: Although there is a reference to today meaning of the swastika, the focus of the post is on its origins and how it became the symbol of Nazism.

Classification, dehumanization and symbolization = This category encompasses the first, second and fourth stages of Stanton's model and regards the process through which: people are divided into "them and us" (Classification); names or other symbols are given to the classifications and people are named "Jews" or "Gypsies", or distinguished by colors or dress, such as the yellow star (Symbolization); Jews are denied their humanity and are equated with animals, vermin, insects, or diseases (Dehumanization). It also comprises Hilberg's Definition stage, according to which in Germany, in early 1930s, Jews are defined as the "other" through legalized discrimination. In 1935 the Nuremberg laws defined who was a Jew and who was not a Jew. Definitions also were adopted by other governments allied with Nazi Germany such as Italy in 1938, France in 1940, Slovakia and Hungary in 1941.

Example: "Jews throughout Nazi-occupied Europe were forced to wear a badge in the form of a Yellow Star as a means of identification. This was not a new idea; since medieval times many other societies had forced their Jewish citizens to wear badges to identify themselves. The badges were often printed on coarse yellow cloth and were a garish yellow colour. The star, which represented the star of David, was outlined in thick, black lines and the word 'Jew' was printed in mock-Hebraic type. In the Warsaw ghetto, Jews wore a white armband with a blue Star of David on their left arm. In some ghettos, even babies in prams had to wear the armbands or stars. Jewish shops were also marked with a Yellow Star. The star was intended to humiliate Jews and to mark them out for segregation and discrimination. The policy also made it easier to identify Jews for deportation to camps".

Discrimination, isolation and segregation = This category combines Stanton's Discrimination category with Hilberg's Isolation and Segregation. It also includes Hilberg's Emigration and Ghettoization as discriminatory measures. Starting from 1933, German Jews are subjected to more than 400 decrees and regulations that restricted all aspects of their public and private lives. They were not allowed to attend German schools or universities, could not go to public parks or movie theatres, were excluded from the civil service and Jewish businesses were taken over by Germans. Jewish doctors and lawyers had their licenses taken away. This made it less likely for Germans to interact with Jews in their daily life. With the invasion of Poland in 1939, Nazi Germany imposed similar restrictions on Polish Jews. Other countries adopted acts of isolation and segregation not with German intervention, such as in Italy and Hungary beginning in 1938 or in Slovakia. From the middle of 1930s, German Jews are also encouraged to leave Germany. Through the discriminatory laws, many Jews, especially artists and academics, left Germany when they were no longer allowed to operate in their professions, while Kristallnacht in 1938 encouraged many other Jews to leave the area. According to the new immigration laws, Jews could obtain exit visas so long as they left behind their valuables and property. With the annexation of Austria in 1938, emigration became "forced emigration" since became the policy in the Reich areas. Unlike German Jews who experienced a steady, but gradual decline of their legal situation during the first five years of Nazi regime, Austrian Jews did not have much time to prepare for emigration. With the beginning of World War II in 1939, the Nazis apply their racial laws to the countries they invade and occupy. Thus, Jews in these territories also tried to emigrate outside of the enlarged Third Reich. It is worth to stress that many refugees who fled experienced further persecution after the start of the war, notably Jews who arrived in Britain or British Occupied Territories (under the Empire). Starting from 1939, Jews are forcibly removed to segregated sections of Eastern European cities called ghettos, where Jews were isolated from the non-Jewish population and from other Jewish communities. Ghettos were set up as temporary measures to isolate the Jews while the Nazis searched for a way to solve their "Jewish problem". German occupation authorities established the first ghetto in Poland in Piotrków Trybunalski in October 1939. The first deportations of Jews from the Reich, and of Jews from areas recently annexed by Germany, began in October 1939 towards the Lublin area in Poland. The largest ghettos in the occupied or controlled Poland were established in Warsaw and Lodz, and in Eastern Europe in Vilna and Kovno. Although they were initially meant to be temporary, some lasted only a few days or weeks, others for several years. The vast majority of ghetto inhabitants died from disease, starvation, shooting, or deportation to killing centres (USHMM, 2020). Also in the occupied Soviet areas, ghettos were often set up after the first wave of murder since the Nazis were infighting about using or not using Jewish labour and eventually decided to exploit it in the short-term.

Examples: 1) "Between August and December 1938 Italy adopted a series of legislative provisions that deprived Italian Jews of their civil rights and came to be known as the "Racial Laws". The racial policies of the Fascist government had begun in 1937 with the Royal Decree 880 that prohibited the "acquisition of concubines and the marriage of Italian citizens with subjects of the Italian colonies". A year later the policy concentrated mainly on foreign and Italian Jews". 2) "Unlike German Jews who were often able to save part of their property as a basis for existence in a new country and they could emigrate with relative ease to Palestine, the United States and Western Countries, Austrian Jews in general were less well established and they were robbed of all their property before being allowed to leave the country". 3) "On 15 June 1940 Portuguese Consul-General, Aristides de Sousa Mendes, began issuing visas to Jews hoping to flee France. In just 1 week, he issued 1,575 visas (often free of charge) against the explicit instructions of his government". 4) "Baruch Shuv was born in Vilna, Poland (today Lithuania), in 1924. Baruch was relocated to the Vilna ghetto, where he found work at a German garage".

Organisation = This category is derived from Stanton's model and regards the preparatory measures taken to act during the subsequent stages, namely active persecution, deportation and mass murder. States organize secret police to spy on, arrest, torture, and murder people suspected of opposition to political leaders. Motivations for targeting a group are indoctrinated through mass media and special training for murderous militias, death squads, and special army killing units like the Nazi Einsatzgruppen, which murdered 1.5 million Jews in Eastern Europe.

Examples: 1) "The Einsatzgruppen were formed under the direction of SS-Obergruppenführer Reinhard Heydrich and operated by the Schutzstaffel (SS) before and during World War II. The Einsatzgruppen had their origins in the ad hoc Einsatzkommando formed by Heydrich to secure government buildings and documents following the Anschluss in Austria in March 1938. Originally part of the Sicherheitspolizei (Security Police; SiPo), two units of Einsatzgruppen were stationed in the Sudetenland in October 1938. When military action turned out not to be necessary due to the Munich Agreement, the Einsatzgruppen were assigned to confiscate government papers and police documents. They also secured government buildings, questioned senior civil servants, and arrested as many as 10,000 Czech communists and German citizens. From September 1939, the Reichssicherheitshauptamt (Reich Main Security Office; RSHA) had overall command of the Einsatzgruppen". 2) "The Germanic SS (German: Germanische SS) was the collective name given to paramilitary and political organisations established in parts of German-occupied Europe between 1939 and 1945 under the auspices of the Schutzstaffel (SS). The units were modeled on the Allgemeine SS in Nazi Germany and established in Belgium, Denmark, the Netherlands, and Norway whose populations were considered in Nazi ideology to be especially "racially suitable". They typically served as local security police augmenting German units of the Gestapo, Sicherheitsdienst (SD), and other departments of the German Reich Main Security Office". 3) "Political and ideological indoctrination was part of the syllabus for all SS cadets but there was no merger of academic learning and military instruction like that found at West Point in the United States. Instead, personality training was stressed, which meant future SS leaders/officers were shaped above all things by a National Socialist worldview and attitude. Instruction at the Junker Schools was designed to communicate a sense of racial superiority, a connection to other dependable like-minded men, ruthlessness, and a toughness that accorded the value system of the SS. Throughout their stay during the training, cadets were constantly monitored for their "ideological reliability". It is postulated that the merger of the police with the SS was at least partly the result of their shared attendance at the SS Junker Schools".

Persecution and deportation = This category combines Stanton's Persecution with Hilberg's Deportation. In this stage, victims are identified and separated out, death lists are drawn up, their property is often expropriated. In addition to segregation into ghettos (see Discrimination, isolation and segregation), victims are deported into concentration camps, or confined to a famine-struck region and starved. They are deliberately deprived of resources such as water or food in order to slowly destroy them. Programs are implemented to prevent procreation through forced sterilization or abortions. Children are forcibly taken from their parents. These are the immediate antecedents of genocidal massacres. First deportations begin with the "territorial solutions" of the Nisko project, an operation organized by Nazi Germany to deport Jews to the Lublin District of the General Government of occupied Poland in 1939 (the plan was later cancelled in early 1940). In occupied or controlled Poland, starting from December 1941 Jews are transported from Polish ghettos to concentration camps and death camps. In the months following the Wannsee Conference, the Nazi regime continued to carry out their plans for the "Final Solution". Jews were "deported" and transported by trains or trucks to six camps, all located in occupied Poland: Chełmno, Treblinka, Sobibór, Bełżec, Auschwitz-Birkenau, and Majdanek-Lublin. At the same time that ghettos were being emptied, masses of Jews and also Roma (Gypsies) were deported from the many distant countries occupied or controlled by Germany, including France, Belgium, the Netherlands, Norway, Hungary, Romania, Italy, North Africa, and Greece. Key events are, for example, the systematic deportations from the Netherlands in July 1942 and the beginning of the systematic deportations of Jews from Hungary in May 1944 (USHMM, 2020). It is worth to stress that deportation may have been occurred at the hands of different entities, not necessarily by the Nazis, such as the eviction of Jews from Alsace-Lorraine in 1940.

Examples: 1) "'I am on the train. I do not know what has become of my Richard. He is still in Pithiviers. Save my child, my innocent baby!!!" Esther Frenkel threw this postcard out of the train wagon on the way from Pithiviers to Auschwitz #OTD 7 August 1942". 2) "The deportation of Jews on trains was the last part of a long, slowly-developing process of humiliation, exclusion, persecution and hatred. What happened in #Auschwitz was the final stage of state-sponsored ideological hatred

that was gradually turning into genocide". 3) "Joseph Muscha Mueller was 12 when strangers took him from his classroom, claiming he had appendicitis. Although he protested, the Roma boy was taken into surgery and sterilized. Afterward, he was supposed to be deported to Bergen-Belsen, but his foster family managed to hide him". 4) "Adolf Hitler enacted the Aktion T4 program in October 1939 to kill "incurably ill, physically or mentally disabled, emotionally distraught, and elderly people ". The Aktion T4 program was also designed to kill those who were deemed "inferior and threatening to the well being of the Aryan race"".

Mass murder or "Extermination" = This category regards mass murder or "extermination" and deals with both the mass killings that took place in Poland and other Eastern occupied territories (i.e., the so-called "Holocaust by bullets" carried out by the Einsatzgruppen) and the massive use of gas in the death camps and other minor mass murder facilities. The Nazis and their accomplices killed children, women, and men mostly through shooting, suffocation in gas chambers, and imprisonment in labour and death camps. Conditions in the camps were such that many prisoners died from disease, such as typhus, malnutrition, and exhaustion from overwork. Two-thirds of the entire European Jewish population was killed by the Nazis. The Holocaust included some 6 million Jews murdered by the Germans and their partners, and in addition to the Holocaust several million more were murdered by the Germans and their partners or died owing to brutal mistreatment or the war itself. It is also important to highlight that the advent of systematic mass murder did not coincide with when the Nazis adopted the Final Solution but occurred when a given community first faced murder. In the case of the Soviet territories this is in summer 1941, in the case of Poland December 1941, in the case of Western Europe spring 1942, and in the case of Hungary, mostly beginning in spring 1944.

Examples: 1) "This photo shows Jews from Kovno being led by Lithuanian Militia to the Seventh Fort prior to their execution #OTD 27 July 1941". 2) "Dr. Korczak and Stefania Wilczynska were given the choice to avoid being deported together with the children of the Warsaw orphanage, but they refused. #OTD 5 August 1942, they were sent with the 192 orphans to the gas chambers of Treblinka". 3) ""The women and children were thrown into pits while still alive. More than 500 people were buried in silage pits there." This Soviet report dated #OTD 20 July 1944 describes the mass murder of the Jews in Lepel". 4) "Beginning in 1944, Nazi authorities began the liquidation of the Lodz ghetto. More than 72,000 Jews were deported to the Auschwitz-Birkenau killing centre before the end of August".

Liberation and aftermath = This category includes content associated with the end of WWII and the liberation of the camps by the Allies. As Allied and Soviet troops moved across Europe against Nazi Germany, they encountered concentration camps, mass graves, other sites of Nazi crimes, as well as thousands of prisoners evacuated during the Death Marches. Though liberation of Nazi camps was not a primary objective of the Allied military campaign, US, British, Canadian, and Soviet troops freed prisoners from their SS guards, provided aid to survivors, and collected evidence. Soviet forces liberated Auschwitz—the largest killing centre and concentration camp complex—on 27 January 1945. The Soviets also overran the sites of the Bełżec, Sobibór, and Treblinka killing centres. American forces liberated concentration camps including Buchenwald, Dora-Mittelbau, Flossenbürg, Dachau, and Mauthausen, while British forces liberated concentration camps in northern Germany, including Neuengamme and Bergen-Belsen (USHMM, 2020). The long process of liberation, which began in the Soviet areas in spring 1943 as the Nazi Germany and its partners were pushed back and eventually defeated, affected not only camps, but also cities, towns and villages. However, the process of liberation did not mark the end of survivors' sufferings as many of them found themselves living in displaced persons camps where they often had to wait years before emigrating to new homes. Many feared returning to their former homes due to post-war violence and antisemitism, while finding refuge in other countries was frequently problematic or dangerous (USHMM, 2020). Other tens of thousands of homeless survivors simply moved to Western European countries, where they were placed in refugee camps and displaced persons camps. The Nuremberg Trials which started on 20th November 1945, the Polish pogrom in Kielce and the Jewish immigration to Israel in 1948-1950 are part of the Holocaust aftermath. In terms of time, this stage

extends to the late 1940s and early 1950s. Examples: 1) “Vilna was liberated #OTD 13 July 1944. Some 700 Jews from the ghetto had joined the partisans in the forests; they fought until the arrival of the Red Army and participated in the liberation of the city”. 2) “In 1947, the British forced the ship Exodus 1947, carrying 4,500 Holocaust survivors to Palestine, to return to Germany. In most of these cases, the British imprisoned Jews who had been denied access to Palestine in detention camps set up on the Mediterranean island of Cyprus. The immigrants were sent back to France, but refused permission to disembark. The British eventually decided to send the Jews back to Germany”.

Comment (optional): _____

25. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

26. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

b6. Evaluation of the sub-category “Context and society”

The sub-category “Context and society” is organised in eight further sub-categories: 1) Jews, Jewish identity, history, religion, and culture, 2) Nazi ideology and attitudes towards Jews and other categories, 3) The camp system, 4) Prejudice, discrimination, racism, antisemitism and antigypsyism, 5) War and German occupation in Western and Eastern Europe, 6) Elderly, children and women, 7) Fates of individuals, 8) International response.

27. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Jews, Jewish identity, history, religion, and culture					
Nazi ideology and attitudes towards Jews and other categories					
The camp system					

Prejudice, discrimination, racism, antisemitism and antigypsyism					
War and German occupation in Western and Eastern Europe					
Elderly, children and women					
Fates of individuals					
International response					

Jews, Jewish identity, history, religion, and culture = This category includes content related to the history of Judaism and Jewish culture and life.

Example: “Judaism, monotheistic religion developed among the ancient Hebrews. Judaism is characterized by a belief in one transcendent God who revealed himself to Abraham, Moses, and the Hebrew prophets and by a religious life in accordance with Scriptures and rabbinic traditions”.

Nazi ideology and attitudes towards Jews and other categories = This category includes content related to discrimination policy against the Jews and other targeted categories by the Nazis. Discrimination policy may be concerned with any anti-Jewish measures such as the requirement to wear the yellow badge, the Nuremberg Laws, and the law against homosexuality, etc.

Examples: 1) “The Nazis persecuted a variety of different groups on ideological grounds. Their policies towards all the victim groups were brutal, but not identical. Here’s what to know about the persecution of gay men by the Nazi regime”. 2) “#OTD 20 June 1939, the Finke family was notified that their oldest son, Heinz, was to be included on a list of youngsters to be sent on a Kindertransport leaving Germany a week later. By mid-1942, he never heard from his family again”.

The camp system = Between 1933 and 1945, Nazi Germany and its allies established more than 44,000 camps and other incarceration sites (including ghettos). Camps were also set up by some of the regimes allied with Nazi Germany such as in Croatia, Romania and Vichy France. The perpetrators used these sites for a range of purposes, including forced labour, detention of people thought to be enemies of the state, and for mass murder. A specific type of camps were the death camps created under the Operation Reinhard (German: Aktion Reinhard or Aktion Reinhardt), which was the codename of the secretive German plan to exterminate Polish Jews in the General Government district of German-occupied Poland: Chełmno, Bełżec, Sobibór, Treblinka. This category encompasses content associated with the camp system, which included concentration camps, labour camps, prisoner-of-war camps, transit camps, and killing centres (or death camps or “extermination” camps). It is also important to highlight that some camps were hybrids that served more than one function, e.g., Majdanek and Auschwitz-Birkenau as concentration/death camps, Treblinka having a labour camp in addition to the death camp. Examples of related content may be the conditions of prisoners in Dachau, Bergen-Belsen, Auschwitz-Birkenau, or the liberation of the camps by the Allies.

Examples: 1) “These shoes are a powerful reminder of lives lost during the Holocaust. In July 1944, Soviet forces liberated the Majdanek camp. The SS had hastily fled with most of the prisoners. The shoes, shown in our Museum, were among the haunting evidence of Nazi crimes discovered”. 2) “US military photographers provided some of the first visual evidence of atrocities at Nazi camps. William A. Scott III of Atlanta, Georgia, arrived at Buchenwald in April 1945, where he saw things that were “worse than a dream””.

Prejudice, discrimination, racism, antisemitism and antigypsyism = This category encompasses content related to a wider spectrum of discriminatory expressions and practices, including many implicit or hidden manifestations of racism and exclusion of specific categories of people that occurred historically and geographically. It includes discriminatory attitudes and measures taken against specific groups such as the Jews and the Roma and Sinti. Less well known than the term antisemitism, antigypsyism is the specific racism towards Roma, Sinti, Travellers and others who are stigmatized as 'gypsies' in the public imagination. The term is often used in a narrow sense to indicate anti-Roma attitudes or the expression of negative stereotypes in the public sphere or hate speech.

Examples: 1) "The history of the Holocaust shows that targeting an entire group has far-reaching consequences. It can lead to an increase in xenophobia, racism, and extremism throughout society. Learn about where #antisemitism began and how it has evolved over centuries". 2) "Antisemitism, hatred of Jews, has been called "the longest hatred." While the #Holocaust is history's most extreme example of #antisemitism, today antisemitism is again on the rise. It poses a dangerous threat worldwide. Learn about its origins". 3) "Antigypsyism has existed in different forms for at least 500 years and reached its most destructive form in the Holocaust during which an estimated 500.000 people were killed as "Gypsies" by the Nazi Germans and their collaborators in many European countries".

War and German occupation in Western and Eastern Europe = This category includes content related to the Nazi German military campaign in Western and Eastern European countries, and in North Africa. Content comprised in this category includes any reference to military occupation, Nazi German policy in the occupied countries and life conditions of people in these countries. It also includes mass deportation of Jews and other local population at the hands of Nazi Germany and its local collaborators.

Example: "22 June 1941 marks the start of 'Operation Barbarossa', a turning point in Nazi anti-Jewish policy, resulting in the mass murder of some 1.5 million Jews under Nazi occupation in forests and ravines such as Ponar and Babi Yar".

Elderly, children and women = This category encompasses specifically content related to the elderly, children and female condition as separately targeted from men, which in turn were disproportionately affected by hard labour experiences and incarcerated in many camps that originally housed only men. The elderly were particularly affected by the events of the deportation and mass killings, among the first to die in the overcrowded and starving ghettos as well as being among the first to be selected for the gas chambers. Children endured a radical disruption to their young and innocent lives and were usually the first victims of the Nazi's murderous policy. The Nazis particularly targeted Jewish children, but also ethnically Polish and Romani (or Gypsy) children along with children with mental or physical disabilities (see Aktion T4). The Nazis and their collaborators killed children both for these ideological reasons and in retaliation for real or alleged partisan attacks. According to estimations, 1,500,000 Jewish children were killed during the Holocaust. A much smaller number were saved, others simply survived, often in a ghetto, occasionally in a concentration camp, while some were saved in various programs like the Kindertransport and the One Thousand Children, in both of which children fled their homeland. The reality of World War II and the Holocaust forced women to cope with new, unforeseen circumstances and fundamental dilemmas, compelling them to make difficult and often fateful decisions. They often did their best to protect their families, to obtain food, to find work, and to defend their children—sometimes even paying the unbearable price of separation. Women took on a number of roles at that time: they ran public soup kitchens and children's dorms, they worked as teachers and caretakers, as doctors and nurses, and they even joined partisan groups and underground resistance movements.

Examples: 1) "In July 1944, Ester Lurie was sent to the Stutthof Concentration Camp; there she managed to obtain scraps of paper and a pencil from one of the secretaries. She drew these #portraits of the female prisoners in secret". 2) ""The women and children were thrown into pits while still alive. More than 500 people were buried in silage pits there." This Soviet

report dated #OTD 20 July 1944 describes the mass murder of the Jews in Lepel". 3) "#AnneFrank is the most well-known hidden child of the Holocaust. But there were tens of thousands of children whose families placed them in hiding to protect them".

Fates of individuals = This category focuses on people to emphasise their individuality and humanity, and how they were affected by these historical events rather than vice versa. The Auschwitz-Birkenau Memorial and Museum, for example, draws attention to the birth, nationality, occupation (if known) and death of individuals sent to Auschwitz via its social media feeds, while he Stolpersteine app creates similar posts on Instagram.

Examples: 1) "Zipora Granat was born in Belfort, France, in 1931. After her mother was deported & later murdered in the Auschwitz-Birkenau concentration and extermination camp, Zipora was hidden in a number of cities by local welfare organisations". 2) "1 July 1936 | Belgian Jewish boy Andre Hartstein was born in Antwerp. He emigrated with his family to France. In December 1943 he was deported from Drancy to #Auschwitz. After the selection we was murdered in a gas chamber. He was 7". 3) "We know no more about Max Klein than the key dates of his life. He was born in Berlin on 20 June 1887. On 18 October 1941, Max Klein was deported with the "I. Transport" from Grunewald station to the Łódź ghetto, where he was murdered on 26 February 1942 (Stolpersteine Berlin, Goßlerstr. 20).

International response = This category encompasses the actions or responses of other nations not directly involved in the Holocaust. It also includes the response of Jewish group outside the areas of Nazi domination, such as in North America and Mandatory Palestine. In the aftermath of the Holocaust, the world was shocked to see photographs of unimaginable horror; skeletons of victims stacked in piles of hundreds and thousands, and living skeletons describing unspeakable brutality and atrocity. Yet, historians have been asking if an event of this magnitude could have occurred without the knowledge of the Allies, and if the Allied governments knew this was taking place why nothing was done to stop muss murder. One of the recurring questions is if actions of the Allies could have prevented the Holocaust or limited the destruction of six million Jews and five million other innocent civilians. In the decades since the Holocaust, some national governments, international bodies and world leaders have been criticized for their failure to take appropriate action to save the millions of European Jews, Roma, and other victims of the Nazi regime. Critics say that such intervention, particularly by the Allied governments, might have saved substantial numbers of people and could have been accomplished without the diversion of significant resources from the war effort. Other researchers have challenged such criticism. Some have argued that the idea that the Allies took no action is a myth—that the Allies accepted as many German Jewish immigrants as the Nazis would allow—and that theoretical military action by the Allies, such as bombing the Auschwitz concentration camp, would have saved the lives of very few people. Others have said that the limited intelligence available to the Allies—who, as late as October 1944, did not know the locations of many of the Nazi death camps or the purposes of the various buildings within those camps they had identified—made precision bombing impossible. Examples of international response during the Holocaust were the Évian Conference in 1938 and, in general, the attitudes of countries in denying or offering asylum to Jews, the role played by neutral states (Portugal, Spain, Switzerland, Turkey), the Vatican and the allied governments in exile, while example of response after the Holocaust are the Nuremberg Trials in 1945, the definition of genocide and the Universal Declaration of Human Rights in 1948.

Examples: 1) "The Évian Conference was convened at the initiative of Franklin D. Roosevelt in July 1938 to discuss the problem of Jewish refugees. For ten days, from July 6 to July 15, delegates from thirty-two countries met at Évian-les-Bains, France. However, most western countries were reluctant to accept Jewish refugees, and the question was not resolved. The Dominican Republic was the only country willing to accept Jewish refugees—up to 100,000". 2) "Desperate for war material, the Nazis offered the British a million Jews in exchange for 10,000 trucks. When asked why he had refused to negotiate the deal, a British diplomat responded, "What would I do with one million Jews? Where would I put them?"". 3) "The United

States of America had a quota allowing the entry of 25,957 German immigrants per year in the pre-war period (increased to 27,370 when Germany and Austria's quotas were merged in 1938). However, due to the considerable additional requirements, such as citizenship papers, immigrant and transit visas, just 2372 German Jews were actually admitted in 1933. Unused quota slots were not carried forward into the following year. The first year that the quota was completely filled in America was 1939". 4) "Towards the end of World War II, Raphael Lemkin, a lawyer of Polish-Jewish descent, aggressively pursued within the halls of the United Nations and the United States government the recognition of genocide as a crime. Largely due to his efforts and the support of his lobby, the United Nations was propelled into action. In response to Lemkin's arguments, the United Nations adopted the term in 1948 when it passed the "Prevention and Punishment of the Crime of Genocide"".

Comment (optional): _____

28. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

29. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

b7. Evaluation of the sub-category "Artefacts and authentic representation"

The sub-category "Artefacts and authentic representation" is organised in six sub-categories: 1) Artefacts, 2) Photographic and filmic evidence, 3) Literary and documentary production, 4) Music and theatre, 5) Sculptural and visual art, 6) Architecture.

30. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Artefacts					
Photographic and filmic evidence					
Literary and documentary production					

Music and theatre					
Sculptural and visual art					
Architecture					

Artefacts = This category includes types of human dimension of the Holocaust portrayed by a variety of everyday objects such as items for religious services (e.g., tallit, prayer books), toiletries, children's toys, cloths, kitchen utensils and recipe books, etc.

Examples = 1) "These Torah scrolls, one from a synagogue in Vienna and the other from Marburg, were desecrated during Kristallnacht (the "Night of Broken Glass"), the violent anti-Jewish pogrom of November 9 and 10, 1938. The pogrom occurred throughout Germany, which by then included both Austria and the Sudetenland region of Czechoslovakia. The scrolls pictured here were retrieved by German individuals and safeguarded until after the war". 2) "This Singer sewing machine was used by shoemakers in the Lodz ghetto, Poland. As early as May 1940, the Germans began to establish factories in the ghetto and to utilize Jewish residents for forced labour. By August 1942, there were almost 100 factories within the ghetto. The major factories produced textiles, especially uniforms, for the German army".

Photographic and filmic evidence = This category includes victims' photographs taken by themselves before and during the Holocaust, photographs taken by perpetrators and collaborators, or by external parties such as journalists or members of the press. A notable example of photographs taken by the perpetrators is the "Auschwitz Album" that collects pictures taken at the arrival of one of the Hungarian Jews' transports to Auschwitz-Birkenau in 1944. It also includes filmic production made for propaganda purposes, such as the Nazi propaganda film "Theresienstadt. Ein Dokumentarfilm aus dem jüdischen Siedlungsgebiet" ("Theresienstadt: A Documentary Film from the Jewish Settlement Area"), or by the liberators (e.g., recording the sights of Bergen-Belsen after its liberation in April 1945).

Examples: 1) "US military photographers provided some of the first visual evidence of atrocities at Nazi camps. William A. Scott III of Atlanta, Georgia, arrived at Buchenwald in April 1945, where he saw things that were "worse than a dream."" 2) "The #Auschwitz Album is the only surviving evidence of the process leading to mass murder at the Auschwitz-Birkenau concentration and extermination camp. A selection of the photos is pictured below". 3) "Photo album containing photographs taken by a passenger aboard the St. Louis, with a depiction of the ship on the cover. In 1939, this German ocean liner carried Jewish refugees seeking temporary refuge in Cuba. It was forced to return to Europe after Cuba refused to allow the refugees entry into the country". 4) ""The Führer Gives a City to the Jews" (official name "Theresienstadt: A Documentary Film from the Jewish Settlement Area", "Theresienstadt. Ein Dokumentarfilm aus dem jüdischen Siedlungsgebiet") is a black-and-white projected Nazi propaganda film directed by the German Jewish prisoner Kurt Geron and the Czech filmmaker Karel Pečený under close SS supervision in Theresienstadt concentration camp".

Literary and documentary production = This category includes works such diaries, letters, memoirs, short stories, novels, poems, memos, ledger books, etc. produced during the Holocaust. . Notable examples are Anne Frank's Diary and the Ringelblum Archives ("Oneg Shabbat") in the Warsaw Ghetto. It also includes authentic narrative forms of the Holocaust perpetrators.

Examples: 1) "Last letter, #OTD 16 June 1942. "I am writing this letter before my death, but I don't know the exact day that I & all my relatives will be killed, just because we are Jews... I am proud to be a Jew. I am dying for the sake of my people." - Fanya Barbakow". 2) ""The invasion has begun...Is this really the beginning of the long-awaited liberation?" Anne Frank wrote in her diary #OTD in 1944. #DDay—the landing of Allied troops in Normandy, France—became one of the most

crucial Allied victories in WWII". 3) "They appear an ordinary family. This is Heinrich Himmler, the architect of Nazi mass murder, with his wife and daughter. The Holocaust wouldn't have been possible without the indifference of most and the collaboration of many ordinary people. Read a Nazi wife's diary".

Music and theatre = This category includes the songs and the theatrical scripts that were created and performed during the Holocaust in ghettos, camps, and partisan groups, which tell the stories of individuals, groups and communities in the Holocaust period and were a source of unity and comfort, and later, of documentation and remembrance. Notable example of music and theatre production during the Holocaust are those composed and executed in the Terezín ghetto, or the "Who Will Carry the Word?" play by Charlotte Delbo.

Examples: 1) "Playwright Jura Soyfer and composer Herbert Zipper, active in Viennese antifascist cabaret, were arrested by the Gestapo after the German-Austrian Anschluss of 1938. They met again at Dachau, where both toiled as "horses," hauling cartloads of heavy stone throughout the camp. Soyfer and Zipper wrote Dachau Song in September 1938 as an ironic response to the motto "Arbeit Macht Frei" (Work Makes Freedom) inscribed on the gate at the entrance to the camp.". 2) "Classical music—instrumental works, art songs, opera—was also produced and performed during this period, notably by prisoners at the Theresienstadt (Terezín) ghetto and transit camp in Czechoslovakia, as well as in several other ghettos and camps".

Sculptural and visual art = This category encompasses objects created by victims or perpetrators as artistic responses to the time. It includes artworks (sculptures, paintings, drawings, etc.) as official documentary war painting, the deeply personal responses of concentration camp and ghetto victims and survivors, or the more documentary approach of official war artists.

Examples: 1) "One of the most notable examples of a personal response to forced emigration is Felix Nussbaum's "The Refugee" (1939). Felix Nussbaum was murdered in Auschwitz this week in 1944. Explore this online exhibition of his work: FELIX NUSSBAUM 1904 – 1944. The Fate of a Jewish Artist". 2) "Born in Bruenn, Austria-Hungary (now Brno, Czechoslovakia) in 1900, Norbert Troller served as a soldier in World War I, spending time as a prisoner-of-war in Italy. He was deported to Theresienstadt in 1942, where he worked as an architect for the Jewish self-administration of the camp and produced works of art as well. During this time Troller created several drawings and sketches that documented the appalling conditions for Jews in the camp, which were then smuggled to the outside world as proof". 3) "The Frog is a sculpture created in KL Lublin in 1943 created by Albin Maria Boniecki - a graduate of the Academy of Fine Arts in Warsaw. During his imprisonment at Majdanek between January and September 1943, the sculptor wanted to use his skills to improve the conditions in the camp, and to lift up the spirits of the fellow inmates. In a witty way, Boniecki tricked an influential favourite of both the SS and the functionaries. He created The Frog and convinced them that, as an amphibian, it should be displayed by a water basin". 4) "The documentary value of the sketches and paintings of David Olère is tremendous. No actual photographs were taken of what went on within the crematoriums; only the hands and eyes of David Olère reproduce the horrible reality. David Olère did not sketch for pleasure. He sketched in testimony to all those who never came back. In the Destruction of the Jewish People (1946, 29x20 cm, Ghetto Fighters House, Israel), the fire consumes Torahs, phylacteries, and a tallis, as well as various Christian religious articles".

Architecture = This category encompasses Nazi-planned structures, such as camp buildings and killing facilities constructed by perpetrators and collaborators.

Example: "Prisoner areas in the camps followed rigid institutional plans. But the homes and buildings for the German guards and officers were built with high-quality materials and aesthetic treatments. The houses for the SS guards were

constructed by prison laborers on curved streets with stone foundations and designs that replicated the garden city planning found in German towns”.

Comment (optional): _____

31. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

32. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

c. Evaluation of the macro-category “Contemporary issues of the Holocaust”

The macro-category “**Contemporary issues of the Holocaust**” is organised in five sub-categories: 1) Holocaust research, 2) Heritage of the Holocaust, 3) Parallels and challenges, 4) Remembrance and education, 5) Representation of the Holocaust.

33. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Holocaust scholarship					
Heritage of the Holocaust					
Parallels and challenges					
Remembrance and education					
Representation of the Holocaust					

Holocaust scholarship = Holocaust scholarship is a multidisciplinary research area that encompasses the study of the Holocaust. It deals with finding explanations for the Holocaust events and providing answers to the question “why the Holocaust happened?”. It also includes research on the preservation of the historical sites.

Heritage of the Holocaust = This set of categories encompasses how various European and non-European states and societies have confronted, and are still confronting, the history of the Holocaust. Related issues involve culture, morality, law, economics, and domestic and foreign policy as intimately associated with the Holocaust in Europe and in large parts of the Western world. It also includes the post-war trials, the testimonies of Holocaust survivors, the Righteous among the Nations as a specific category of rescuers, the role played by second and third generations, and the most prominent figures and places of the Holocaust in the popular culture.

Parallels and challenges = This category encompasses the main challenges related to Holocaust denial and distortion, today's forms of racism and intolerance, and parallels with other genocides or mass atrocities.

Remembrance and education = This category includes forms of commemoration and remembrance, recommendation of teaching material, and public discourse about various aspects of the Holocaust in the press and other media.

Representation of the Holocaust = This category encompasses any artistic and media representation of the Holocaust after the end of the war and its aftermath, and contemporary artistic expressions such as digital and virtual representations.

Comment (optional): _____

34. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

35. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

c1. Evaluation of the sub-category "Holocaust scholarship"

The sub-category "Holocaust scholarship" is organised in two further sub-categories: 1) Holocaust research; 2) Archaeology of the Holocaust.

36. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Holocaust research					
Archaeology of the Holocaust					

Holocaust research = This category encompasses the investigation of the Holocaust from a historical and social perspective and studies their origins and their consequences. While often there is overlap with other academic fields, such as Jewish studies, Genocide studies, German studies, the field promotes research and study of the various aspects of the Holocaust and antisemitism and the most recent, innovative work being conducted in various disciplines and in different countries. It includes different approaches and methodologies on all aspects of academic Holocaust research, such as Nazi policies against the Jews and other racial and genocidal programs, Jewish responses to Nazism, Nazi propaganda, Ghettos and camps, European collaboration, War crimes trials, Survivor testimony, Collective memory of the Holocaust, Commemoration and museology, World War II and its aftermath, “New” antisemitism and xenophobia in the world today, Holocaust literature, drama, film, and art, Psychological aspects of trauma, Technology and the Holocaust. Institutions dedicated to Holocaust research investigate the multidisciplinary and interdisciplinary aspects of Holocaust methodology, demography, sociology, and psychology. Examples of academic research institutes are the International Institute for Holocaust Research at Yad Vashem in Jerusalem, Israel, the Fritz Bauer Institute in Frankfurt, Germany, the Center for Advanced Holocaust Studies at the United States Holocaust Memorial Museum in Washington, DC, the European Holocaust Research Infrastructure, and many others.

Example: “In a recently published article entitled “Looking beyond the victims: descendants of the perpetrators in Hitler’s Children”, the author analyses cinematic and ethical choices in mediating a notably painful subject for Israeli audiences. It claims that the emphasis on reconciliation and the focus on descendants who acknowledge and express remorse for their parents’ roles in the Holocaust set a cinematic tenor of confession and guilt. The similar perspectives shared by the five descendants interviewed for the film marginalize the conflictual and complex responses of descendants of perpetrators which have been discussed in research, culture, and other films”.

Archaeology of the Holocaust = This category encompasses a subfield of Holocaust research and regards the rigorously researched scientific evidence of the material remains that were associated with the persecution and mass murder. The practice of Holocaust archaeology uses desk-based archival research, satellite imagery, aerial photographs, remote sensing, topographic survey and geophysical techniques to identify destroyed camps, lost killing sites and hidden mass graves. Importantly, these techniques avoid excavation that would disturb human remains, a practice which is forbidden under Jewish Law. Collected data can be visualised in a multitude of innovative ways with the primary objective being digital preservation, simplicity of access and increased awareness to a wide audience. The locales of each of the hundreds of the ghettos are potential targets for archaeological investigations, but the greatest attention is paid to the Nazi mass murder centres in Poland where the archaeological research is most intensive. The mass murder centres of Chełmno, Bełżec, Sobibór and Treblinka have been, and are, subjected to archaeological research more than other sites. An example is the use of remote sensing technology to detect things underground and put the data together in order to understand what actually happened on the grounds of Treblinka in Poland. Archaeological efforts are addressed to both the treatment of these sites and the attitudes towards them in a direct attempt to enhance visitor experiences and education programmes. The field encompasses inform conservation, heritage management, and education strategies.

Example: “Following the 1940 evacuation of the British Channel Island of Alderney, a network of Nazi labour and concentration camps was built on the island to house foreign labourers. Recent archaeological investigations, for the first time, have mapped the Sylt labour and concentration camp using non-invasive methods and 3D-reconstruction techniques. The results provide the opportunity, alongside historical research, to examine the relationships between architecture, the landscape setting and the experiences of those housed at Sylt camp”.

Comment (optional): _____

37. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

38. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

c2. Evaluation of the sub-category “Heritage of the Holocaust”

The sub-category “Heritage of the Holocaust” is organised in five further sub-categories: 1) Political, legal, cultural and social developments, 2) Testimonies and their lessons for today , 3) The Righteous Among the Nations, 4) Iconic places and people, 5) Second and third generations.

39. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Political, legal, cultural and social developments					
Testimonies and their lessons for today					
The Righteous Among the Nations					
Iconic places and people					
Second and third generations					

Political, legal, cultural and social developments = This category encompasses how the memory of the Holocaust has left a particularly strong imprint on diverse countries, mostly on Israel and Germany. While the work of coming to terms with this traumatic past - a process which in German has been coined *Vergangenheitsbewältigung* - has for decades had a special urgency in these states, there is a tendency today to consider the Holocaust part of the development of a collective transnational European memory culture and of Western society. This category also includes the post-war trials that were celebrated after those organised by the International Military Tribunal in Nuremberg, how Holocaust history has become seminal in Israeli culture and politics, new evidence obtained through new documents, the establishment of national and international archives, and current investigation and prosecution of Nazi war criminals.

Examples: 1) "Outside of Poland, crimes against Jews were not the focus of most postwar trials, and there was little international awareness or understanding of the Holocaust in the immediate postwar period. This changed in 1961 with the trial of Adolf Eichmann, chief administrator of the deportation of European Jews, before an Israeli court. The Eichmann trial also brought attention to the presence of accused Nazi perpetrators in a number of countries outside Europe, because Eichmann had settled in Argentina after the war". 2) "If until recently the centrality of the Holocaust in Western European identity and memory seemed secure, today we are witnessing a memory crisis resulting from conflicting perceptions of the Holocaust in Western and Central Europe. On the one side, there is a strong tendency to acknowledge the universal meaning of the Holocaust, and related UN and EU resolutions and declarations. On the other, the process of globalizing the Holocaust discourse is often considered as another mechanism to further strengthen Western cultural domination". 3) "Operation Last Chance was launched July 2002 by the Simon Wiesenthal Center with its mission statement being to track down ex-Nazis still in hiding. Most of them were nearing the end of their lifetimes, hence the operation's name. Efraim Zuroff is director of the Wiesenthal Center in Jerusalem who serves as the Israeli liaison as well as overseer of this project, the focus of which is investigation, prosecution, and conviction of the last remaining Nazi war criminals and collaborators. Many have obtained citizenship in Canada and the United States under false pretences; usually by misrepresentation, omission, or falsification of their criminal past, specifically war crimes which rose to the level of crimes against humanity".

Testimonies and their lessons for today = This category includes content related to survivors' testimonies and any other posthumous reference that demonstrate the full strength and power of the human spirit and how people could rely on their resilience to resist or survive. It encompasses also the subject of the Holocaust in the proper perspective for the new generations to strengthen their spirit and foster in them moral values as well as courage, hope, and faith.

Examples: 1) "#OTD 91 years ago, #AnneFrank was born. For millions, she was their window into the Holocaust. Though Anne wrote most of her diary while in hiding from the Nazis, she inspired us with her ability to believe in the enduring power of hope". 2) "For Holocaust survivor Renée Firestone, laughter and light are the best revenge against those who sought to destroy her. "Could Hitler imagine that I will survive and have three great-grandchildren?". 3) "The words of Holocaust survivor Elie Wiesel continue to resonate today. What can we learn from him about being witnesses to hate?".

The Righteous Among the Nations = "The Righteous Among the Nations, honored by Yad Vashem, are non-Jews who took great risks to save Jews during the Holocaust. Rescue took many forms and the Righteous came from different nations, religions and walks of life. What they had in common was that they protected their Jewish neighbors at a time when hostility and indifference prevailed" (Yad Vashem). The title is conferred by Yad Vashem, the Israeli Holocaust Museum and Memorial based on analysis of testimony and documents to affirm that rescue was conducted for altruistic purposes rather than personal gain. The main forms of help extended by the Righteous Among the Nations include hiding Jews in the rescuers' home or on their property, providing false papers and false identities, and smuggling and assisting Jews to escape. The Righteous Among the Nations Database may be consulted online (<https://righteous.yadvashem.org/?/search.html?language=en>).

Examples: 1) "Righteous Among the Nations Joop Westerweel was executed in the Vught concentration camp #OTD 11 August 1944. Realizing that hiding was not sufficient to save the Jews, the group that he led began devising ways to help them escape from Dutch territory". 2) "In Rome, Maria Antoniazzi, in her capacity as Mother Superior of the Suore di Nostra Signora di Namur Convent, saved four members of the Jacobi family from Berlin. Until the liberation of Rome in June 1944, the Jacobis were protected by Mother Maria Antoniazzi. In 1948, the Jacobis settled in Israel. In 1990, Mother Maria Antoniazzi, now living in England, was visited by Hildegard and her son Claudio (Ilan). When asked about her actions during the war, she said: "Well, I did no more than anyone would have done. At that time you did not think of the danger – you just went on doing what little you could. People needed help and that was all that mattered. Besides, we didn't have a family or dependants to worry about. You see, as religious people, we could afford to take more risks." On July 7, 2004, Yad Vashem recognized Maria Antoniazzi (Mother Antonia) as Righteous Among the Nations".

Iconic places and people = This category deals with the most popular people and places that have become iconic in popular culture and imagination. Indeed, today the history of the Holocaust is made available to people largely as a product of popular culture (novels, films, television programs, museum exhibits, speeches and rituals performances of political figures and other public personalities) that has contributed to spread a number of iconic figures and places in the collective imagination. At the same time, since the fall of the Berlin Wall in 1991, public interest in the Holocaust has spiked around Europe along with the rise of "dark tourism" to European Holocaust sites. According to recent lists, the most popular must-see Holocaust sites are Auschwitz-Birkenau, Anne Frank's House, The Holocaust Memorial Berlin, Schindler's Factory, Yad Vashem and Warsaw Ghetto, and, as a consequence of the exporting of Holocaust out of Europe, the United States Holocaust Memorial Museum in Washington DC. Among the more recognisable cultural signifiers of Holocaust figures that have come to dominate the popular cultural settings are Anne Frank (probably the one who has been most distorted), Oskar Schindler, Elie Wiesel, Primo Levi, and Adolf Eichmann.

Examples: 1) ""The invasion has begun...Is this really the beginning of the long-awaited liberation?" Anne Frank wrote in her diary #OTD in 1944. #DDay – the landing of Allied troops in Normandy, France – became one of the most crucial Allied victories in WWII". 2) "Oskar Schindler was a German industrialist and a member of the Nazi Party who is credited with saving the lives of 1,200 Jews during the Holocaust by employing them in his enamelware and ammunitions factories in occupied Poland and the Protectorate of Bohemia and Moravia. He is the subject of the 1982 novel Schindler's Ark and its 1993 film adaptation, Schindler's List, which reflected his life as an opportunist initially motivated by profit, who came to show extraordinary initiative, tenacity, courage, and dedication to save the lives of his Jewish employees". 3) "Elie Wiesel, Holocaust survivor & Nobel Peace Prize recipient, passed away #OTD 2 July 2016. He became a symbol of Holocaust memory and documentation, and a clear voice in the struggle for human rights". 4) ""Adolf Eichmann was executed by hanging in the night between 31 May and #OTD 1 June 1962. Learn more about the Eichmann trial in Jerusalem on our newly redesigned online exhibition "The Eichmann Trial: With me here are six million accusers"".

Second and third generations = This category includes content associated with second-generations and third-generations, which refer respectively to the children and grandchildren of survivors.

Example: "Rita Goldberg's mother was a Holocaust survivor whose epic escapes from the Nazis were worthy of a film script. But like many children of camp survivors, Rita has also been affected profoundly by her experience".

Comment (optional): _____

40. How complete do you think this partition is?

- Not at all
- Marginally complete
- Quite complete
- Totally complete
- Not sure/ I do not know

41. Are there any missing categories or categories you would eliminate?
- Yes
- No

If yes, please specify _____

c3. Evaluation of the sub-category “Parallels and challenges”

The sub-category “Parallels and challenges” is organised in three further sub-categories: 1) Countering Holocaust denial and distortion, 2) Antisemitism, racism and hate, 3) Other genocides.

42. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Countering Holocaust denial and distortion					
Antisemitism, racism and hate					
Other genocides					

Countering Holocaust denial and distortion = This category includes content related to counter Holocaust denial or Holocaust distortion. According to IHRA, “Holocaust denial is discourse and propaganda that deny the historical reality and the extent of the extermination of the Jews by the Nazis and their accomplices during World War II, known as the Holocaust or the Shoah. Holocaust denial refers specifically to any attempt to claim that the Holocaust/Shoah did not take place. Holocaust denial may include publicly denying or calling into doubt the use of principal mechanisms of destruction (such as gas chambers, mass shooting, starvation and torture) or the intentionality of the genocide of the Jewish people” (IHRA, 2019). As for Holocaust distortion, the IHRA’s non-legally binding Working Definition of Holocaust Denial and Distortion refers to a number of examples of attempts to cast doubt on the factuality of the Holocaust. These include (but are not limited to) gross minimization of the number of the victims of the Holocaust; attempts to blame Jews for causing their own genocide; statements that cast the Holocaust as a positive historical event; and attempts to blur the responsibility for the establishment of concentration and death camps devised and operated by Nazi Germany by putting blame on other nations or ethnic groups (IHRA, 2019). This category also includes addressing myths, misconceptions and misappropriation

that have been shown to have currency and circulation especially amongst young people, as well as problematic use of Holocaust iconography.

Examples: 1) "We encourage people to learn from the Holocaust. Comparing and categorizing are natural human impulses, but this oversimplified approach to a complex history is dangerous. Nazi crimes are unique. We should examine the evidence, then alert ourselves to warning signs". 2) "A mask is not a yellow star. Such a comparison is disrespectful to Jews humiliated by it during the Holocaust. Wearing a mask is a sign of our moral responsibility for the safety of us all. It protects health & lives. Visitors of @AuschwitzMuseum are requested to cover faces". 3) "The use of National Socialist icons at the Freiburg "Hygiene Demonstrations" is only the most recent manifestation of a sickening phenomenon where Nazi Germany's efforts to exterminate Europe's Jews are compared to today's measures to contain the coronavirus. From Freiburg to Vienna to the United States, the measures taken by democratic governments to protect their populations and save lives are being equated with the murderous policies of the National Socialist regime, thereby diminishing the latter. This obscene trend reflects a grave lack of understanding of the dimensions of the Holocaust and must be taken very seriously".

Antisemitism, racism and hate = This category includes content related to today's forms of racism, contemporary antisemitism, (online) hate and bullying, etc. and fostering of community of solidarity with the victims.

Examples: 1) "'Antisemitism is not hatred of Semitism or Semites ... antisemitism is Jew hatred.'"—Holocaust historian Deborah Lipstadt. The Nazi regime used similar centuries-old #antisemitic myths to stoke fear about Jews. These stereotypes are still being used today". 2) "The Museum is outraged at the horrific killing of #GeorgeFloyd. Painful moments like these remind us of our shared humanity. The words of Holocaust survivor Elie Wiesel help us reflect on the lessons of the Holocaust, the vital need to confront hate, and promote human dignity". 3) "ISIS attempted to destroy the #Yezidi of northern Iraq #OTD 6 years ago. It executed men and boys and kidnapped women and girls as young as 9 to be sold, sexually enslaved and beaten. We stand in solidarity with the victims and survivors, who fight for justice and accountability".

Other genocides = This category includes content related to the deliberate and systematic destruction, in whole or in part, of an ethnic, racial, religious or national group. The United Nations defines genocide as any of the following acts committed with intent to destroy, in whole or in part, a national, ethnic, racial, or religious group, including killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life calculated to bring about a physical destruction in whole or in part; imposing measures intended to prevent births within the group; forcibly transferring children of the group to another group. Notable examples of genocides, apart from the Holocaust, in contemporary history are the Armenian, , Cambodian, and Yugoslavian genocides, and the genocide against the Tutsi .

Example: "The #ArmenianGenocide took place between spring 1915 and autumn 1916. At least 664,000 people and possibly as many as 1.2 million died during the genocide".

Comment (optional): _____

43. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

44. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

c4. Evaluation of the sub-category “Remembrance and education”

The sub-category “Remembrance and education” is organised in three further sub-categories: 1) Remembrance and commemoration, 2) Public discourse about various aspects of the Holocaust in the press and other media, 3) Holocaust education: Teaching and learning about the Holocaust.

45. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Remembrance and commemoration					
Public discourse about various aspects of the Holocaust in the press and other media					
Holocaust education: Teaching and learning about the Holocaust					

Remembrance and commemoration = This category includes any initiative aimed at commemorating and remembering the victims of the Holocaust and other Nazi victims’ groups. Examples are the inauguration of a new memorial, the installation of a new Stolperstein (literally “stumbling stone”, a project initiated by the German artist Gunter Demnig in 1992 which consists of sett-size, ten-centimetre concrete cubes bearing a brass plate inscribed with the name and life dates of victims of Nazi mass murder or persecution), celebrations of the International Holocaust Remembrance Day, national memorial days (e.g., Yom HaShoah, the Warsaw Ghetto Uprising), or important dates in the lives of victims or survivors such as Anne Frank’s birthday.

Examples: 1) “It took the world years to come to the rescue. 6 million lives were taken before the Allies reached the concentration camps. So you ask me, a Jew, what will prevent this from happening again? A strong Jewish state, who can defend her own people. A strong Israel. #YomHaShoah”. 2) “Gunter #Demnig has laid today in Ludwigshafen further @_Stumbling blocks_. Thanks to <http://ludwigshafen-setzt-stolpersteine.de> There are already so many. And every stone is necessary.” 3) “Today would have been Anne Frank’s 91st birthday, were she not murdered in the #Holocaust. After the

war, Yad Vashem recognized the brave non-Jews who risked their lives hiding the Frank family. They are pictured below".

4) "People often ask why Jews threatened by violence in Nazi Germany didn't immigrate sooner. Explore the complex steps that were required for those who tried to immigrate to the United States. #WorldRefugeeDay".

Public discourse about various aspects of the Holocaust in the press and other media = This category includes press or media content which is connected with the contemporary relevance of the Holocaust, such as trials of contemporary historians (e.g., Barbara Engelking and Jan Grabowski in Poland), or ongoing pursuit of Nazi war criminals (e.g., efforts made during the past three decades to bring Holocaust perpetrators to justice all over the world).

Example: "On 19 June 2017, some 180 Holocaust historians and other historians of modern European history signed an open letter in Grabowski's defence, addressed to Calin Rovinescu, Chancellor of the University of Ottawa. Describing the campaign against Grabowski as "an attack on academic freedom and integrity", the letter said that "[h]is scholarship holds to the highest standards of academic research and publication", and that the Polish League Against Defamation puts forth a "distorted and whitewashed version of the history of Poland during the Holocaust era".

Holocaust education: Teaching and learning about the Holocaust = This category encompasses the growing field of educational research into how the Holocaust is being taught in school, and also how teachers are being prepared to teach this important topic. It can also include research into how young people engage with Holocaust memorials, Holocaust site visits and other commemoration activities. The field refers to efforts, in formal and non-formal settings, to teach about the Holocaust, and addresses pedagogical approaches, teaching methods and informal learning, under the larger umbrella of education about the Holocaust. This category also includes curricula and textbooks studies, various materials, and technology use (e.g., multimedia, the Internet, social media, etc.). It also comprises content related to new teaching material, a memory trip, a themed competition, or content focused on teaching and learning.

Examples: 1) "We encourage people to learn from the Holocaust. Comparing and categorizing are natural human impulses, but this oversimplified approach to a complex history is dangerous. Nazi crimes are unique. We should examine the evidence, then alert ourselves to warning signs". 2) "Being able to explain what #antisemitism is and where it comes from can be difficult. Start with the basics: Who are "Jews"? How did antisemitism start? Why is it still with us, even after the Holocaust?". 3) "As members of the EU-funded HERA research project IC_ACCESS: *Inclusive strategies for European conflicted pasts*, the Falstad center, and the SPECS research group, at the Institute of Science and Technology IBEC) agreed to jointly develop the *Future Memory App* of SS Strafgefangenenlager Falstad 1945, targeted towards students, visitors and educational programs as well as museum visitors to the memorial".

Comment (optional): _____

46. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

47. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

c5. Evaluation of the sub-category “Representation of the Holocaust”

The sub-category “Representation of the Holocaust” is organised in seven further sub-categories: 1) Films and documentaries, 2) Photographs, 3) Literary and documentary production, 4) Music and theatre, 5) Sculptural and visual art, 6) Artefacts and **architecture**, 7) Digital and virtual representation.

48. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Films and documentaries					
Photographs					
Literary and documentary production					
Music and theatre					
Sculptural and visual art					
Artefacts and architecture					
Digital and virtual representation					

Films and documentaries = This category spans multiple genres such as docudramas, narrative films including war films, action films, love stories, psychological dramas, and even comedies. Contemporary Holocaust cinema includes movies such as “Schindler’s list”, “The pianist”, “La vita è bella”, and “The Boy in the Striped Pyjamas”, or the reenacted documentary “Who Will Write Our History. This category includes also news related to the release of a new movie or documentary. .

Examples: 1) “Holocaust (1978) is an American four-part television miniseries which explores the Holocaust from the perspectives of the fictional Weiss family of German Jews and that of a rising member of the SS, who gradually becomes a war criminal. Holocaust highlights numerous events which occurred up to and during World War II, such as Kristallnacht, the creation of Jewish ghettos, and later, the use of gas chambers”. 2) “The Devil Next Door is a documentary series about John Demjanjuk, accused of war crimes and crimes against humanity carried out while serving as a guard at Nazi extermination camps during World War II, who spent years living in Cleveland. The show premiered on Netflix in 2019”.

Photographs = This category encompasses photographs or photographic exhibitions created after the Holocaust, such as the commemorative projects “Faces of Life after the Holocaust. 75 Portraits of Survivors” photographed by Martin Schoeller in 2020.

Example: “#75Survivors Faces of Life After the Holocaust. Zipora Granat was born in Belfort, France, in 1931. After her mother was deported & later murdered in the Auschwitz-Birkenau concentration & extermination camp, Zipora was hidden in a number of cities by local welfare organisations”.

Literary and documentary production = This category includes literary works such post-war memoirs, short stories, novels, poems, etc., either written or published after the war or more recently. Examples of the first type are Anne Frank’s Diary, Primo Levi’s “If This Is a Man” (Se questo è un uomo) or Elie Wiesel’s “Night”. More recent works are “Sarah’s Key” by Serge Joncour, the comics book “Maus” by Art Spiegelman, and “The Boy in the Striped Pyjamas” by John Boyne. This category includes any news about the release of a new book or literary work.

Examples: 1) “*Night* is Elie Wiesel's masterpiece, a candid, horrific, and deeply poignant autobiographical account of his survival as a teenager in the Nazi death camps. This new translation by Marion Wiesel, Elie's wife and frequent translator, presents this seminal memoir in the language and spirit truest to the author's original intent. And in a substantive new preface, Elie reflects on the enduring importance of *Night* and his lifelong, passionate dedication to ensuring that the world never forgets man's capacity for inhumanity to man”. 2) “Alberto Caviglia at his narrative debut also resorts to satire in his book “*Olocaustico*”. The author presents the novel at the “Nuvola” by Fuksas at the Eur in Rome at the small and medium publishing fair “Più libri più liberi più libri” on Sunday 8 December at 1pm at the Sala Vega”.

Music and theatre = This category includes songs, lyrics, music and theatre productions that have been written and performed after the end of the Holocaust until today.

Examples: 1) “The woman born on the Mauthausen ramp who rose from the audience to speak is Eva Clarke, 67. She lives in Cambridge with her mother, Anka Bergman, who is 96. Mrs Bergman knew the man who founded and conducted the principal orchestra in the camp: Karel Ancerl. Ancerl also survived Auschwitz and went on to become one of the greatest conductors and interpreters of music – some say the greatest – of his generation with the Czech Philharmonic Orchestra”. 2) “*Schindler's List: Original Motion Picture Soundtrack* is the film score of the 1993 film of the same name, composed and conducted by John Williams. The original score and songs were composed by Williams, and features violinist Itzhak Perlman”.

Sculptural and visual art = This category includes memorial artworks such as paintings, drawings, sculptures, stained glass windows, and artistic representations to the Holocaust produced after the war by survivors and third parties. Spread across sites in and beyond Europe, memorial artworks serve as visible reminders of the past and are a global phenomenon.

Examples: 1) “The International Monument at Dachau was inaugurated on September 8 1968. It was designed by Nandor Glid, who himself was persecuted as a Jew by the Nazis in his home country of Yugoslavia and had joined the resistance to the German occupation forces at the end of 1944. The sculptor won a competition organized by the CID, the association representing the survivors, in 1959”. 2) “Like Treblinka, the Warsaw Ghetto was completely destroyed, so monuments here mark the locations of former sites. The first World War II-related memorial was built in 1946 to mark the third anniversary of the Warsaw Ghetto Uprising. Designed by L.M. Suzin, it is a red sandstone disk which was tilted toward the entrance gate to the ghetto. It marks the site of the first armed confrontation. The inscription reads: “To the memory of those who died in unparalleled and heroic struggle for the dignity and freedom of the Jewish nation, for free Poland, and for the liberation of mankind - the Jews of Poland”. 4) “Jeffrey Schrier assembles massive sculptural works configured as shimmering winged forms that are installed in museums, institutions and public spaces. The works utilize 11 million can tabs collected from all fifty states and eight countries by the middle school in Mahomet Illinois, amassed to recognize the number of lives destroyed in the Holocaust. Millions of tabs Schrier additionally acquired numerically reference lives cut

short by continuing acts of inhumanity. Through Schrier's programs, over sixty-thousand participants have constructed can tab elements, feather-like structures that Schrier uses as the "clay-like" sculptural material for his immense assemblage works, expressions of hope developing out of tragedy".

Artefacts and architecture = This category encompasses contemporary architecture that regards mainly how museums and memorials construct and implement spatial storytelling through artifacts and exhibition techniques. Each architectural space implements specific engagements with historical time by use of spatial layout and circulation, spatial form and symbolization, and spatial qualities of lighting and material.

Examples: 1) "The landscape of Yad Vashem plays a unique role in the formation of Jewish history and culture and makes the YVHHM a primary example of Jewish space with a specific engagement with historical time, with which Holocaust museums in other parts of the world cannot compete, such as the Ann Frank House in Amsterdam, the United States Holocaust Memorial Museum in Washington DC, or the Jewish Museum in Berlin". 2) "The Memorial to the Murdered Jews of Europe (German: Denkmal für die ermordeten Juden Europas), also known as the Holocaust Memorial (German: Holocaust-Mahnmal), is a memorial in Berlin to the Jewish victims of the Holocaust, designed by architect Peter Eisenman and engineer Buro Happold. It consists of a 19,000-square-metre (200,000 sq ft) site covered with 2,711 concrete slabs or "stelae", arranged in a grid pattern on a sloping field. Building began on 1 April 2003, and was finished on 15 December 2004. It was inaugurated on 10 May 2005, sixty years after the end of World War II in Europe, and opened to the public two days later. It is located one block south of the Brandenburg Gate, in the Mitte neighborhood".

Digital and virtual representation = This category encompasses digital and virtual works of art / artistic projects dealing with the Holocaust and forms of Digital Holocaust memory. Efforts to save and preserve historical archives combined with attempts to safeguard the testimonies of the last survivors have resulted in numerous undertakings based on the use of advanced digital technologies. The first prominent initiative came from the USC Shoah Foundation's Institute for Visual History and Education (formerly Survivors of the Shoah Visual History Foundation), a non-profit organisation dedicated to recording interviews with survivors and witnesses of the Holocaust and other genocides. Further examples are the development and research of interactive digital 3D-testimonies of Holocaust survivors and contemporary witnesses, virtual reality experiences such as the VR film *The Last Goodbye* (the Shoah Foundation), the VR visit of the Anne Frank House, and a growing number of VR projects embedded at memorial sites of former concentration camps.

Examples: 1) "USC Shoah Foundation's Dimensions in Testimony enables people to ask questions that prompt real-time responses from pre-recorded video interviews with Holocaust survivors and other witnesses to genocide. The pioneering project integrates advanced filming techniques, specialized display technologies and next generation natural language processing to create an interactive biography. Now and far into the future, museum-goers, students and others can have conversational interactions with these eyewitnesses to history to learn from those who were there". 2) "Eva.stories is an Instagram account that recounts the real-life story of a Jewish girl murdered in a concentration camp, by imagining she had documented her days on a smartphone, has sparked a debate about how to sensitively portray the Holocaust. With 1.1 million followers, Eva.stories is a high-budget visual depiction of the diary of Eva Heyman – a 13-year-old Hungarian who chronicled the 1944 German invasion of Hungary – but features hashtags, internet lingo, and emojis used by a 21st century-teenager".

Comment (optional): _____

49. How complete do you think this partition is?

- Not at all
- Marginally complete
- Quite complete
- Totally complete
- Not sure/ I do not know

50. Are there any missing categories or categories you would eliminate?

- Yes
- No

If yes, please specify _____

d. Evaluation of the macro-category “Museum activities and communication”

The macro-category “Museum activities and communication” is organised in five sub-categories: 1) Museum events, 2) Communication and responses to the audience, 3) Collaborations and endorsements, 4) Information about museum operation, 5) Other.

51. On a scale of 1 (=Not at all) to 5 (=Extremely), please rate the appropriateness (e.g., clarity and completeness) of the following information:

	1=Not at all	2=Slightly	3=Moderately	4=Very	5=Extremely
Museum events					
Communication and responses to audience					
Collaborations and endorsements					
Information about museum operation					
Other					

Museum events = This category includes any event that the museum or memorial organizes in presence (e.g., a new exhibition) and online (e.g., thematic conference), a commemorative event hosted online via social media, or digital campaigns.

Examples: 1) “Adolf Eichmann was executed by hanging in the night between 31 May and #OTD 1 June 1962. Learn more about the Eichmann trial in Jerusalem on our newly redesigned online exhibition "The Eichmann Trial: With me here are six million accusers"”. 2) “#AnneFrank is the most well-known hidden child of the Holocaust. But there were tens of thousands of children whose families placed them in hiding to protect them. Join us on what would be her 91st birthday,

6/12 at 9:30 a.m. ET, to learn their stories". 3) "Today would have been the 91st birthday of #AnneFrank. We're live on Facebook at 9:30 a.m. ET, discussing the experiences of hidden children of the Holocaust. Meet our guest, Al Münzer, who spent three years in the shadows, separated from his family".

Communication and responses to audience = This category encompasses answering social media users' questions, correcting misconceptions or factual inaccuracies, and, in some cases, responding to criticism and to current controversies. It also includes calls for donations or invitations to participate in fundraising campaigns.

Examples: 1) "We can see a lot of 'Auschwitz' mentions recently. Remember that a preserved historic site does not equal a statue erected to honour a person. The two have entirely different roles, contexts, messages & meanings. Drawing a simple comparison here is incorrect". 2) "The period of the pandemic has proved exceptionally difficult for the Auschwitz Memorial, as it has been closed to visitors since 12 March and hence deprived of its primary source of financing. Therefore, we wish to ask everyone for whom the preservation of memory is important for financial support to allow us to continue with numerous educational, research, exhibition and publishing projects". 3) "The 'victims' trend on TikTok can be hurtful & offensive. Some videos are dangerously close or already beyond the border of trivialization of history. But we should discuss this not to shame & attack young people whose motivation seem very diverse. It's an educational challenge".

Collaborations and endorsements = This category refers to connection with other museums, institutions and individuals committed to Holocaust history and remembrance, such as research institutes, scholars, other museums and memorial sites, either supported or driven by governments or developed by organisations or groups.

Examples: 1) "Trans-national Holocaust research, commemoration and education is the mission of the European Holocaust Research Infrastructure (EHRI), and its main challenge is the wide dispersal of sources and expertise across many institutions. EHRI overcomes such fragmentation by connecting sources, institutions and people". 2) "We are proud to announce the new partnership with Yad Vashem". 3) "The Museum of Jewish Heritage – A Living Memorial to the Holocaust is releasing a series of digital spots from celebrities and elected officials that encourage people to visit the most comprehensive Holocaust exhibition about Auschwitz ever exhibited in North America. Auschwitz. Not long ago. Not far away. The groundbreaking exhibition is now open through January 3, 2020 in New York City."

Information about museum operation = This category includes information about museum/memorial operation like opening hours, closure, visitor rules, etc.

Examples: 1) "Visitors of @AuschwitzMuseum are requested to cover faces". 2) "Due to the decision of the government to close all museums and cultural institutions in Poland because of coronavirus pandemic, we inform that the Auschwitz Memorial is not available to visitors".

Other = Any other content that does not fall into the previous ones.

Comment (optional): _____

52. How complete do you think this partition is?

Not at all

Marginally complete

Quite complete

Totally complete

Not sure/ I do not know

53. Are there any missing categories or categories you would eliminate?

Yes

No

If yes, please specify _____

54. Final comments

APPENDIX 4A. FRAMEWORK ROUND 3

Historical content of the Holocaust	Places	Local
		Regional
		National
		Transnational
	Timeline	Pre-1933
		1933-1939
		1939-1941
		1941-1945
		1945-1950
	Agency	Murdered
		Survive
		Perpetration
		Collaboration
		Bystanding
		Combat and resistance
		Rescue
		Liberation
	Groups	Jews

		Roma and Sinti
		Political opponents
		People with disabilities
		Slavic peoples
		Forced labourers
		Homosexuals
		Jehovah's Witnesses
		Soviet prisoners of war
		Other
	Stages of the Holocaust	Pre-Holocaust
		Classification, dehumanization and symbolization
		Discrimination, isolation and segregation
		Organisation
		Persecution and deportation
		Mass murder or "Extermination"
		Liberation and aftermath
	Context and society	Jews, Jewish identity, history, religion, and culture
		Nazi ideology and attitudes towards Jews and other categories
		The camp system

		Prejudice, discrimination, racism, antisemitism and antigypsyism
		War and German occupation in Western and Eastern Europe
		Elderly, children and women
		Fates of individuals
		International response
	Artefacts and authentic representation of the Holocaust	Artefacts
		Photographic and filmic evidence
		Literary and documentary production
		Music and theatre
		Sculptural and visual art
		Architecture
Contemporary issues of the Holocaust	Holocaust scholarship	Holocaust research
		Archaeology of the Holocaust
	Heritage of the Holocaust	Political, legal, cultural and social developments
		Testimonies and their lessons for today
		The Righteous Among the Nations
		Iconic places and people
		Second and third generations

	Parallels and challenges	Countering Holocaust denial and distortion
		Antisemitism, racism and hate
		Other genocides
	Remembrance and education	Remembrance and commemoration
		Public discourse about various aspects of the Holocaust in the press and other media
		Holocaust education: Teaching and learning about the Holocaust
	Representation of the Holocaust	Films and documentaries
		Photographs
		Literary and documentary production
		Music and theatre
		Sculptural and visual art
		Artefacts and architecture
		Digital and virtual representation
Museum activities and communication	Museum events	
	Communication and responses to audience	
	Collaborations and endorsements	
	Information about museum operation	
	Other	

APPENDIX 5. LIST OF EXPERTS THAT PARTICIPATED IN THE STUDY

Frank W Baker, Media Education Consultant, Media Literacy Clearinghouse, USA

Dr. Hannes Burkhardt, Lecturer at the Friedrich-Alexander-University, Erlangen-Nuremberg, Germany

Dr. Imogen E. J. Dalziel, the Holocaust and Genocide Research Partnership, UK

Dr. David Deutsch, International School for Holocaust Studies, Yad Vashem, Israel

Prof. Stuart Foster, Executive Director, UCL Centre for Holocaust Education, UCL Institute of Education, University College London, UK

Dr. Simone Gigliotti, Senior Lecturer, Holocaust Studies, Department of History, Holocaust Research Institute, University of London, UK

Dr. Alberto Giordano, Professor of Geography, Honorary Professor of International Studies, Department of Geography, Texas State University, USA

Dr. Michael Gray, Headmaster, Hereford Cathedral School, UK

Dr. Eleni Karayianni, Senior Research Fellow, Centre for Holocaust Education, UCL Institute of Education, University College London, UK

Prof. Ilya Levin, The Jaime and Joan Constantiner School of Education, Tel Aviv University, Israel

Prof. Gadi Luzzatto Voghera, Director Fondazione CDEC, Milano, Italy

Dr. Mykola Makhortykh, Institute of Communication and Media Studies, University of Bern, Switzerland

Prof. Harold Marcuse, Department of History, University of California, Santa Barbara, USA

Prof. Dr. Anna Menyhért, Professor of Trauma Studies, The University of Jewish Studies, Budapest, Hungary

Dr. Andy Pearce, Associate Professor in Holocaust & History Education, University College London, UK

Prof. Dr. Eva Pfanzelter, Professor & Deputy Head, Department for Contemporary History, Deputy Head Research Center Digital Humanities, University of Innsbruck, Austria

Dr. Robert Rozett, Senior Historian, Yad Vashem International Institute for Holocaust Research, Israel

Dr. Victoria Grace Walden, Director of Learning Enhancement and Senior Lecturer in Media, University of Sussex, UK