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| July 15th, 2024 | Speaker | Description |
| 9-9:15am | Sam Goldberg, Director of Education HERC | **Opening remarks** |
| 9:15-10:15am | Keynote Peter Hayes | **Profits and Persecution: German Big Business and the Holocaust**  In this talk Peter Hayes traces the ways by which the German corporate world became deeply implicated in—and in many respects indispensable to—the Nazi regime’s persecution, exploitation, and murder of Europe’s Jews. He argues that these developments stemmed inexorably from decisions made and actions taken by the nation’s leading corporate executives in 1933, at the very outset of Nazi rule. Subjected to a corrupting combination of intimidation and temptation, Germany’s leading executives became participants in “the normalization of barbarism.” |
| 10:45-11:45am | Chima Korieh, PhD | **World War II, German Propaganda, and Intellectual Production**  On 16 September 1939, two weeks after the British went to war with Germany, the pupils and staff of the Qua Iboe Mission Institute in Eastern Nigeria’s Uyo District wrote a letter to the King and the people of England. In their letter, they wrote: “The attitude of Germany towards other whites has been a fearful shock to us, and our ardent wish is that the Germans be brought to their knees in the shortest possible time so that some measure of peace may be obtained for the inhabitants of the world.” This letter exemplifies one of the most puzzling aspects of Africa’s participation in the war—that colonial subjects can be the source of great support for colonial power. The sentiments expressed above by groups and individuals throughout the Second World War also represent part of a larger narrative of Africa’s encounter with colonialism and the discourse around empire and world wars. The letters expressing support for Britain during the war are also significant not only as expressions of African agency but as revelations of the impact of British propaganda on the attitude of Nigerians towards the war and the desire of different sections of the population to support the Allies. The perceived racial ideology of Nazi Germany shaped the African reactions talk. However, the perceived racial ideology of Nazi Germany shaped the African reactions, I will focus on the African response to German Propaganda and how the perceived racial ideology of Nazi Germany shaped the African reactions. |
| 1:00-2:00 | Elizabeth Baer, PhD | **German Genocide in Africa and the Third Reich: Imperialism, Race, and Sexual Violence**  One of the new directions in Holocaust Studies is close examination of the genocide the Germans committed in their African colony between 1904-1907, known as the Herero and Nama genocide. Dr. Elizabeth Baer will trace the many similarities between this genocide and the Nazi Holocaust, including the use of concentration and death camps, an ideology that defines certain groups as subhuman, the use of slave labor, and the presence of sexual violence. She will also address the fact that Germany did not acknowledge this genocide until 2021.  Her talk will be illustrated with period photos, maps, and other images. Handouts will include a summary of the talk, a bibliography, and ideas for pedagogical approaches to this topic. |
| 2:45-3:45pm | Bradley Hart, EdD | **Confronting Hitler’s American Friends**  Americans often remember the 1930s and 1940s as a time when the country came together to survive the Great Depression and, ultimately, win World War II. The reality was far different, however. The U.S. before Pearl Harbor was deeply divided, with extremist factions on all sides vying to influence the country's direction. This presentation examines extremist groups and leaders that hoped to build an American version of Hitler's Germany - or, at a minimum, abandon Europe to the Nazis, at the cost of millions of lives. This is history too often left out of the textbooks but has continuing importance. |
| July 16th, 2024 | Speaker | Description |
| 9-10am | Mark Gudgel, PhD | **Like Wolves to War**  The misconception that European Jews were taken “like sheep to slaughter” during the Holocaust is perhaps best dispelled through a more nuanced examination of resistance to the Nazis. Resistance was sometimes armed, but it also manifested itself in many other forms. This presentation will look at specific instances of resistance, by Jews and those who aided them, that teachers can introduce to students in order to provide a more complete and accurate picture of events. |
| 10:30-11:30pm | Wendy Lower, PhD | **Hitler’s Furies: German Women in the Nazi Killing Fields**  Wendy Lower’s stunning account of the role of German women on the World War II Nazi eastern front powerfully revises history, proving that we have ignored the reality of women’s participation in the Holocaust, including as brutal killers. Drawing on twenty years of research that included access to post-Soviet documents and interviews with German witnesses, Lower makes an incisive case for the massive complicity, and worse, of the 500,000 young German women she places, for the first time, directly in the killing fields of the expanding Reich. |
| 1:00-2:00 | Danny M. Cohen, PhD | **The Son: Teaching About Intergenerational Memory**  What can our students learn by studying intergenerational memory and inherited trauma? In this workshop, by navigating the choose-your-own-pathway-testimony of Michael Bauer - the gay son of Jewish Holocaust survivors Tema and Morris - we explore unexpected connections between Holocaust history and the history of LGBTQ rights and consider how to bring these histories into our classrooms. |
| 2:30-3:30 | Jessica Donnerbauer, educator at Somerset High School | **Echoes & Reflections**  **Antisemitism: Understanding and Countering Hatred Today**  Read the news and it is clear: antisemitism is not a relic of the past, but a hatred the world struggles with today. It is important that educators have the resources and tools to feel prepared to talk about contemporary manifestations of antisemitism and hate with students. This session explores classroom materials to support effective teaching of contemporary antisemitism, its global reach, and its expression in the form of hate speech, violence, denial, and distortion of the Holocaust. Educators will also explore ways to support students’ commitment and ability to actively respond to and prevent antisemitism and other forms of prejudice in their communities. |
| July 17th, 2024 | Speaker | Description |
| 9-10am | Khatchig Mouradian, PhD | **The Resistance Network: The Armenian Genocide and Humanitarianism in Ottoman Syria**  In this history of an underground network of humanitarians, missionaries, and diplomats in Ottoman Syria who helped save the lives of thousands during the Armenian Genocide, Mouradian challenges depictions of Armenians as passive victims of violence and subjects of humanitarianism, demonstrating the key role they played in organizing a humanitarian resistance against the destruction of their people. Piecing together hundreds of accounts, official documents, and missionary records, Mouradian presents a social history of genocide and resistance in wartime Aleppo and a network of transit and concentration camps stretching from Bab to Ras ul-Ain and Der Zor. He ultimately argues that, despite the violent and systematic mechanisms of control and destruction in the cities, concentration camps, and massacre sites in this region, the genocide of the Armenians did not progress unhindered—unarmed resistance proved an important factor in saving countless lives. |
| 10:30-11:30pm | Sara E. Brown, Ph.D & Dr. Hollie Nyseth Nzitatira | **Teaching the Human Story of the 1994 Genocide in Rwanda**  Dr. Sara E. Brown and Dr Hollie Nyseth Nzitatira have designed curricular resources that draw upon testimonies and social scientific research from Rwanda to teach the 1994 Genocide Against the Tutsi. It also empowers educators to explore and answer core questions about genocide, such as: What are the causes of genocide? Why do civilians perpetrate genocide? Why do some people rescue instead? How does a country recover after genocide? They will share insights from their experience (collectively, they have been working in Rwanda since 2004) and the more than 500 testimonies they have gathered from Rwandans about their experiences before, during, and after the 1994 genocide. |
| 1:00-2:00pm | Marisa Piper, educator at Kettle Moraine High School | **Echoes & Reflections**  **Teaching About Genocide**  In this session, educators will: explore new resources on four genocides of the 20th century: Armenia, the Holocaust, Cambodia, and against the Tutsi in Rwanda; learn about the lives of the people as they were before they became victims and discover the coining of the term genocide by Raphael Lemkin; tract common themes such as the role of propaganda in discrimination, dehumanization, and exclusion of victim groups; and learn valuable skills in how to teach this sensitive topic. |
| 2:00-2:30 | Sam Goldberg | **Closing remarks** |