



Arkansas Holocaust Education Committee's 28th Annual Conference
Jones Center for Families ~ Springdale, Arkansas

The Holocaust: From Persecution to the Final Solution

Friday, October 25th, 2019

8:15 am – 3:00 pm



ARHolocaustPrograms.org

Registration must be received before October 11, 2019

Educators: this Conference is approved for Professional Development credit via Arkansas Department of Education

For more information contact Dr. Grace Donoho 479-750-4930 AHEC.holocaustconference@gmail.com

Keynote Speakers

* Morning Plenary Session "Holocaust 101"

by **Dr. Dorian Stuber**, Professor of English, Hendrix College. Join us for an excellent overview of the Holocaust as we begin the conference and our day-long study of the worst genocide in human history- From Persecution to the Final Solution. Learn about the rise of Nazism and the consolidation of power by the Nazis where millions would soon perish in a program of systematic persecution and murder. We will seek a deeper understanding of how ordinary people and institutions were brought into the Nazis' vision for the genocide of six million Jewish people and countless others deemed unworthy of life.

* Morning Plenary Session "Hear My Voice"

Narrative from Holocaust Survivor **Dr. Inge Auerbacher**

Dr. Inge Auerbacher was born in Germany and spent three years between seven and ten years of age in the Terezin (Theresienstadt) concentration camp in Czechoslovakia, where out of 15,000 children, about 1 per cent survived. She remembers when the now famous children's opera Brundibar was first written and performed while she was in Terezin. Her books are available on Amazon and Barnes & Noble: *I Am A Star- Child of the Holocaust*, *Beyond the Yellow Star to America*, *Running Against the Wind*, and *Finding Dr. Schatz*.

Schedule of Events

8:15 am – 8:45 am	Pick up Registration Packets
8:45 am – 9:45 am	Plenary Session One
10:00 am – 11:00 am	Concurrent Sessions 1
11:00 am – 11:30 am	Lunch
11:30 am – 12:50 pm	Plenary Session Two
12:55 pm – 1:55 pm	Plenary Session Three
2:00 pm – 3:00 pm	Concurrent Sessions 2

2019 AHEC Board Members

- Dr. Barry Brown, Emeritus University Professor, Department of HHPR, College of Education and Health Professions, University of Arkansas, Fayetteville, AR.
- Hadassah Campbell, Graduate of Arkansas Technical University, Author, Small Business Owner, Webmaster, Graphic Design, Springdale, AR.
- Dr. Grace Donoho, Retired Director of Education, Jones Center, Springdale, AR.
- Dr. Jennifer M. Hoyer, Associate Professor of German, and Dept. of World Languages, University of Arkansas, Fayetteville, AR.
- Susan Johnson, Retired Elementary School Teacher, Fayetteville, AR.
- Ryan Malaschock, Teacher at Oakdale Middle School, Rogers, AR.
- Ricky Manes, Fulbright Jr. High School, Bentonville, AR. 8th Grade Pre-AP History, History Dept. Chair, National Jr. Honor Society Sponsor.
- Dr. Kevin Simpson, Professor of Psychology and Dept. Chair, John Brown University, Siloam Springs, AR.
- Dr. Irene Spalter, Member of Temple Shalom, Fayetteville, AR.
- Carol Turley, Springdale High School, Springdale, AR.
- Sam Yalowitz, Arkansas Emeritus, Teacher of Education, Special Education, College of Education and Health Professions, University of Arkansas, Fayetteville, AR.

Humanities Scholars

- Dr. Laurence Hare, Director of the International Studies and European Studies programs in the Fulbright College of Arts and Sciences, University of Arkansas, Fayetteville, AR.
- Dr. Jennifer M. Hoyer, Associate Professor of German, University of Arkansas, Fayetteville, AR.
- Dr. Kurt Tweraser, Emeritus Faculty, Political Science Department, University of Arkansas, Fayetteville, AR.

CONCURRENT SESSIONS

Please be aware of the possibility that not all students from one school may be able to sit together in any one workshop due to limited space in rooms. Thank you for your cooperation. Sorry for any inconvenience. Please respect our volunteer Ambassadors who are monitoring each room as directed. Please address any issues to the Conference director or committee member. Thank you.

The Nazi Doctors Trials: The Medical Case of the Nuremberg Proceedings by Chad Austin

On December 9, 1946, an American military tribunal began criminal proceedings against 23 leading German physicians and administrators for their willing participation in war crimes and crimes against humanity. These crimes were committed against the most vulnerable people living in Germany: the institutionalized mentally ill and physically impaired. Prosecutors laid bare before the world the heinous nature of these crimes and how Nazi physicians played a role at the death camps themselves. Doctors, in short, played a crucial role in the Final Solution. This interactive session will draw upon victim and defendant testimonial evidence presented in court to help us wrestle with what happened, why it happened and how the perpetrators were held accountable.

Teenager Diaries from the Holocaust by Lisa Bauman

In this interactive session, students and teachers will learn about young people who wrote diaries during the Holocaust. By writing their thoughts and feelings as they were living through unimaginable persecution, these individual diarists provide primary source evidence of the trauma they experienced.

Genocide by Mass Shooting by Andrew Buchanan

On June 22, 1941, Nazi Germany invaded the Soviet Union. This act of war sounded the death knell for the Jewish populations of Eastern Europe. Approximately 2 million Jews were murdered by bullets by German units and their collaborators. This practice of extermination has come to be designated as the “Holocaust by bullets” or “genocide by mass shooting.” This session will provide an overview of the Einsatzgruppen, from their participation in the T-4 Programme to the process of mass murder by shootings in eastern Europe. Participants will analyze Yahad in Unum’s work documenting the crimes of the Einsatzgruppen in eastern Europe. Yahad-In Unum (YIU) is a French organization founded to locate the sites of mass graves of Jewish victims of the Nazi mobile killing units in Lithuania, Latvia, Ukraine, Belarus, Russia, Poland and Moldova. Participants will be able to investigate the anatomy of the crime, using eyewitness testimonies to understand the actual process of mass murder from beginning to end. Participants will seek to answer the following questions: 1. What was the Final Solution to the Jewish Question, (Die Enlosung der judenfrage) and what is its legacy? 2. Who were the murderers of the mobile killing units, where did they operate and what methods did they use? 3. How does a government plan and implement a policy of mass murder, and/or genocide? 4. How has the work of Fr. Patrick Desbois and Yahad-in-Unum added significantly to our understanding of the process of mass murder? Dr. Buchanan believes this presentation will meet a need for participants interested in gaining an overview of the system of mass murder by shooting and how it relates to the Holocaust, creating a broader understanding of how the process of genocide unfolded so that students can gain a better sense of how this history affects them economically, geopolitically, and culturally today.

Life Unworthy of Life: From the RT-4 Euthenasia Program to the Aktion Reinhard Death Camps by Lance Jones

Eugenics, the belief that the human race can and should be improved through selective breeding and the removal of genetic traits considered to be inferior, was a cornerstone of Nazi philosophy. In the years leading up to the war, experts in survey research, marketing and propaganda steadily influenced the outlook of the average German to the point that a majority of the population reported that they would be accepting of a program whereby those suffering from incurable mental or physical illness were killed, provided that it was done “painlessly.” Health courts rendered judgments of involuntary sterilization of those with hereditary illnesses, even such things as epilepsy and alcoholism. At the outset of the war Adolf Hitler himself authorized the physical extermination of the “useless eaters,” those German citizens who consumed without producing, often those confined to hospitals and sanatoriums. To this end six “euthanasia centers” were established regionally within the Reich and the program of transporting the mentally ill and physically handicapped to these centers where they were murdered with carbon monoxide gas. This program was overseen not only by medical authorities, but also by the German Police. By the official end of the program in 1941, more than 70,000 German citizens had been murdered in the euthanasia campaign. The police officials who oversaw the T-4 Program were then asked to transfer their unique skill set of murdering large numbers of people with carbon monoxide gas to the occupied East. Men like “Savage” Christian Wirth and Franz Stangl who learned their trade in the euthanasia centers now became the commandants of the Aktion Reinhard death camps, Belzec, Treblinka and Sobibor. These camps, established in 1941-42 in Poland, used exhaust fumes from vehicle engines to murder approximately 2 million principally Jewish victims in their 18-month operational period. Once sent to an Aktion Reinhard camp a person’s chance of survival was virtually nil, with only a few hundred Jews allowed to live as slaves to burn bodies and sort property. Yet, even in this man-made Hell, revolts against the murderers occurred. This session will examine the direct link between T-4 and Aktion Reinhard, the process by which the victims were murdered and the perpetrators who carried out the crimes. The revolts by inmates will also be explored.

Hundreds of Little Steps: Anti-Jewish Legislation in the Third Reich by Dr. David Lindquist

This session will use an innovative approach to introduce the vast array of laws that the Nazi regime implemented as a means of isolating German Jews culturally, socially, and professionally even though they remained physically within the country. A detailed analysis of several such laws will allow attendees to analyze both the intent and the effect that those laws had on the ability of German Jews to function effectively in their daily lives. Suggestions for implementing the strategies used in the session will also be presented. (n.b., While appropriate for all conference attendees, this presentation is designed specifically for teachers as it will deal extensively with matters of rationale and pedagogy.)

Life Unworthy of Life: Advancing the Myth of Aryan Supremacy by Dr. Frances F. Pilch

The Nazi regime drew upon many sources to advance the myth of Aryan perfection and supremacy. They used this myth to rationalize their brutal T4 program and subsequent atrocities against Jews, Roma, and other “out groups.” This insidious myth permeated Nazi ideology and influenced all corners of life under Hitler— from sports to music to medical and legal practice. Our session will explore the propaganda machine that demonized the Jewish community and fed Nazi extremism. We will see how this myth led the progression from persecution to the Final Solution. This interactive session will explore the desensitization of the population to the anguish of fellow human beings and will highlight the danger of characterizing groups as “the other.”

Strangers in Their Own Land: Jewish Self-Awareness in Holocaust Memoirs by Dr. Dorian Stuber

In her memoir *Still Alive: A Holocaust Girlhood Remembered*, Ruth Kluger describes how, as a child, she learned she was no longer welcome in (Vienna, Austria) that had been her only home: banned from the swimming pool, the movie theatre, and the skating rink; forbidden to own a bicycle or enter certain shops; forced out of school and, eventually, into a ghetto. As Kluger tartly explains, she was given “an early opportunity to practice critical discrimination.” (That’s what happens when your earliest reading materials are anti-Semitic slogans and propaganda.) It is painful to experience prejudice, but oppression also forces its victims to define who they are. This session considers this coming of self-awareness. In this interactive session participants will read and discuss excerpts from memoirs describing the painful realization of oppression. In addition to Kluger, we will consider texts by Sarah Kofman, Peter Gay, and Nechama Tec. Even though they lived in different parts of Europe and grew up in different circumstances, these writers all grappled with what it meant to be a stranger in their own lands. The session will conclude by applying the lessons of the Holocaust to the present.

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Department of WLLC, Jewish Studies, University of Arkansas

