

DR. RICHARD KALFUS  
COMM. SOUTH 111  
CELL—623-6412/ HOME—821-1178  
E-MAIL [rkalfus@charter.net](mailto:rkalfus@charter.net) OR [rkalfus@stlcc.edu](mailto:rkalfus@stlcc.edu)

**HUMANITIES 115: LIFE AND DEATH DURING THE NAZI ERA**

**SPRING 2010**

**MONDAY AT WILDWOOD: 1:30-4:10**

**TUESDAY: 2:00-4:40 AT MCC**

**BEFORE YOU LOOK AT THE SYLLABUS, TAKE NOTE OF THE FOLLOWING IMPORTANT INFORMATION:**

- 1. THERE IS MORE INFORMATION ON THE SYLLABUS THAN WE WILL COVER DURING THE SEMESTER.**

**DO NOT PANIC: I HAVE BEEN TEACHING THIS COURSE FOR MANY YEARS AND ALMOST ALL STUDENTS FINISH WITH GOOD GRADES!!!**

- DURING EACH CLASS, I WILL TELL YOU WHAT YOU ARE REQUIRED TO DO FOR THE FOLLOWING CLASS. YOU WILL ONLY BE TESTED ON THIS MATERIAL. WHY?**

**I AM A REALISTIC PROFESSOR SINCE THE SUBJECT MATTER OF THE HOLOCAUST AND GENOCIDE, IN GENERAL, IS ENDLESS....**

**FOR THOSE OF YOU WHO WANT TO DO MORE, PLEASE GO AHEAD. SUCH EXTRA INITIATIVE WILL SHOW UP IN YOUR CLASS PARTICIPATION.**

- 2. MY WEBSITE IS <http://users.stlcc.edu/rkalfus> THIS IS INSTEAD OF BLACKBOARD**

**I HAVE INCLUDED MANY WEBSITE DOCUMENTS. THE**

**WEBSITES ARE NUMBERED. IF THE WEBSITE IS THE ONLY REFERENCE, YOU SHOULD PRINT IT OUT.**

- 3. PLEASE NOTE THAT THE THE SYLLABUS IS MORE THAN JUST A SYLLABUS: I HAVE INCLUDED, WHEN APPROPRIATE, LECTURE NOTES WHICH FREQUENTLY INTRODUCE OR EXPAND ON ASSIGNED READINGS. THESE NOTES ARE REQUIRED READING.**
- 4. THERE ARE ALSO SPECIAL INFORMATION REFERRED TO IN THE SYLLABUS AS ATTACHMENTS**

**1/19 INTRODUCTION TO COURSE: NOTE WILDWOOD: CLASS BEGINS ON MONDAY 1/25 SINCE THE 18<sup>TH</sup> IS A HOLIDAY**

**1/25 (WILDWOOD)**

**OVERVIEW OF SYLLABUS; DISCUSSION OF THEMATIC AND INTERDISCIPLINARY NATURE OF COURSE (HISTORY, PSYCHOLOGY, LITERATURE); READINGS WILL INCLUDE PRIMARY SOURCE DOCUMENTS (E.G. DIARY ENTRIES, MEMOS, EDUCATIONAL OBJECTIVES, CORRESPONDENCE, EYEWITNESS ACCOUNTS GOVERNMENT POLICY STATEMENTS AND LAWS), LITERARY SELECTIONS (E.G. EXCERPTS FROM SHORT STORIES, AND ESSAYS AS WELL AS POETRY); AUDIO-VISUALS (E.G. DOCUMENTARY VIDEOS, HOLOCAUST SURVIVOR VIDEO TESTIMONIES; A VARIETY OF MATERIAL ON WEBSITE) NOTE THAT AUDIO VISUAL MATERIAL IS AN INTEGRAL PART OF THE COURSE; NO TIME TO TUNE OUT**

**PLEASE NOTE: THERE ARE OVER ONE HUNDRED READINGS AND ACTIVITIES ON MY WEBSITE. SOME OF THESE YOU WILL BE ASKED TO READ AS HOMEWORK ASSIGNMENTS; OTHERS WE WILL DO TOGETHER IN CLASS. WEB INFORMATION CAN BE USED AS AN EXTRA CREDIT ASSIGNMENT (TO BE EXPLAINED IN CLASS)**

**WE WILL GO TO THE ST. LOUIS HOLOCAUST MUSEUM AND LEARNING CENTER: TOUR OF EXHIBITS AND AN INTERVIEW WITH A SURVIVOR**

**TEXT BOOKS FOR THE COURSE:**

- 1. NIGHT BY ELIE WIESEL***
- 2. PRIMARY SOURCE DOCUMENTS: A MIRROR TO THE DISTORTED NAZI VALUE SYSTEM, ED. RICHARD KALFUS***

**REFERRED TO (AS P/S)**

3. ***RACIAL EDUCATION: GROWING UP IN NAZI GERMANY*, ED. BY KALFUS (REFERRED TO AS R/E )**
4. **HANDOUTS= *CULTURE DURING THE NAZI ERA* (COLLECTION OF READINGS);  
NOTE THAT I WILL REFER TO THIS MATERIAL AS C/H**
5. **YOU WILL ALSO GET A SET OF EXTRA HANDOUT PACKET NOW BUT WITH MATERIAL FOR LATER WHICH I COULD NOT INCLUDE IN THE *CULTURE DURING THE NAZI ERA*. IT WILL BE REFERRED TO (AS E/P)**

**METHOD OF PRESENTATION: THE CLASS STRUCTURE WILL VARY: PREPARED LECTURES, CLASS DISCUSSION (VERY IMPORTANT) SMALL GROUP IN-CLASS ACTIVITIES BASED ON READINGS, WEBSITE INFORMATION; A VARIETY OF EXCELLENT DOCUMENTARIES.**

**WHILE THE HOLOCAUST IS PAST HISTORY, IT HAS, ALAS, VERY SPECIAL SIGNIFICANCE IN TODAY'S WORLD: TURKISH GENOCIDE IN 1915 IN ARMENIA, IN DARFUR, SUDAN, SOMALIA, ETHNIC CLEANSING IN BOSNIA, RELIGIOUS AND RACIAL CONFLICTS, RACIAL PROFILING, THE ISRAELI AND PALESTINIAN CONFLICT, THE WAR IN IRAQ, GROWING HOSTILITY AGAINST FOREIGNERS AND IMMIGRANTS LIVING IN SUCH COUNTRIES AS GERMANY, FRANCE, AUSTRIA, DENMARK; THE WORLD HAS INDEED COME CLOSER TO MANY ASPECTS OF THE HOLOCAUST SINCE SEPTEMBER 11, 2001**

**NOTE THE IRONIC BUT SADLY TRUE STATEMENT BY DAVID KAY, FORMER UN WEAPONS INSPECTOR:**

**“HISTORY DOES NOT REPEAT ITSELF; IT RHYMES.”**

**ASSESSMENT: HOW WILL I BE GRADED?**

1. **TWO IN-CLASS TESTS (THE TESTS WILL COVER CLASS LECTURES AND DISCUSSIONS, VIDEOS SEEN, WEBSITE ASSIGNMENTS)**
2. **ATTENDANCE: NO MORE THAN THREE ABSENCES THAT ARE NOT EXCUSED FOR SPECIAL REASONS. IF YOU ARE NOT GOING TO BE IN CLASS, PLEASE NOTIFY ME BY E-MAIL OR**

**PHONE. IF CONTACT IS MADE, IT WILL BE AN EXCUSED ABSENCE. EXCESSIVE ABSENCE WILL RESULT IN A LOWER GRADE**

**3. CLASS PARTICIPATION**

- 4, OPTIONAL, BUT HIGHLY RECOMMENDED THIRD ASSIGNMENT: CHOOSE ONE OR SEVERAL DOCUMENTS FROM MY WEBSITE AND ANSWER THE QUESTIONS LISTED (THREE TO 5 PAGES) OR WRITE A REVIEW OF THE MANY AMAZINGLY GOOD FILMS BASED ON THE HOLOCAUST: BUT I DO NOT ONLY WANT A SUMMARY, BUT WANT YOU TO TIE IT INTO OUR COURSE (E.G. *THE READER* *CRASH*, *SWING KIDS*, *CONSPIRACY*, *SCHINDLER'S LIST*, *THE BOY IN THE STRIPED PIJAMAS*, *AMERICAN HISTORY X*, *SOPHIE'S CHOICE*, *THE PIANIST*.....*THE LIST GOES ON AND ON***

**DO YOU KNOW WHAT HOLOCAUST DENIAL OR HOLOCAUST REVISIONISM IS? SEE ASSIGNMENT FOR NEXT CLASS**

**GOOD WAY TO END THIS FIRST CLASS:**

**LISTEN TO SONG BY REMEDY NEVER AGAIN (SEE ATTACHMENT A FOR THE TEXT)**

**GROUP WORK: REACTION GUIDE IN CH. P. 1**

**1/25 WILDWOOD: WE WILL GO BACK TO ASSIGNMENT YOU MISSED BECAUSE OF HOLIDAY ON THE 18<sup>TH</sup> AND TRY TO CATCH UP WITH FOLLOWING MATERIAL.**

**1/25 HOLOCAUST REVISIONISM**

**2/26 YOU SHOULD BE ABLE TO DEFINE HOLOCAUST REVISIONISM WITH SOME EXAMPLES\**

**READ IN C/H PP. 3-6 AND WEBSTIES #1 AND #2**

**ARE YOU AWARE OF THE BISHOP WHO HAS DENIED THE THE HOLOCAUST?**

**WE WILL DISCUSS THE VERY ANTI-SEMITIC, FALSE LEUCHTER REPORT WHICH THE BISHOP BELIEVED WAS TRUE**



Under pressure to recant his Holocaust denial, Bishop Richard Williamson promises to crack open the history books. "Historical evidence is at issue, not emotions," he told *Der Spiegel*. "And if I find this evidence, I will correct myself. But that will take time." Williamson said his opinions were based on 1980s research—[the Leuchter report](#)—that "seemed plausible to me," but, he is told, "has been scientifically refuted."

[More »](#)

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• [Cardinals Blast Pope on Holocaust Denier](#)

Feb 4, 09 5:19 AM CST



Pope Benedict XIV's reinstatement of a Holocaust-denying bishop has received some unusually harsh criticism from within the church, the *Guardian* reports. Germany's top-ranking cardinal has labeled the decision "a disaster" and called for the Pope to apologize. Cardinal Walter Kasper, who oversees the Vatican's relations with Judaism, says the decision was badly handled and blames poor management in the church hierarchy

[More »](#) CST

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## HERE IS AN EXCERPT FROM THIS OUTRAGEOUS FORENSIC LIE:

### HEThe Leuchter Report

#### Forensic Considerations of HCN, Cyano-compounds and Crematories

As stated earlier, forensic samples of brick, mortar, concrete and sediment were selectively taken from sites in Poland. Cyanide and cyanide compounds may remain in a given location for long periods of time and if they do not react with other chemicals, may migrate around in brick and mortar.

Thirty-one samples were selectively removed from the alleged gas chambers at Kremas I, II, III, IV and V. A control sample was taken from delousing facility #1 at Birkenau. the control sample was removed from a delousing chamber in a location where cyanide was known to have been used and was apparently present as blue staining. Chemical testing

of the control sample #32 showed a cyanide content of 1050 mg/kg, a very heavy concentration. The conditions at areas from which these samples were taken are identical with those of the control sample, cold, dark and wet. Only Kremas IV and V differed, in the respect that these locations had sunlight (the buildings have been torn down) and sunlight may hasten the destruction of uncomplexed cyanide. The cyanide combines with the iron in the mortar and brick and becomes ferric-ferro-cyanide or prussian blue pigment, a very stable iron-cyanide complex.

The locations from which the analyzed samples were removed are set out in Table III.

Table III -- Locations of Analyzed Samples	
<b>Auschwitz I</b>	
Krema I	samples #25 through #31
<b>Birkenau (Auschwitz II)</b>	
Krema II	samples #1 through #7
Krema III	samples #8 through #11
Krema IV	samples #13 through #20
Krema V	samples #21 through #24
Sample #12 is a gasket sample from the Sauna at Birkenau.	
Sample #32 is the Control Sample obtained from Delousing Facility #1, Birkenau.	

It is notable that almost all the samples were negative and that the few that were positive were very close to the detection level (1 mg/kg); 6.7 mg/kg at Krema III; 79 mg/kg at Krema I. The absence of any consequential readings at any of the tested locations as compared with the control sample reading 1050 mg/kg supports the evidence that these facilities were not execution gas chambers. The small quantities detected would indicate that at some point these buildings were deloused with Zyklon B -- as were all the buildings at all these facilities.

Additionally, the areas of blue staining show a high iron content, indicating ferric-ferro-cyanide, no longer hydrogen cyanide.

One would have expected higher cyanide detection in the samples taken from the alleged gas chambers (because of the greater amount of gas allegedly utilized there) than that found in the control sample. Since the contrary is true, one must conclude that these facilities were not execution gas chambers, when coupled with all the other evidence gained on inspection.

Evidence as to Krema function is non-existent since Krema I's oven has been completely rebuilt, Kremas II and III are partially destroyed, with components missing and Kremas IV and V are gone. At Majdanek, one Krema is completely gone and the second Krema has been rebuilt, except for the ovens. Visual inspection of the memorial ash heap at

Majdanek shows ash of a strange color, beige. Actual human-remains ash (as per the author's own investigations) is oyster gray. There may be some sand in the mixture at the memorial at Majdanek.

Additionally, the author will discuss the alleged burning (cremation) pits in this section.

The author personally inspected and photographed the burning pits at Birkenau. Most remarkable about those pits is a high water table -- perhaps as high as 1.5 feet from the surface. The historical description of these pits is that they were 6 meters (19.55 feet) deep. It is not possible to burn corpses under water, even with the use of an artificial accelerant (gasoline). All pit locations officially designated on museum maps were inspected and as anticipated, since Birkenau was constructed on a swamp, all locations had water within 2 feet of the surface. It is the opinion of this author that no burning pits existed at Birkenau.

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## **PROFESSOR ROBINSON COMPARES IMAGES OF THE HOLOCAUST WITH THOSE IMAGES OF PALESTINIANS DYING IN GAZA: IS THIS REVISIONISM?**

**(RICHARD: SEE FLASHDRIVE UNDER GRANDCHILDREN, COMPANY NAZIS AND GAZA)**

**(RICHARD ON FLASHDRIVE: KILL THE BEST GENTILES AND THE LEUCHTER REPORT (ALSO CAN GO TO GOOGLE, WINNEKA)**

**ALSO MAKE REFERENCE OF THE MAN WHO TRIED TO ENTER THE WASHINGTON HOLOCAUST MUSEUM WITH GUN AND SHOT THE GUARD WHO DIED (SUMMER, 2009)**

## **THE ARMENIAN GENOCIDE OF 1915/16.**

**ON AUGUST 22, 1939, IN A MEETING IN OBERSALZBURG, ADOLF HITLER TOLD HIS MILITARY CHIEFS, "THE AIM OF WAR IS NOT TO REACH DEFINITE LINES BUT TO ANNIHILATE THE ENEMY PHYSICALLY. IT IS BY THIS MEANS THAT WE SHALL OBTAIN**

**THE VITAL LIVING SPACE THAT WE NEED. WHO TODAY STILL SPEAKS OF THE MASSACRE OF THE ARMENIANS??**

(SEE ATTACHMENT B ON ARMENIAN GENOCIDE)

**NOTE ALSO THAT ON OCTOBER 9, 2009 IN SWITZERLAND: TURKEY AND ARMENIA SIGNED AGREEMENT TO FOSTER BETTER UNDERSTANDING AMONG THE TWO COUNTRIES.**

**IN CLASS DISCUSSION: WHEN DO YOU THINK THE FOLLOWING EVENTS TOOK PLACE? (I WILL READ A SHORT PARAGRAPH)**

2/1

2/2

**RWANDA GENOCIDE:**

**BERTRAND RUSSELL, THE BRITISH PHILOSOPHER, CLAIMED THAT THE KILLING [IN RWANDA] HAD BEEN THE MOST HORRIBLE AND SYSTEMATIC EXTERMINATION OF A PEOPLE SINCE THE NAZI EXTERMINATION OF THE JEWS.**

**WE WILL DISCUSS TOGETHER SOME OF THE GROTESQUE SIMILARITIES WITH THE HOLOCAUST.**

**JUST AS IN THE HOLOAUST:**

**THE KEY WORD HERE IS SYSTEMATIC: THE MASSACRES WERE PLANNED AND PREPARED WITH TARGETS IDENTIFIED IN SPEECHES BY REPRESENTATIVES OF THE AUTHORITIES. THOSE WHO CARRIED OUT THE MASSACRES WERE UNDER ORGANISED LEADERSHIP AND LOCAL GOVERNMENT OFFICIALS HAD PLAYED A LEADING ROLE.**

- **THE RADIO WAS USED AS A MEANS OF INCITING HATRED AGAINST THE TUTSI.**
- **THE TUTSIS WERE A MINORITY, SAID TO BE NINE PERCENT OF THE POPULATION.**
- **A SYSTEM OF IDENTITY CARDS WAS IMPOSED SO THAT IT WAS EASY FOR ANYONE TO KNOW WHO WAS A TUTSI.**
- **ONE LEADING HUTU HAD STATED THAT ONE COULD EASILY IDENTIFY A TUTSI BY HIS ATTITUDE AND HIS BEARING....**
- **OVER THREE YEARS FROM 1990 TO 1993 A JOURNAL, KANGURA (= "WAKE OTHERS UP") WHICH PROMOTED THE CAUSE OF A HUTU NATION DEVOTED MANY COLUMNS TO INTER-ETHNIC HATRED AND WAS AN INTEGRAL PART OF A CAMPAIGN TO DENIGRATE THE TUTSI**
- **ONE OF THE MOST INFAMOUS ISSUES OF THE JOURNAL WAS NUMBER SIX CONTAINING WHAT WAS CALLED THE HUTU TEN COMMANDMENTS. ONE GOAL WAS TO SLANDER TUTSI WOMEN: “**



**A TRAITER IS ANYONE WHO BEFRIENDS, EMPLOYS OR MARRIES A TUTSI.”**

- **IN ANOTHER ISSUE AN ARTICLE INCLUDED THE WORDS “ A COCKROACH GIVES BIRTH TO A COCKEROACH”.**
- **THE HUTU CLAIMED THAT 70 % OF THE MINORITY TUTSI WERE RICH AND THAT THEY MONOPOLIZED THE BANKING SYSTEM.**
- **IT WAS BELIEVED BY MANY THAT MANY TUTSIS WHO SAID THEY WERE HUTU WERE IN FACT TUTSI. THE REAL HUTU SHOULD KEEP AN EYE OUT FOR SUCH PEOPLE, WHO WERE RECOGNIZABLE BECAUSE THEY “LACKED COMMITMENT TO THE HUTU CAUSE”. NOTE THE SIMILARITY TO THE POISONOUS MUSHROOM IN NAZI GERMANY TO B DISCUSSED LATER. THE ANTI-TUTSI JOURNAL, FOR EXAMPLE, REFERRED OFTEN TO “FINAL PLANS AND EXTERMINATION OF THE TUTSI”.**
- **NATIONAL ID CARDS WERE ISSUED WHICH STATED ONE’S ETHNICITY.**
- **THE PLANE CRASH WHICH KILLED PRESIDENT HABYARIMANA (CASUE STILL NOT DETERMINED) SET OFF WIDE SCALE MASSACRES.**
- **THE GIKONDO MASSACRE AS AN EXAMPLE: THE CATHOLIC CHURCH IN GIKONDO. A DOZEN POLISH PRIESTS AND NUNS WERE IN CHARGE OF THE CHURCH. FOR TWO DAYS, TERRIFIED PEOPLE—AT LEAST 500—HAD FLED TO THE CHURCH FOR PROTECTION. THE MILITIA ARRIVED AND BEGAN KILLING PEOPLE, SLASHING WITH THEIR MACHETES AND CLUBS, HACKING ARMS, LEGS, GENITALS AND THE FACES OF THE TERRIFIED PEOPLE WHO TRIED TO PROTECT THE CHILDREN UNDER THE PEWS. NOT EVEN BABIES WERE SPARED. IT IS BELIEVED THAT ONLY TWO PEOPLE SURVIVED. THAT DAY IN GIKONDO THERE WAS A STREET LITTERED WITH CORPSES THE LENGTH OF A KILOMETRE. WITHIN FOUR MONTHS, ABOUT A MILLION RWANDANS WERE MURDERED**

**OPTIONAL:**

**THE LOST BOYS OF SUDAN: ANOTHER DEATH MARCH: YOU WILL NOTICE THAT HISTORY DOES INDEED REPEAT ITSELF (YOU CAN GO TO THE FOLLOWING SITE FOR MORE INFORMATION:**

**[HTTP://WWW.REDCROSS.ORG/NEWS/IN/AFRICA/0108LOSTBOYSPAGE](http://www.redcross.org/news/in/afrika/0108lostboyspage)**

**OPTIONAL**

**SUDAN: GENOCIDE REVISITED AT DARFUR: INTERNET SITE:**

**[HTTP://WWW.DARFURGENOCIDE.ORG/](http://www.darfurgenocide.org/)**

**FRANCE AND MODERN ANTI-SEMITISM: YOU WILL LEARN ABOUT THE FRENCH ULTRA-CONSERVATIVE JEAN MARIE LE PEN WHO STATED THAT “THE HOLOCAUST WAS JUST A SMALL DETAIL OF THE SECOND WORLD WAR.**

**WEBSITE # 4**  
**ANTI-IMMIGRANT SENTIMENT IN EUROPE/DENMARK AND MUSLIMS**

**Jyllands-Posten Muhammad cartoons controversy**

From Wikipedia, the free encyclopedia

Jump to: [navigation](#), [search](#)

FOR A VIEW OF SOME OF THESE OUTRAGEOUS IMAGES GO T THE FOLOWING WEB SITE (**RICHARD GO TO FLASHDRIVE UNDER MOHAMMAD**)

<http://michellemalkin.com/2006/01/30/support-denmark-why-the-forbidden-cart>



The controversial cartoons of Muhammad, as they were first published in *Jyllands-Posten* in September 2005 ([English version](#)). The headline, "Muhammeds ansigt", means "The face of Muhammad".

The *Jyllands-Posten Muhammad cartoons controversy* began after twelve [editorial cartoons](#), most of which depicted the [Islamic](#) prophet [Muhammad](#), were published in the [Danish](#) newspaper *Jyllands-Posten* on 30 September 2005. The newspaper announced that this publication was an attempt to contribute to the debate regarding [criticism of Islam](#) and [self-censorship](#).

Danish Muslim organizations, who objected to the depictions, responded by holding public protests attempting to raise awareness of *Jyllands-Posten's* publication. These attempts succeeded, and further examples of the cartoons were soon [reprinted in newspapers](#) in more than fifty other countries, further deepening the [controversy](#).

This led to protests across the Muslim world, some of which escalated into violence with police firing on the crowds (resulting in more than 100 deaths, altogether),<sup>[1]</sup> including setting fire to the Danish Embassies in Syria, Lebanon and Iran, storming European buildings, and [desecrating](#) the [Danish](#), [Dutch](#), [Norwegian](#) and [German](#) flags in [Gaza City](#). While a number of Muslim leaders called for protesters to remain peaceful, other Muslim leaders across the globe, including [Mahmoud al-Zahar](#) of [Hammas](#), issued death threats.<sup>[2][3]</sup> Various groups, primarily in the [Western world](#), responded by endorsing the Danish policies, including "Buy Danish" campaigns and other displays of support. [Danish Prime Minister Anders Fogh Rasmussen](#) described the controversy as [Denmark's](#) worst [international crisis](#) since [World War II](#).<sup>[4]</sup>

Some critics of the cartoons described them as [Islamophobic](#) or [racist](#),<sup>[5]</sup> and argued that they are [blasphemous](#) to people of the Muslim faith, are intended to humiliate a Danish minority, or are a manifestation of ignorance about the history of Western [imperialism](#). The imperialism referred to dates from [colonialism](#) to the current [conflicts in the Middle East](#).<sup>[6]</sup>

Supporters have said that the cartoons illustrated an important issue in a period of [Islamic terrorism](#) and that their publication is a legitimate exercise of the right of [free speech](#), explicitly tied to the issue of self-censorship. They claim that Muslims were not targeted in a [discriminatory](#) way since unflattering cartoons about other [religions](#) (or their leaders) are frequently printed.<sup>[7]</sup> They question whether some of the riots were spontaneous outpourings as they took place where no spontaneous demonstrations are allowed.

**DISCUSSION OF ANTI GUN CONTROL ADVERTISEMENT, IN C/H, P. 7.**

**SHORT VIDEO OF BERLIN BEFORE THE OUTBREAK OF WORLD WAR 1 IN PREPARATION FOR DISCUSSION OF GERMANY BEFORE AND AFTER WORLD WAR 1**

**BEGIN DOCUMENTARY ON HITLER**

2/8  
2/9

**UNIT 1: HISTORICAL OVERVIEW**

**BRIEF LECTURE ON *FEUDAL* GERMANY AND REASONS FOR LATE UNIFICATION (E.G. HUNDREDS OF MINI-KINGDOMS). READ WHAT WAS GERMANY?" IN C/H P. 8.**

**BRIEF LECTURE ON GERMAN UNIFICATION IN THE LATE 19<sup>TH</sup> CENTURY WITH THE STRONG LEADERSHIP OF BISMARCK IN THREE WARS (AGAINST DENMARK, AUSTRIA, AND FRANCE).**

**THE WAR AGAINST FRANCE MOST IMPORTANT FOR FUTURE HATRED OF THE FRENCH AND THE GERMANS**

**BRIEF LECTURE ON EVENTS LEADING UP TO WORLD WAR 1 (LUDICROUS ALLIANCES, NATIONALISM, COLONIALISM, AND MILITARISM). READ IN C/H, PP. 9-10**

**BRIEF LECTURE ON THE RAVAGES OF WORLD WAR I (E.G. POIGNANT**

**DESCRIPTION IN REMARQUE'S WORLD FAMOUS NOVEL ALL QUIET ON THE WESTERN FRONT --I WILL DISCUSS ONE PARTICULAR SCENE)**

**THE FOLLOWING WEBSITE INFORMATION WILL GIVE YOU SOME VISUAL EXAMPLES OF THE HORRORS OF THE WAR:  
GO TO: # 16 :WW1 PHOTOS FOR MORE GRAPHIC PHOTOS.**

**BELOW IS AN IMAGE OF HOW SOLDIERS "LIVED" DURING WORLD WAR I; TRENCH WAR FARE:**



[THE HERITAGE OF THE GREAT WAR](#)

[From our 'War Picture of the Week' Archive](#)

### **Verdun - Synonym for Inhumanity**

**French picture made in 1916 in a trench near Verdun, Northern France.**

The Battle of Verdun was the longest and one of the bloodiest engagements of World War I. Two million men were engaged. The Germans began the battle on February 21, 1916. In December of that year the French had regained most of the ground lost.

The Germans intended a battle of attrition in which they hoped to bleed the French army white. In the end they sustained almost as many casualties as the French: an estimated 328,000 to the French 348,000. The real figures are unknown.

**READ POEM AND STUDY QUESTIONS: *BEGINNING WITH 1914* IN C/H, PP. 19-20. WE WILL WORK IN GROUPS TO INTERPRET THIS WONDERFULLY POWERFUL AND INSIGHTFUL POEM BY A GERMAN JEWISH POET WHO HAD TO FLEE GERMANY. MAKE SURE YOU CAN ANSWER AT QUESTIONS 2 AND 6 ON P. 21**

**NOTE: IBSEN WAS A FAMOUS INTELLECTUAL, SCANDINAVIAN PLAYWRIGHT; THE AVERAGE GERMAN CITIZEN WOULD NOT HAVE READ HIS WORKS**

**WE'LL DISCUSS BRIEFLY: THE RUSSIAN REVOLUTION (1917); GERMANY AND RUSSIA SIGN BREST LITOVSK TREATY WITH GREAT LOSS OF TERRITORY TO RUSSIA WHICH FURTHERS HATRED BETWEEN THE TWO COUNTRIES; AT THE SAME TIME, THE GERMAN COMMUNIST PARTY WHICH NEVER WANTED WAR, GAINS *PSYCHOLOGICAL* STRENGTH IN THEIR OWN DESIRES TO TRY TO GAIN CONTROL IN GERMANY (I.E.,THE SPARTACIST MOVEMENT)**

**GENERAL DISCUSSION OF COMMUNISM AND THE APPEAL IT HAD IN GERMANY AS WELL  
FOR MORE INFORMATION SEE: [HTTP://WWW.WEBSTERS-ONLINE-DICTIONARY.ORG/](http://www.websters-online-dictionary.org/) WEBSITE #22**

2/15

2/16

**THE WAR ENDS WITH THE *COERCED* SIGNING OF THE *VINDICTIVE* VERSAILLES PEACE TREATY. GERMANY FROM WAR TO PEACE  
READ IN C/H, P. 11-12**

**THE VERSAILLES PEACE TREATY**

**SUMMARY OF VERSAILLES PEACE TREATY AND ACTIVITY C/H, PP.37-39)**

**DISCUSS THE LIFE OF THE RETURNING SOLDIER: READ:**

*Psychosocial consequences of World War I on German youth.* German youth were influenced by war experiences, the deprivation of food and fathering, and chaotic conditions after the war. Children old enough to be influenced by authoritarian fathering before the war must have experienced a vacuum upon the return of their defeated, powerless fathers from the war. In this view, Hitler had extraordinary influence because he fulfilled important needs.<sup>21</sup> Erik Erikson suggested that he served as a rebellious older brother, with whom young Germans could join in rebellion.<sup>22</sup>

This thinking is congenial to my conception. The special needs of young Germans, which became part of their personality, may have made their problems especially difficult to bear. These needs may have joined the even more crucial long-standing characteristics of German culture to intensify the need for authority and the security it would provide.

The soldiers also suffered long-term effects from their experiences on the battlefield. The traumatic after-effects of extended combat have long been recognized. Research on “post-traumatic stress disorder” in Vietnam veterans uncovered persistent personality changes. In many Vietnam veterans these changes are still evident in 1989, fifteen years after the end of the war. It was also fifteen years between the end of World War I and Hitler’s rise to power. Post-traumatic stress probably made German veterans more susceptible to Hitler’s appeal.

**INFLATION MAKES LIFE IMPOSSIBLE AS WELL AS THE SENSE OF BETRAYAL BY THE KAISER AND THE GENERALS;**

**NOTE: TIME MAGAZINE LISTS THIS TREATY AMONG ONE OF THE 100 WORST MISTAKES IN THE 20<sup>TH</sup> CENTURY (I WILL READ TO YOU SOME EXCERPTS FROM THE ARTICLE)**

**NEW GEOGRAPHIC BOUNDARIES. SEE MAP**

□Apr 3 2004, 06:35 PM

Post [#2](#)



Group: **Moderating Teacher & Admin**  
Posts: 268  
Joined: 7-October 02  
Member No.: 5



This map shows the location of the 'Polish Corridor'.

There is a map showing Germany before and after the Treaty of Versailles on [this page](#).

Prussia (both East and West) was very much a part of Germany before the Treaty of Versailles. Germany is made up of a number of Länder (States / provinces). Prussia was the most powerful of these - it is the state that Kaiser Wilhelm II was from. The creation of the Polish Corridor can be viewed as a quite deliberate attempt to destroy Prussian power.

This post has been edited by **Mrs Faithorn**: Apr 3 2004, 07:53 PM

↑ TOP

+ QUOTE    ” REPLY

**MrJohnDClare**

□ Apr 4 2004, 08:04 AM



 **TEACHER  
ADMINISTRATOR**

Group: **Moderating Teacher  
& Admin**

Posts: 2422

Joined: 29-December 03

From: County Durham

Member No.: 1681

The Polish corridor was the gap, created by the Treaty of Versailles, between East Prussia and the rest of Germany. It was created to give the newly-created Poland access to the sea.

Strictly, the area of Germany given to Poland to create the corridor was called West Prussia.

Posen was the large area around the town of Poznan, to the south of West Prussia (see the map above, or the one at

[http://www.johndclare.net/peace\\_treaties4.htm](http://www.johndclare.net/peace_treaties4.htm)). Strictly, it cannot be said that it was part of the 'Polish Corridor'. It was

given to Poland by the Treaty of Versailles. It comprised rich farmland, and was the area of Germany that produced all the wheat.

In an essay about the territorial impact of the Treaty of Versailles, therefore, I would separate the two:

1. West Prussia (and Danzig) was taken to form the Polish corridor, which cut East Prussia off from the rest of Germany - with all the problems this caused to internal trade/ split families/ national humiliation etc.
2. Posen was also given to Poland. This not only split families/ national humiliation etc., but it took away a huge area of rich farmland, and meant that Germany had to import more food/ could not feed itself = economic problems.

**CREATION OF GERMANY'S FIRST DEMOCRACY--THE WEIMAR REPUBLIC: IMMEDIATE POST WAR YEARS MARKED BY LARGE-SCALE ECONOMIC [OUT OF SIGHT INFLATION], SOCIAL AND POLITICAL UNREST; *STAB IN THE BACK* THEORY = LIBERAL POLITICIANS SOLD OUT GERMANY TO ALLIES, ACCORDING TO THE NAZIS; GENERALS AND KAISER APPEAR BLAMELESS FOR GERMANY'S DEFEAT; DIVERSE, POLITICAL PARTIES FIGHT FOR PARLIAMENTARY CONTROL.**

**READ ATTACHMENT C ON JEWISH ASSIMILATION IN GERMANY**

**READ IN C/H, PP. 14-18 (NOTE THE PRO-WEIMAR PLATFORM AND THE COMMUNIST PARTY PLATFORM**



**DISCUSSION OF THE *FREICORP*, FORMER VETERANS OF WW1 WHO BECOME POLITICAL ASSASSINS FOR THE INSECURE WEIMAR REPUBLIC. THE AVERAGE CITIZEN IS MORE FRIGHTENED OF THE COMMUNISTS THAN THE NAZIS AND OTHER ULTRA-CONSERVATIVE PARTIES.**

**DISCUSSION OF THE FREICORP : FORMER VETERANS OF THE WAR, DISENCHANTED WITH THE WAR'S LOSS, DISENCHANTED WITH THE KAISER AND THE GENERALS, YET HATED THE THOUGHT OF LIVING IN A DEMOCRACY. IRONIC AS IT MAY SEEM, THEY WERE IN FAVOR OF A STRONG LEADER, RATHER THAN A DEMOCRACY WITH A PARLAMENT. THEY HARBORED REAL HATRED TOWARDS THE GERMAN COMMUNISTS (THE SPARTACISTS WERE THE ULTRA COMMUNISTS WHO BELIEVED THAT BAVARIA SHOULD BECOME A MODEL COMMUNIST STATE, FOLLOWING THE RUSSIAN REVOLUTION (VERY NAÏVE) THESE RETURNING SOLDIERS ("HAVE GUN WILL TRAVEL" WERE USED BY THE DEMOCRATIC WEIMAR REPUBLIC TO FIGHT THE COMMUNISTS. THEY DID SO, KILLING TWO OF THE MOST INFULENTIAL AND ADMIRERD JEWISH COMMUNIST LEADERS, ROSA LUXEMBURG AND KARL LEIBKNECHT. WHEN HITLER'S NAZI PARTY BECAME STRONGER AND STRONGER, WHO DO YOU THINK WERE ONE OF THE FIRST GROUP OF MEN TO JOIN HITLER'S PRIVATE ARMY THE SA?**

**(OPTIONAL)**

**NOTE: THE LARGE NUMBER OF POLITICAL PARTIES DURING POST WORLD WAR : SEE WEBSITE #23 FOR A LIST OF THE MANY POLITICAL PARTIES**

**DISCUSSION QUESTION: CAN YOU CREATE A DEMOCRACY BY FORCE? CAN A COUNTRY THAT HAS ONLY KNOWN STRONG LEADERS WHO RULE THE COUNTRY WITHOUT SHARING DECISIONS WITH REPRESENTATIVES OF THE PEOPLE BECOME A DEMOCRACY?**

**WE HAVE EXAMPLES OF THIS TODAY!!!!**

**DISCUSSION OF THE WEIMAR CONSTITUTION WHICH DEMONSTRATES A DISTRUST OF DEMOCRACY, DISTRUST IN THE DEMOCRATIC PROCESS WITHOUT A STRONG LEADER: DISCUSS ARTICLE 48 OF CONSTITUTION:**

**Article 48** of the [constitution<sup>\[1\]</sup>](#) of the [Weimar Republic](#) of [Germany \(1919–1933\)](#) allowed the [President](#), under certain circumstances, to take "emergency measures" (including the promulgation of legislative decrees<sup>[2]</sup>) without the prior consent of the

[Reichstag](#) (parliament).<sup>[3]</sup> Legislation promulgated under this article of the constitution was referred to as *Notverordnung* (emergency decree). Article 48 was used by [Adolf Hitler](#) in 1933 to establish a [dictatorship](#), ending the Weimar Republic and ushering in the [Third Reich](#).

**THESE EMERGENCY DECREES REQUIRED MARTIAL LAW TO TAKE CONTROL OF THE COUNTRY (CALL IN THE SOLDIES)**

**PERIOD OF RELATIVE STABILITY AND ECONOMIC RECOVERY UNDER THE LEADERSHIP OF FOREIGN MINISTER STESEMANN.(WE WILL DISCUSS IN CLASS: NON-AGGRESSION PACTS ARE SIGNED, AS GERMANY TRIES TO PUT ITS AGGRESSIVE PAST BEHIND, GERMANY JOINS LEAGUE OF NATIONS, DAWES PLAN REDUCES REPARATION PAYMENTS TO VICTORIOUS POWERS AND HELPS GERMAN ECONOMY; FOREIGN COUNTRIES BEGIN TO INVEST IN GERMAN INDUSTRY.**

**THIS PERIOD IS REFERRED TO THE GOLDEN TWENTIES, BEST EXPRESSED VISUALLY IN THE FILM *CABARET*. (A KIND OF LIVE FOR THE MOMENT FEELING PERVADES GERMANY, GOOD TIMES MAY NOT LAST.....HITLER WILL REFER TO THIS PERIOD AS DECADENT!)**

**DOCUMENTARY CONTINUED**

2/22

2/23

**NOTE THIS IS A LONG ASSIGNMENT WHICH IS INCLUDED IN THE MIDTERM NEXT WEEK: IF WE DO NOT HAVE TIME TO DISCUSS ALL, YOU ARE STILL RESPONSIBLE FOR THE READINGS**

**THE RISE OF THE NAZI PARTY AND HITLER AS ITS LEADER; READ IN C/H, PP.32-33: JUST RECOGNIZE THE CONFUSION IN POLITICS WHICH BROUGHT HITLER TO POWER**

**1929-33 WAS A CHAOTIC TIME IN GERMANY AND THE WORLD (STOCK MARKET CRASH.) IN GERMANY, THE PERIOD IS DOMINATED BY STREET VIOLENCE BETWEEN THE DEMOCRATIC WEIMAR REPUBLIC ADHERENTS, THE RISING NAZI AND COMMUNIST PARTIES;  
ADOLF HITLER AND THE NAZI PARTY, 1919-1929,**

**READ IN C/H, PP. 34-35**

**GO TO THE WESITE # 21 ( YOU MUST PRINT OUT THESE PAGES=GOOD FUTURE TEST QUESTION)**

**THE NAZI PARTY PLATFORM OF 1920 (NOTE: THIS IS EXTREMELY IMPORTANT SINCE MOST OF WHAT HITLER WANTED TO ACCOMPLISH, IF HE CAME TO POWER, IS INCLUDED. UNDERLINE THOSE ELEMENTS WHICH WERE ANTI-DEMOCRATIC AND OF COURSE ANTI-SEMITIC**

**READ THE FOLLOWING MINI-BIOGRAPHIES OF GERMANS FROM DIFFERENT “WALKS OF LIFE” DURING THE ECONOMIC CRISIS AFTER WORLD WAR 1 AND THEN AGAIN AFTER THE STOCK MARKET CRASH, IN C/H, PP. 24-26;**

**Choose one person with whom you can identify (WHY THIS PERSON?). IF TIME ALLOWS SHARE YOUR CHOICE WITH ANOTHER STUDENT.**

**GROUP ACTIVITY ON THE KEY CONCEPT OF *GLEICHSCHALTUNG* (*SYNCHRONIZATION*) IN C/H, P. 40. (TRY DOING AT HOME WITHOUT LOOKING AT MY SUMMARY. THINK OF THE TYPE OF PEOPLE, FROM ALL WALKS OF LIFE, WHO WERE NEEDED BY THE NAZIS (THINK OF JOB TYPES!!!)**

**FOR A SUMMARY OF THIS CONCEPT READ IN C/H PP 41-45**

**VERY IMPORTANT CONCEPT THAT EXPLAINS HOW THE NAZIS MANAGED TO HARNESS THE ENERGIES OF AN ENTIRE SOCIETY TOWARDS TWO GOALS: DESTRUCTION OF THE JEWS AND WORLD DOMINATION THROUGH WAR!**

**LET US DISCUSS THE IMPORTANCE OF BUREAUCRATIC GENOCIDE AND COMPARTMENTALIZING GENOCIDAL ACTS WITH THE USE OF EUPHEMISM:**

### **Bureaucratic Genocide**

*Compartmentalization of functions and euphemistic language.* Raul Hilberg focused on bureaucratization of functions as an important facilitator of the Holocaust. Germany had a tradition of bureaucracy with functions and responsibilities divided. Each person could focus on his or her job. A person could schedule trains transport Jews to extermination camps and keep the relationship of this activity of genocide out of awareness. As Scott Peck noted, the same division of functions and compartmentalization characterized officers in the Pentagon during the Vietnam War.

Hannah Arendt and Raul Hilberg both emphasized the use of euphemistic language that veiled reality not only from outsiders but also from the perpetrators themselves. Instead of extermination squads, there were Special Troops (Einsatzgruppen); the extermination of the Jewish people was described as the “final solution of the Jewish question.” Euphemistic language was used even by the victims.

Bureaucratic compartmentalization and euphemistic language serve to deny reality and distance the self from violent actions and their victims. Denial of obvious reality, though it consumes much psychological energy, allows perpetrators to avoid feeling responsibility and guilt and allows victims to avoid feeling dread.

However, bureaucratization and euphemistic language are not the source of or the motivation for genocide or mass killing. Nor are they crucial. In Cambodia and Turkey there was little bureaucratic organization.

*Obedience to authority and the authoritarianism of culture.* Stanley Milgram's research on obedience to authority showed that many ordinary people can be induced, even by someone with limited authority, to administer what they believe to be extremely painful and life-threatening electric shocks. Milgram suggested that people can enter an "agentic" mode in which they relinquish individual responsibility and act as agents of authority.

While obedience is an important force, it is not the true motive for mass killing or genocide. The motivation to obey often comes from a *desire* to follow a leader, to be a good member of a group, to show respect for authority. Those who willingly accept the authority of leaders are likely to have also accepted their views and ideology. Guided by shared cultural dispositions, the shared experience of difficult life conditions, shared motivations that result from them, and shared inclinations for ways to satisfy motives, people *join* rather than simply obey out of fear or respect. We must consider not only how those in authority gain obedience but how the motivations of the whole group evolve. Milgram's dramatic demonstration of the power of authority, although of great importance, may have slowed the development of a psychology of genocide, as others came to view obedience as the main source of human destructiveness.

### **FOLLOWING IS OPTIONAL**

#### **WEBSITE: # 33 FOR HITLER'S SPEECH OF SUCCESS**

**HITLER'S SPEECH IN 1939 (VERY REVEALING: IT DEMONSTRATES HOW HITLER AND THE NAZI PARTY WERE ABLE TO GAIN CONTROL OF THE ENTIRE COUNTRY, ACHIEVING MANY THINGS WITHOUT GOING DIRECTLY TO WAR; OF COURSE WAR WAS IMMINENT AND HITLER'S INTENTION ALL ALONG, BUT BY SYNCHRONIZING THE GERMAN SOCIETY, HE WAS ABLE TO ACCOMPLISH MANY THINGS WHICH IMPROVED GERMAN DAILY LIFE AND GERMAN MORAL**

**IMPORTANT QUESTION: HAD HITLER DIED BEFORE THE OUTBREAK OF WW 2 IN 1939, HOW WOULD HISTORY HAVE VIEWED HIM? HERO OR MONSTER???**

3/1 GENERAL CONCEPT OF ANTISEMITISM IN THE PAST; HTLER'S  
3/2 MEIN KAMPF; EUTHANASIA

**BRIEF LECTURE ON MEDIEVAL STEREOTYPE OF THE JEW: AS THE DEVIL, AS EVIL USURER (MONEY LENDER), AS RITUAL MURDERER OF CHRISTIAN CHILDREN. AS CHRIST KILLERS**

**SEE BELOW AND WE WILL DISCUSS**



Zionism and Israel - Encyclopedic Dictionary  
Blood Libel

<a href="#">Zionism</a>	<a href="#">map</a>	<a href="#">history</a>	<a href="#">biography</a>	<a href="#">about</a>	<a href="#">issues</a>	<a href="#">timeline</a>	<a href="#">photos</a>	<a href="#">books</a>	<a href="#">documents</a>	<a href="#">links</a>	<a href="#">contact</a>
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**Blood Libel** - The blood libel is a false accusation that Jews sacrifice Christian children either to use the blood for various "medicinal" purposes or to prepare [Passover](#) Matzoth (unleavened bread) or for vengeance and mock crucifixions. It is one of the central fables of [Anti-Semitism](#) of the older (middle ages) type. The blood libel is a phenomenon of medieval and modern Christian anti-Semitism, but spread to the Middle East as early as 1775, when there was a blood libel in Hebron. A second blood libel occurred in Damascus in 1840 and one occurred in Cyprus in the same year. As the blood libel was the subject of folk ballads and literature, it was not simply a religious superstition in Europe, but a staple of popular culture, like most anti-Semitic prejudices.



Blood Libel illustration in the Nazi Newspaper Westdeutschen Beobachter of Cologne, published by Robert

**THE IMAGE BELOW APPEARED IN THE PORNOGRAPHIC ANTI-SEMITIC WEEKLY NEWSPAER, DER STURMER**

THE IMAGE IS SUPPOSED TO TELL THE READER ABOUT THE JEW!



UNAWARE OF THE POWER OF MONEY, THEY REMAIN RAPED BY JEWISH GOLD; THE SOUL IS POISONED, BLOOD IS CONTAMINATED...

THE JEW AS “VERMIN”, READ IN P/S P. 44-45. TAKE NOTE OF THE QUOTE BY ALDOUS HUXLEY.

HITLER’S CONCEPT OF THE JEW IN RELATIONSHIP TO THE ARYAN RACE: READ EXCERPT FROM HITLER’S MEIN KAMPF IN R.E, PP. 4-11;

HERE ARE SOME OF THE THINGS YOU SHOULD LOOK FOR:

- HITLER’S VIEW OF SELF-SACRIFICE AND IDEALISM IN THE ARYAN.
- THE JEW IS A COWARD, ONLY INTERESTED IN SELF-PRESERVATION, WITHOUT A CONCEPT OF IDEALISM. (CAN YOU CONTRADICT THIS BY LOOKING AT THE JEWS WHO LIVE IN ISRAEL TODAY?)
- WHY DO YOU THINK HITLER REFERS TO THE JEWS AS A PARASITE AND A NOXIOUS BACILLUS? DOES THIS GIVE US

**A GOOD IDEA OF WHAT HITLER HAD IN MIND FOR THE  
JEWS OF THE WORLD?**

**PLEASE NOTE THAT THE LANGUAGE IS CONVOLUTED AND NOT  
EASY TO UNDERSTAND. COME PREPARED WITH QUESTIONS  
ABOUT WHAT YOU DID NOT UNDERSTAND; MANY WHO CAN  
READ THE ORIGINAL GERMAN HAVE BEEN STUNNED NOT ONLY  
BY THE CONTENT BUT BY THE GRAMMATICAL STRUCTURE AND  
LINGUISTIC FLAWS.**



3/8/3/9 MIDTERM

3/15-3/21 SPRING BREAK

3/22

3/23

**BEGIN IMPORTANT DISCUSSION ON THE NAZI POLICY OF EUTHANASIA:  
A HORRIBLE PRELUDE TO THE FUTURE MURDER OF JEWS AND ALL  
UNDESIRABLES IN GAS VANS, OPEN PITS AND IN THE GAS CHAMBERS  
AND CREMATORIA OF THE CONCENTRATION CAMPS**

**EUTHANASIA—THE KILLING OF THE MENTALLY AND  
PHYSICALLY CHALLENGED: UNFIT, ACCORDING TO THE NAZI  
WORLD VIEW, TO LIVE IN THE NAZI'S *PERFECT* WORLD**

**READ IN P/S , PP. 14-35 (=DOCUMENTS # 10-28) WHILE I WANT YOU TO  
READ ALL, YOU MUST READ, PP.14 TOP, PP. 17,18, 20, 21,23,24,25,31  
BOTT.,32,34**

**SPECIAL ATTENTION TO THE FOLLOWING:**

**WE CAN SEE HOW NAZI DOCTRINES SUCH AS ITS EUHTANASIA  
INITIATIVE WAS INTEGRATED IN EDUCATION OBJECTIVES; THIS  
IS ONE OF THE MOST REVEALING DOCUMENTS: IN P/S  
DOCUMENT 16, P.21**

**READ THEME 4: THE NAZI PHYSICIANS-PART TWO: WORKING IN  
THE CONCENTRATION CAMP. IN P/S :DOCUMENTS#58, PP.74,75,  
DOC 60 PP. 77.**

**DOC 61: READ FIRST PP 79, 80; THEN GUESS WHAT THE SS  
OFFICER DID IN HIS 2 HOUR BREAK, READ P. 81**

**( YOU WILL NOTE THE EXTENSIVE USE OF EUPHEMISMS.  
CAN YOU DEFINE WHAT A EUPHEMISM IS ?  
WHILE READING, UNDERLINE THEM AND BE AB LE TO EXPLAIN  
HOW THEY FUNCTION.**

**VERY IMPORTANT WEBSITE: # 72 TABLE OF MONEY SAVED BY  
MURDERING THE HANDICAPPED, 1941**

**TAKE SPECIAL NOTE OF THE QUESTION 2 AND WHY IT IS SO SIGNIFICANT!**

**BEGIN DISCUSSION OF NIGHT**

**3/29**

**3/30**

**CONTINUE DISCUSSION OF *NIGHT***

**FOLLOWING IS NOT AN EASY CONCEPT TO UNFERSTAN; I TOO HAVE DIFFICULTY IN TEACHING THIS RATHER“TOUCHY-FEELY CONCEPT”**

**LECTURE ON NAZI CONCEPT OF VOLK; IN R/E PP., PP. 1, 12, 13, 14, 16, 22, 23, 24 YOU WILL UNDERSTAND RACIAL EDUCATION WITH REFERENCES TO BLOOD AND SOIL, TIES TO THE LAND, SELF-SACRIFICE, INSTINCT OVER KNOWLEDGE.**

**READ MY SUMMARY ON THIS CONCEPT IN C/H 51-52**

**Famous painting "American Gothic**



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**WHAT COULD THE ABOVE PAINTING TELL US ABOUT THE NAZI CONCEPT OF VOLK? THE BEST WAY OF UNDERSTANDING HOW THE FARMER WAS VIEWED AS THE QUINTESSENTIAL REPRESENTATIVE OF THE VOLK IS TO LIST AS MANY ADJECTIVES TO DESCRIBE THE MAN AND WOMAN IN THE PAINTING.**

**THERE IS LITTLE CHANCE FOR HUMOR IN A COURSE ON GENOCIDE, BUT DESCRIBING THIS MAN AND WOMAN CAN BE A FUN EXERCISE**

**THERE IS BEGINNING SCENE IN THE FAMOUS LENI RIEFENSTAHL FILM *TRIUMPH OF THE WILL* . IT REPRESENTS THE CONCEPT OF REACTIONARY MODERNISM ; THE PLANE IS FLYING OVER THE CITY OF NUREMBERG, AN OLD CITY WITH STRONG TIES TO GERMANY'S PAST, NOT AN INDUSTRIAL, NOT A BIG CITY, BUT A RURAL ONE WITH MANY SMALL FARMS. HOWEVER A MODERN PLANE IS CARRYING HITLER OVER THIS TOWN. CAN YOU INTERPRET WHY WE CALL IT REACTIONARY MODERNISM???**



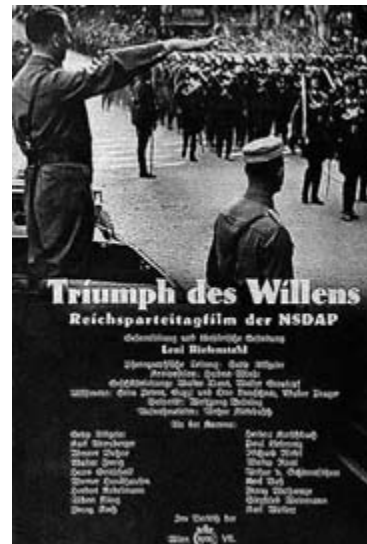
**Plane carrying German dictator Adolph Hitler flying over Nuremberg**

**THE PICTURE OF NUREMBERG IS UNCLEAR BUT IT IS A RURAL CITY AT THIS TIME, NOT INDUSTRIAL, MANY SMALL FARMS, MANY HALF-TIMBERED, TRADITIONAL HOUSES**

**(left). Cheering Nazis greet the *Führer* at airport (right).**

Riefenstahl's movie opens with Wagnerian music, and then mountains of clouds. As they disperse, a Junker 52 aircraft can be seen.

**HITLER'S PLANE, ENGULFED IN CLOUDS, SUDDENLY BREAKS THROUGH THE CLOUDS AND THE PLANE, CARRYING**



**HITLER, SUDDENLY APPEARS LIKE A  
GOD OR SAVIOR COMING TO RESCUE  
GERMANY**

/ **UNIT 3: EDUCATION IN NAZI GERMANY**

**NAZI EDUCATION WAS BASED ON RACISM ON EVERY LEVEL.  
READ THE FOLLOWING COMMENTS MADE BY CHAIM GINOTT, A  
HOLOCAUST SURVIVOR AND HIS WARNING TO EDUCATORS  
TODAY. THIS REPRESENTS MY PHILOSOPHY OF TEACHING**

**“I AM A SURVIVOR OF A CONCENTRATION CAMP. MY EYES SAW  
WHAT NO MAN SHOULD WITNESS: GAS CHAMBERS BUILT BY  
LEARNED ENGINEERS, CHILDREN POISONED BY EDUCATED  
PHYSICIANS, INFANTS KILLED BY TRAINED NURSES, WOMEN AND  
BABIES SHOT AND BURIED BY HIGH SCHOOL AND COLLEGE  
GRADUATES. SO I AM SUSPICIOUS OF EDUCATION.  
MY REQUEST IS: HELP YOUR STUDENTS TO BECOME HUMAN.  
YOUR EFFORTS MUST NEVER PRODUCE LEARNED MONSTERS,  
SKILLED PSYCHOPATHS, EDUCATED EICHMANNS. READING,  
WRITING AND ARITHMETIC ARE IMPORTANT ONLY IF THEY  
SERVE TO MAKE OUR CHILDREN MORE HUMAN.”**

**LET US DISCUSS THIS POIGNANT STATEMENT!  
READ THE POISONOUS MUSHROOM EXCERPT IN R/E, P. 42-44**

**WEBSITE: # 59 AN ILLUSTRATION FROM THE CHILDREN’S BOOK.  
IMAGINE YOU ARE A JEWISH CHILD SITTING IN THIS  
CLASSROOM. (IN ST. LOUIS WE HAVE A SURVIVOR WHO WAS THE  
ONLY JEWISH CHILD IN HER CLASSROOM AND SHE MAY WELL  
HAVE BEEN SUBJECT TO SUCH RACIAL HATRED AND  
STEREOTYPING)**

**READ IN R/E: PP, 26, 47, 48, 79-81**

**NOTE VISIT TO ST. LOUIS HOLOCAUST MUSEUM ON 4/5/4/6**

**45/4/6**

**VISIT TO MUSEUM; READINGS STILL REQUIRED**

**THE HITLER YOUTH: LECTURE/DISCUSSION**

**READ MASCHMANN, “REMEMBERING THE DAY HITLER CAME TO POWER” IN R/E: PP. 89-92. NOTE WHAT “TURNED ON” YOUNG PEOPLE TO HITLER AND THE NAZI PARTY!**

**READ VARIETY OF DOCUMENTS ON HITLER YOUTH, (PAY SPECIAL ATTENTION TO THE RELIGIOUS ASPECTS OF THE HITLER YOUTH CEREMONIES) IN R/E: PP. 87-88, (THE TEN COMMANDMENTS OF PERSONAL HYGIENE)93-94, 99, 111, 113,**

**IF TIME SHORT SEGMENT FROM FILM CABARET**

**HBO DOCUMENTARY: CONFESSIONS OF A HITLER YOUTH—ALFONS HECK**

**IF TIME: INTERVIEW WITH A ST. LOUIS WOMAN WHO IS NOW MARRIED TO A SURVIVOR, BUT WHO WAS EDUCATED AS A CATHOLIC IN GERMANY. HER SENSE OF GUILT IS ALMOST PALPABLE.**

**THE ASSIMILATED GERMAN JEW: LECTURE/DISCUSSION ON THE ROLE OF THE GERMAN JEWS IN PRE AND POST HITLER GERMANY; DEFINE ASSIMILATION; CAN YOU PUT THE CONCEPT IN AN AMERICAN CONTEXT? THINK OF THE INCREASE IN THE IMMIGRANT POPULATION IN ST. LOUIS (BOSNIANS, RUSSIAN JEWS, VIET NAMESE) HAVE YOU HAD CONTACT IN SCHOOL WITH ANY IMMIGRANTS?**

**WEBSITE: # 45 SUMMARY OF THE GERMAN ASSIMILATED JEW PRINT THIS OUT**

**WHAT ARE THE DANGERS IN STEREOTYPING OTHERS?**

A **stereotype** is a preconceived idea that attributes certain characteristics (in general) to all the members of class or set. The term is often used with a negative connotation when referring to an oversimplified, exaggerated, or demeaning assumption that a particular individual possesses the characteristics associated with the class due to his or her membership in it. Stereotypes can be used to deny individuals respect or legitimacy based on their membership in that group.

Stereotypes often form the basis of [prejudice](#) and are usually employed to explain real or imaginary differences due to race, gender, religion, ethnicity, socio-economic class, disability, occupation, etc. A stereotype can be a conventional and oversimplified conception, opinion, or image based on the belief that there are attitudes, appearances, or behaviors shared by all members of a group. Stereotypes are forms of social consensus

rather than individual judgments. Stereotypes are sometimes formed by a previous **ILLUSORY CORRELATION**, a false association between two variables that are loosely correlated if correlated at all. Stereotypes may be occasionally positive.

**LET US DISCUSS WHY STEREOTYPES ARE HALF TRUTHS: ARE ALL JEWS WEALTHY?: GREAT IRONY IN NAZI HATRED OF JEWS: MANY GERMAN JEWS WERE WEALTHY LAWYERS, DOCTORS, BUSINESS OWNERS, BUT THERE WERE ALSO COMMUNIST JEWS WHO CARED LITTLE FOR WEALTH. TO BE SURE THERE ARE SOME PHYSICAL CHARACTERISTICS SHARED BY SOME JEWS, BUT NOT ALL JEWS. I GREW UP IN A VERY JEWISH NEIGHBORHOOD AND COULD RECOGNIZE SOME OF MY JEWISH NEIGHBORS BY THEIR LOOKS. BUT THEN I MET MANY ISRAELIS WHO IMMIGRATED TO AMERICA WHO DID NOT FIT MY IMAGE (MY STEREOTYPE).**

**THE STEREOTYPE OF THE OVER-CONCERNED “JEWISH MOTHER” CAN EASILY BE APPLIED TO ITALIAN OR GREEK MOTHERS OR.....THERE MAY BE RODNEY KING TYPES OUT THERE BUT WHAT ABOUT DENZEL WASHINGTON OR SIDNEY PORTIER “TYPES?” SO STEREOTYPES ARE INDEED HALF TRUTHS AND WE ALL MUST BE CAREFUL OF THE DANGER IN THEIR USE.**

**DREADLOCKS : WEBSITE # 43 (OPTIONAL)**

**LEGALIZING RACISM (A MUST READ!!!!)**

**WEBSITE #37:**

**1935 REPORT BY JEWISH ORGANIZATION ON ANTI-SEMITISM PRIOR TO NUREMBERG LAWS WHICH ALREADY MADE IT UNLAWFUL FOR JEWS TO PARTICIPATE IN SPORTS WITH GERMANS (JEWS WERE BARRED FROM PUBLIC SWIMMING POOLS; WHY?????)**

**READ THEME ONE “RATIONAL ANTI-SEMITISM IN P/S PP. 1-13=DOCUMENTS # 1-9:**

**1. THE NUREMBERG LAWS: EXTREMELY SIGNIFICANT “FIRST-STEP” ISOLATING THE ASSIMILATED GERMAN JEW FROM THE REST OF GERMAN SOCIETY)**

**2. HITLER’S LETTER IS VERY SIGNIFICANT IN COMPARING RATIONAL ANTI-SEMITISM AND POGROMS (LOOK UP THIS WORD IN THE DICTIONARY!!!)**

**3, A LAWYER FOR THE GOVERNMENT CLAIMS THAT INEQUALITY IS JUSTIFIED!**

**4. RACISM IN AMERICA: THE JAPANESE INTERNMENT AFTER PERAL HARBO**

4/12

4/13

**KRISTALLNACHT, THE NIGHT OF THE BROKEN GLASS, NOVEMBER 9, 10, 1938 IS A SEMINAL EVENT TOWARDS THE PATH OF GENOCIDE: TOWARDS “THE FINAL SOLUTION OF THE JEWISH QUESTION.”**

**KRISTALLNACHT, NOVEMBER 9/10, 1938: A TURNING POINT FROM SO-CALLED “LEGAL ANTI-SEMITISM” TO GOVERNMENT SANCTIONED ACTS OF ANTI-SEMITIC VIOLENCE; READ IN C/H, PP.54-55**

**NOTE: HYDRICH’S INSTRUCTIONS: THIS IS MOST IMPORTANT IN UNDERSTANDING WHETHER KRISTALLNACHT WAS A FORM OF RATIONAL ANTI-SEMITISM OR A POGROM OR BOTH! WE WILL DISCUSS IN CLASS, BUT UNDERLINE EXAMPLES OF RATIONAL ANTI-SEMITISM**

**KRISTALLNACHT: AN ORPHANAGE IS ATTACKED; SEE WEBSITE #48 (FRIENDS BECOME ENEMIES....)**

**NORMATIVE DISCRIMINATION: BE ABLE TO DEFINE THIS CONCEPT AS IT APPLIES TO NAZI GERMANY AND TODAY’S WORLD: SEE WEBSITE #51**

**DOES THE FOLLOING DEFINITION MAKE SENSE?**

**Group Dynamics  
Normative issues**

**Moral constraints are less powerful in groups than in individuals. Groups are traditionally seen as serving the interests of their members and the group as a whole, without moral constraints or moral obligations to others. There is a diffusion of responsibility in groups. Members often relinquish authority and guidance to the group and its leaders. They abandon themselves to the group and develop a commitment that enables them to sacrifice even their lives for it. This can lead to altruistic self-sacrifice or to joining those who turn against another group. Combined with the group's power to repress dissent, abandoning the self enhances the potential for evil.**

**KRISTALLNACHT IMAGE: THE PHOTO TELLS US MORE THAN WORDS: WHAT DO WE LEARN FROM IT?  
WEBSITE: 49**

**BYSTANDERS: POEM "I DID NOT MANAGE TO SAVE" : WEBSITE 53**

**GUILT OF THE BYSTANDER: TOO LATE?? SEE WEBSTIE: #50: MRS MARX'S PILLOW**

**REMEMBER AS YOU READ *NIGHT* THAT :**

**"HATE HAS A NEARLY LIMITLESS ABILITY TO DEHUMANIZE ITS VICTIMS, SHUTTING DOWN THE MOST BASIC HUMAN CAPACITY FOR SYMPATHY AND COMPASSION"**

**READ WIESEL'S *NIGHT*. YOU SHOULD BE ABLE TO DISCUSS SUCH THEMES AS THE NAZI DEHUMANIZATION PROCESS OF VICTIMS, ROLE OF RELIGION, SURVIVOR GUILT, FATHER/SON RELATIONSHIPS, TECHNIQUES FOR SURVIVAL)**

**SEE ACTIVITY ON NIGHT IN C/H, PP. 56-60: EXCELLENT AND IMPORTANT GROUP ACTIVITY, IF TIME.....**

**AMAZING POEM WHICH TIES IN TO NIGHT: NELLY SACHS' POEM "CHORUS OF THE RESCUED" IN C/H PP 61-63. YOU ALL SHOULD BE ABLE TO ANSWER QUESTION NUMBER 4 ON P. 63.**

**MAP SHOWING THE CAMPS IN C/H PP. 78-79**

**WHAT DOES THE TRAIN PHOTO TELL US? SEE C/H P.80**

**COMPUTER AT BUCHENWALD CONCENTRATION CAMP WEBSITE  
# 79**



**CONCENTRATION CAMP EXPERIENCE/ BUCHENWALD/ILSE KOCH  
WEBSITE #88 ALMOST HARD TO BELIEVE!!!!**

**POEM: I KEEP FORGETTING IN WEBSITE: #57**

**IF TIME: VIDEO INTERVIEWS WITH ST LOUIS HOLOCAUST  
SURVIVORS**

**4/19**

**4/20**

**[RICHARD GIVE OUT PACKET=E/P]**

**WE WILL VISIT THE ST.LOUIS HOLOCAUST MUSEUM AND  
LEARNING CENTER(REQUIRED) ON 4/12 AND 4/13  
TUES CLASS WILL VISIT FROM 3-4:30 AND MONDAY CLASS WILL  
VISIT FROM 2:30-4:30**

**ASSIGNMENT BELOW ARE STILL TO BE READ!!**

**LIFE IN THE GHETTO WITH AMAZING VIDEO OF THE WARSAW  
GHETTO  
READ IN C/H PP. 64-71**

**EXPLAIN THE IMPORTANCE OF THE *JUDENRAT (COUNCIL OF  
JEWISH ELDERS)* =THE JEWISH COUNCILS THAT “WORKED” WITH  
THE NAZIS IN THE GHETTOS**

**THE JEWISH POPULATION DISBELIEVES REPORTS *DISCUSSION  
QUESTION: WHY THE DOUBTS ABOUT THE NAZI ATROCITIES?***

**DIARY OF ADAM CZERNIAKOW, JEWISH ELDER OF WARSAW  
GHETTO, (NOTE: THIS JEWISH ELDER COMMITTED SUICIDE  
RATHER THAN FOLLOW THE ORDERS OF THE NAZIS AND SEND  
THOUSANDS TO THEIR DEATH IN THE CONCENTRATION CAMPS!)  
BY ALL MEANS READ IN C/H PP.67, 69, 70  
RUMKOWSKI’S ADDRESS: BE ABLE TO COMPARE HIS ROLE AS  
HEAD OF THE JEWISH COUNCIL OF THE LODZ GHETTO WITH  
THAT OF ADAM CZERNIAKOW OF WARSAW GHETTO.**

**CAN WE JUDGE THEM??**

**THEME 3: “THE NAZI BUREAUCRACY IN SEARCH OF A MORE  
HUMANE SOLUTION TO THE JEWISH QUESTION IN P/S  
P..37=DOCUMENT # 30**

**READ THE FOLLOWING ON THE ROOTS OF EVIL AND WE WILL  
DISCUSS IN CLASS:**

## The roots of evil

*Evil* is not a scientific concept with an agreed meaning, but the idea of evil is part of a broadly shared human cultural heritage. The essence of evil is the destruction of human beings. This includes not only killing but the creation of conditions that materially or psychologically destroy or diminish people's dignity, happiness, and capacity to fulfill basic material needs.

By evil I mean *actions* that have such consequences. We cannot judge evil by conscious intentions, because psychological distortions tend to hide even from the perpetrators themselves their true intentions. They are unaware, for example, of their own unconscious hostility or that they are scapegoating others. Frequently, their intention is to create a "better world," but in the course of doing so they disregard the welfare and destroy the lives of human beings. Perpetrators of evil often intend to make people suffer but see their actions as necessary or serving a higher good. In addition, people tend to hide their negative intentions from others and justify negative actions by higher ideals or the victims' evil nature.

There are alternative views of the roots of evil, of course. Some believe that because power and self-interest are strong human motives, human beings are basically unconcerned about others' welfare and will therefore do anything to satisfy their own interests. Thomas Hobbes developed this view most fully, and Freud's thinking is congenial to it.

According to Hobbes, people must be controlled externally, by society and the state, to prevent them from harming others in fulfilling their own interests. According to Freud they must acquire a conscience through socialization, which then controls them from within. However, assumptions about human nature cover a wide range. Some regard humans as basically good but corrupted by society (Rousseau). Others regard them as good but capable of being shaped by experience with parents and other significant people in such a way that they become unloving and unconcerned about others (the psychologist Carl Rogers).

**WILL GO BACK TO SOME OF THE READINGS OF LAST WEEK  
WE WILL SEE WARSAW GHETTO VIDEO PLUS AS MUCH AS  
WE CAN COVER BELOW:**

4/26

4/27

**READ TESTIMONY OF OPEN-PIT KILLINGS IN RUSSIA, AUGUST  
1942 IN C/H, PP 73-77. THIS IS AN INTRODUCTION OF GENOCIDE BY  
THE EINSATZGRUPPEN  
EINSATZGRUPPEN, THE SPECIAL KILLING UNITS THAT ENTERED  
RUSSIA, MURDERING HUNDREDS OF THOUSANDS.**

**DOCUMENTS IN P/S: # 31, 32, 33 REVEAL THE EINSATZGRUPPEN ACTIVITIES**

**MORE ON EINSATZGRUPPEN: SEE E/P (PACKET GIVEN OUT AT BEGINNING OF SEMESTER: PP 14-29 PAY SPECIAL ATTENTION TO TO THE USE OF CAREER POLICE OFFICERS FROM HAMBURG AND OLD RESERVISTS (PP. 19,20, 21, 23, 28, 29 IN E/H**

**(WEBSITE # 80 GIVES A GOOD SUMMARY OF THESE SPECIAL KILLING UNITS OF THE SS.**

**A REVEALING PHOTO OF THE EINSATZGRUPPEN MENTALITY: WEBSITE # 87**

**(OPTIONAL)**

**OTTO OHLENDORF WANT TO GO TO GOOGLE AND PUT HIS NAME IN???: HE HAD A CHOICE SINCE HE WAS A PH.D AND COULD HAVE WORKED FOR A GOVERNMENT AGENCY; INSTEAD HE WAS ONE OF THE LEADERS OF THE SPECIAL FORCES AND WAS RESPONSIBLE FOR THE MURDER OF 90,000 PEOPLE**

**CONTINUE THEME OF NAZI BUREAUCRACY IN P/S DOCUMENTS, # 41, 40, 42, = PP. 48, 49, 50, 51 (IMPORTANT EXAMPLE OF THE REVERSAL OF TRADITIONAL MORAL VALUES UNDER THE NAZIS)**

**UNBELIEVABLE DISCOVERY OF THE EINSATZGRUPPEN DOCUMENTS: WE WILL SEE PART OF A VIDEO WHICH DISCUSSES THIS AND WE WILL SEE SOME VERY GRAPHIC IMAGES**

**5/3  
5/4**

**FROM P/S, THEME 5: PRIVATE BUSINESS-PUBLIC DUTY: GENOCIDE AS A BUSINESS VENTURE = BUSINESS COMMUNICATIONS:**

**THE WANNSEE CONFERENCE AND PROTOCOL, DOCUMENTS # 72-79. (THIS IS PROBABLY THE MOST SIGNIFICANT SET OF DOCUMENTS THAT YOU WILL READ; NO ONE CAN LEAVE THIS CLASS WITHOUT HAVING READ AND DISCUSSED THIS PRIMARY SOURCE DOCUMENT**

**PAY PARTICULAR ATTENTION TO THE USE OF BUSINESS TERMINOLOGY IN DOC# 72, P.95 AND DOC.#78, P. 106**

**EUPHEMISMS: A GROTESQUE DOCUMENT (VANS)**

**DISCUSSION OF THE USE OF GAS VANS IN C/H, PP. 89-91 (SMALL GROUP DISCUSSION IF TIME ALLOWS.**

**UNDERLINE ALL THE EUPHEMISMS**

**OTHER IMPORTANT EUPHEMISMS IN C/H P.88**

**EFFICIENCY IN GENOCIDE: BECKER AS GAS VAN EXPERT IN P/S UNDER POINT D, P. 98, 99**

**AMAZINGLY MOVING DOCUMENT OF ONE SURVIVOR'S DEATH MARCH EXPERIENCE: *ONE SURVIVOR REMEMBERS***

**OR**

**DOCUMENTARY: DAILY LIFE IN THE CONCENTRATION CAMP, IF NOT SEEN BEFORE**

**WEBSITE: MAUTHAUSEN: DEATH BOOK #89  
HOLOCAUST ALSO HAD FINANCIAL OBJECTIVES. SEE IN E/H (PACKET) PP. 40-42; GO TO THE WEBSITE INDICATED TO VIEW SOME HORRIFYING IMAGES**

**HITLER AND HIS MEN—THE DICTATOR AND A BUREAUCRACY GONE HAYWIRE**

**READINGS AND DISCUSSIONS WILL FOCUS ON THE PARTICIPATION IN NAZI GENOCIDE BY REPRESENTATIVES FROM ALMOST EVERY JOB CATEGORY, E.G., PHYSICIANS, BUSINESSMEN, SCIENTISTS, RAILROAD PERSONNEL....**

**NOW READ A VARIETY OF DOCUMENTS WHICH EXPLORE PSYCHOLOGICAL INTERPRETATIONS OF GENOCIDE IN P/S DOCUMENTS # 49, 50, 51, PP. 59-63 (HOW ABUSIVE CHILD REARING PRACTICES CAN IMPACT THE LIVES OF GROWN-UPS;**

**SEE ALSO WEBSITE #68 ON SWISS PSYCHIATRIST'S STUDY ON LATE 1800'S CHILDR REARING PRACTICES IN GERMANY**

**MAKE SURE YOU CAN DEFINE WHAT LIFTON MEANS BY  
DOUBLING**

**5/10/5/11 TUES MCC CLASS WILL MEET, SINCE LAST READINGS FOR  
MAY 10 BUT CONTACT ME IF YOU HAVE QUESTIONS**

**THE FOLLOWING EXCERPTS FROM THE AUSCHWITZ ALBUMS  
DEMONSTRATE, BEYOND A DOUBT, HOW EVIL ACTIONS CAN BE  
“PERFORMED” SIMULTANEOUSLY WITH NORMAL, EVERYDAY  
LIFE ACTIVITIES:**

**IT IS AMAZING AND SADLY GROTESQUE TO REALIZE THAT THERE  
WERE TWO AUSCHWITZ ALBUMS; THE FIRST ONE WITH MANY PHOTOS  
OF VICTIMS OF THE CONCENTRATION CAMP. WHO DO YOU THINK  
TOOK THESE PHOTOS AND WHY? WHAT DO WE LEARN ABOUT HOW  
THE NAZIS VIEWED THE JEWS FROM SUCH PICTURES?**

**THE SECOND ALBUM WAS JUST DISCOVERED AND IS SO HORRIBLE IN  
HOW IT CLEARLY REVEALS THAT THE NAZIS WERE ABLE TO LEAD  
TWO LIVES. THEY COULD ENJOY THEMSELVES WHILE AT THE SAME  
TIME THOUSANDS OF VICTIMS WENT TO THEIR DEATH. THEY COULD  
KILL AS SS OFFICERS AND THEN GO HOME TO THEIR FAMILIES AS IF  
THEY JUST FINISHED A NORMAL DAYS WORK. MANY WENT TO  
CHURCH ON SUNDAY!!**

**WE SEE, FOR EXAMPLE SS WOMEN AND SS OFFICERS SITTING IN  
LOUNGE CHAIRS SUNNING THEMSELVES WHILE NOT FAR AWAY JEWS  
ARE BEING GASED.**

**SEE BELOW----- FOR SO OFTEN PICTURES TELL US FAR MORE THAN  
WORDS**

**<http://www.ushmm.org/uiacgi/uiacdoc/photos/6714?hr=null>**

***IT IS A MUST THAT YOU GO TO THE ABOVE WEB SITE ENTITLED A DAY  
OFF FROM AUSSCHWITZ: THE LAUGHING DEATHCAMP GUARDS AT PLAY.*  
*YOU WILL SEE SUCH IMAGES AS SS GUARDS LAUGHING AS THEY PREPARE FOR  
A SING-ALONG; YOU WILL SEE SS MEN AND WOMAN SITTING ON LUNGE  
CHairs. RELAXING IN THE SUN..***

**IT MAY SEEM OBVIOUS WHAT WE LEARN FROM THESE PHOTOS, BUT IT  
ONCE AGAIN IS IMPORTANT TO PUT IT ALL IN THE CONTEXT OF ETHICS**

SS officer Karl Hocker lights a candle on a Christmas tree in 1944. Courtesy United States Holocaust Memorial Museum



**FOR MORE PHOTOS GO TO THE HOLOCAUST MEMORIAL MUSEUM –  
AUSCHWITZ\_PHOTOGRAPHS – NEW YORK TIMES**

**THE COMPLETE SET OF THE PICTURES WILL BE FOUND BY GOING TO  
THE HOLOCAUST WASHINGTON MUSEUM WEB-SITE:**

**<http://www.ushmm.org>**

## **New Auschwitz Photos Found**

**From the NYTimes:**

**WASHINGTON, Sept. 18 — Last December, Rebecca Erbelding, a young archivist at the United States Holocaust Memorial Museum, opened a letter from a former United States Army intelligence officer who said he wanted to donate photographs of Auschwitz he had found more than 60 years ago in Germany.**

**Ms. Erbelding was intrigued: Although Auschwitz may be the most notorious of the Nazi death camps, there are only a small number of known photos of the place before its liberation in 1945. Some time the next month, the museum received a package containing 16 cardboard pages, with photos pasted on both sides, and their significance quickly became apparent.**

As Ms. Erbeling and other archivists reviewed the album, they realized they had a scrapbook of sorts of the lives of Auschwitz's senior SS officers that was maintained by Karl Höcker, the adjutant to the camp commandant. Rather than showing the men performing their death camp duties, the photos depicted, among other things, a horde of SS men singing cheerily to the accompaniment of an accordionist, Höcker lighting the camp's Christmas tree, a cadre of young SS women frolicking and officers relaxing, some with tunics shed, for a smoking break.

In all there are 116 pictures, beginning with a photo from June 21, 1944, of Höcker and the commandant of the camp, Richard Baer, both in full SS regalia. The album also contains eight photos of Josef Mengele, the camp doctor notorious for participating in the selections of arriving prisoners and bizarre and cruel medical experiments. These are the first authenticated pictures of Mengele at Auschwitz, officials at the Holocaust museum said.

The photos provide a stunning counterpoint to what up until now has been the only major source of pre-liberation Auschwitz photos, the so-called Auschwitz Album, a compilation of pictures taken by SS photographers in the spring of 1944 and discovered by a survivor in another camp. Those photos depict the arrival at the camp of a transport of Hungarian Jews, who at the time made up the last remaining sizable Jewish community in Europe. The Auschwitz Album, owned by Yad Vashem, the Israeli Holocaust museum, depicts the rail side selection process at Birkenau, the area where trains arrived at the camp, as SS men herded new prisoners into lines. THE GAS CHAMBERS AND CREMATORIA WERE IN BIRKENAU, A PART OF THE AUSCHWITZ CAMP.

**READ THEME 5: PRIVATE BUSINESS-PUBLIC DUTY: GENOCIDE AS A BUSINESS VENTURE IN P/S...**

**DOCUMENTS #66, 69, 81,**

**85, 86., PP. 113-117 ON RAILROAD PERSONNEL AND PP. 89, 92,93**

**DOCUMENT 66 IS JUST HORRIFIC AND SHOWS US HOW MANY CITIZENS WITH EXPERTISE WERE INVOLVED IN THE HOLOCAUST/GENOCIDE**

**E/H, PACKET: ON EICHMANN AS CEO KILLER: GENOCIDE AS A BUSINESS VENTURE**

**E/H: PP.32-35**

**EICHMANN'S SOUL IN P/S. PP. 56,57**

**READ BELOW A DISCRIPTION OF THE SS TRAINING AND WE WILL DISCUSS:**

**SS Training**

. . . exercises in total obedience, compulsive attention to detail, dangerous tests of individual courage, and ideological indoctrination – including Himmler's brand of Teutonic elitism as well as standard National Socialist political and racial values. Only after an initial period of testing in this system was the cadet given the privilege of taking the dramatic SS oath of loyalty to Hitler.

The officers produced by this system were far from being simple-minded robots. Instead, they formed a corps of "true believers" who were effective leaders because, in addition to convictions about their own superiority to other men, they felt a common racial bond with their troops and were imbued with a medieval sense of noblesse oblige toward them. Furthermore, since most of these officers had virtually surrendered their sense of personal identity to Hitler and the SS, they were rarely troubled by any of the personal doubts which can divert men from putting total energy into their work. Members were eased out if they could not achieve the required discipline and fanatical zeal.

**MONDAY CLASS WILL MEET: LAST DAY OF SEMESTER, BUT  
TUESDAY CLASS WILL NOT MEET, BUT YOU SHOULD READ  
THE FOLLOWING MATERIAL AND IF YOU HAVE  
QUESTIONS, E-MAIL ME**

**FINAL 5/17/5/18**

**IF TIME WE WILL DO THE FOLLOWING SECTION**

**BEGIN UNIT 5: PROPAGANDA**

**READ "THE NECESSITY OF PROPAGANDA: HOW HITLER VIEWED  
THE MASSES," IN C/H, PP. 92.**

**READ "HITLER DEFINES CULTURE IN DEFINING ART" IN C/H P.,  
101 (READ THE PARAGRAPH ON SECOND COLUMN BEGINNING  
WITH "THE NEW AGE".....AND ENDING WITH "CRIMINAL COURT"**



**WEBSITE # 115:  
HITLER INTERPRETS ART THROUGH NAZI IDEOLOGY  
PROPAGANDA/DEGENERATE ART**

**UNIT 6: LIFE AFTER AUSCHWITZ**

**READ POEM, I DREAM IN GOOD ENGLISH GO OVER STUDY  
QUESTIONS IN C/H PP. 103-105 BY DONNA BLUMENFELD  
CLENMAN;**

-

**FINAL TEST TWO: MAY 17 AND 18**

**ATTACHMENT A**

THE PROMISE OF NEVER AGAIN ©2005 Anti-Defamation League Page 1

**The Promise of Never Again  
The Struggle to Prevent Genocide  
in the Post-Holocaust Era**

Lyrics to *Never Again*

Remedy: Giving *Never Again* a Hip-Hop Vibe .

***Never Again* by Remedy**

*[Hebrew man praying]*

*[Intro:]*

Feel this

To all those races, colors, and creeds, every  
man bleeds

for the countless victims and all their  
families

of the murdered, tortured and slaved, raped,  
robbed and persecuted - Never Again!

To the men, women, and children

Who died in their struggle to live, never to  
be forgotten

*[Hebrew man praying]*

*[Verse 1:]*

Yo my own blood

Dragged through the mud

Perished in my heart still cherished and  
loved

Stripped of our pride, everything we lived  
for

Families cried

There s no where to run to, no where to hide

Tossed to the side

Access denied

6 million died for what?

Yo a man shot dead in his back

Helpless women and children on the  
constant attack

For no reason

Till the next season

And we still bleeding

Yo it's freezing

And men burn in hell, some for squeezing

No hope for a remedy, nothing to believe

Moving targets who walk with the star in  
their sleeve

Forever marked with a number, tattooed to  
your body

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Late night, eyes closed, clutched to my  
shotty

Having visions, flashes of death camps and  
prisons no provisions

Deceived by the devils decisions

Forced into a slave

Death before dishonor for those men who  
were brave

Shot and sent to their grave

Can't awaken, it's too late  
Everything's been taken  
I'm shaken, family, history, the making  
*[Chorus:]*  
Never again shall we march like sheep to the  
slaughter  
Never again shall we sit and take orders  
Stripped of our culture  
Robbed of our name (never again)  
Raped of our freedom and thrown into the  
flames (never again)  
Forced from our families, taken from our  
homes  
Moved from our God then burned of our  
bones  
Never again, never again  
Shall we march like sheep to the slaughter  
(never again)  
Leave our sons and daughters  
Stripped of our culture  
Robbed of our name (never again)  
Raped of our freedom and thrown into the  
flames (never again)  
Forced from our families, taken from our  
homes  
Moved from our God and everything we  
own  
(never again)  
The Promise of Never Again ©2005 Anti-Defamation League Page 3  
*[Verse 2:]*  
Some fled through the rumors of wars  
But most left were dead, few escaped to the  
shores  
With just 1 loaf of bread  
Banished, held in for questioning  
And vanished  
Never to be seen again  
I can't express the pain  
That was felt on the train  
To Auschwitz, tears poured down like rain  
Naked face to face  
With the master race  
Hatred blood of David  
My heart belongs to God and stay sacred  
Rabbis and priests  
Disabled individuals  
The poor, the scholars all labeled common

criminals  
Mass extermination  
Total annihilation  
Shipped into the ghetto and prepared for  
liquidation  
Tortured and starved  
Innocent experiments  
Stripped down and carved up or gassed to  
death  
The last hour, I smelled the flowers  
Flashbacks of family then sent to the  
showers  
Powerless undressed  
Women with babies clumped tight to their  
chest  
Crying  
Who would've guessed dying  
Another life lost  
Count the cost  
Another body gas burned and tossed in the  
holocaust (never again)  
*[Chorus:]*  
Never again shall we march like sheep to the  
slaughter  
Never again leave our sons and daughter  
Stripped of our culture  
Robbed of our name (never again)  
Raped of our freedom and thrown into the  
flames (never again)  
Forced from our families, taken from our  
homes(never again)  
Moved from own God and everything we  
owned  
Never again, never again  
Shall we march like sheep to the slaughter  
(never again)  
Shall we sit and take orders  
Stripped of our culture  
Robbed of our name (never again)  
Raped of our freedom and thrown into the  
flames (never again)  
Forced from our families, taken from our  
homes (never again)  
Moved from our God and burned of our  
bones  
(never again) (never again)

NEVER AGAIN

NEVER AGAIN

The final solution

Is now retribution

Remedy, Wu-Tang

[*Man praying in Hebrew*]

Shema yisrael ad-onhai elo-hainu ad-onai

echod

[*"Hear Oh Israel, the Lord is our God, the*

*Lord is One"*]

[*Gun Shot*]

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The Promise of Never Again ©2005 Anti-Defamation League Page 4

**Remedy: Giving *Never* Name(s): \_\_\_\_\_**

### ***Again* a Hip-Hop Vibe**

Born Ross Filler in Staten Island, New York, Remedy grew up in a Conservative Jewish family where we observed, but we didn't get too crazy. He has fond memories of Passover at his Aunt Hannah's, where he used to love looking for the matzah and often tried to slip away

from the table in order to avoid reading from the *Haggadah* (a text read during the Passover *seder* or dinner recounting the biblical story of the Exodus).

Despite the anti-Semitism that he experienced growing up, Remedy learned to embrace his Jewish identity. When I was young and going to school, Remedy recalls, knowing I was a Jew I always felt a little bit leery. Kids would call me Jew, kike, penny-pincher.

Now, I'm

proud of being a Jew. To be a Jew is good.

As an artist, Remedy has made a conscious choice to learn more about his Jewish heritage and to celebrate his identity through music. Through reading about Jewish history, Remedy became fascinated with the Holocaust. I read and I read, Remedy once commented. I watched every

movie I could find about it. I couldn't believe this actually went on and that it happened only a little more than 50 years ago. I couldn't understand why it happened.

Remedy learned from his 95-year-old grandmother that members of his own family had perished in the Holocaust. I was just bugging you know?, Remedy remarked upon his discovery. I found out my great-uncle was shot in the back and a lot of my family was taken to camps, never

to be seen again Others I know went through the camps still got their wrists numbered.

Some of my family made it out, over here to the States, and ran around, slaving, just trying to put food in their mouths.

Remedy's discovery of the horrors his family faced led him to write the song, *Never Again*, both as a means to express his personal feelings and a way to ensure that future generations remember the Holocaust long after its survivors are able to bear witness.

It's drastic. My blood went through this. I'm gonna let people know, that is part of me right. The sad thing is that, soon, everyone who survived won't be around anymore.

There will only be people like me carrying on the message. See, they didn't have Holocaust education when I went to high school. And from the looks of things, what they

have now isn't working. You need a guy like me to reach the kids. Kids learn faster through music than by you sitting there and talking to them.

*Never Again* begins with the sounds of Jewish men praying taken from the score of the film, *Schindler's List* and includes samples of the Israeli national anthem, *Hatikvah*. The refrain includes the powerful lyrics, Never again shall we march like sheep to the slaughter / Never again shall we sit and take orders / Stripped of our culture / Robbed of our name / Raped of our freedom and thrown into the flames / Forced from our families, taken from our homes / Moved from our God then burned of our bones. I cried with every line I wrote, Remedy recalls.

*Never Again* was first released on the Wu-Tang Clan CD, *The Swarm* in 1998. The members of the Wu embraced Remedy's Jewish identity. Hip-hop is the voice of the oppressed, observes Cappadonna, a member of the group. The Jews suffered, they've been through it like the blacks.

For Remedy, *Never Again* captures the essence of what being a Jewish rapper is about. If you're not expressing yourself and your Judaism and your love for your people through your music, he says, then you're really not representing who you are. I also don't support Jewish rap that mocks Judaism and being Jewish. It is nothing to joke about or laugh at. I don't support mocking our own people. I love my people.

Remedy has performed *Never Again* throughout the world including Israel and Germany and across the United States for Holocaust survivors and students in Jewish schools. He regularly tours college campuses, where he works with Hillel and pro-Israel groups to combat anti-Israel and anti-Semitic sentiment. I'm here to spread the word humanity, he tells audiences. I happen to be Jewish, but I represent humanity.

Remedy also decided to release his last album in Israel rather than the U.S. The album will still be available here, he says. But I wanted it to be an Israeli hip-hop album to show that there's such a thing as Jewish hip-hop that is loud and proud.

## **ATTACHMENT B**

**FACT SHEET: ARMENIAN GENOCIDE**  
**KNIGHTS OF VARTAN ARMENIAN RESEARCH CENTER**  
**The University of Michigan-Dearborn**  
**Dearborn, MI 48128**

The Armenian Genocide was carried out by the "Young Turk" government of the Ottoman Empire in 1915-1916 (with subsidiaries to 1922-23). One and a half million Armenians were killed, out of a total of two and a half million Armenians in the Ottoman Empire.

Most Armenians in America are children or grandchildren of the survivors, although there are still many survivors amongst us.

Armenians all over the world commemorate this great tragedy on April 24, because it was on that day in 1915 when 300 Armenian leaders, writers, thinkers and professionals in Constantinople (present day Istanbul) were rounded up, deported and killed. Also on that day in Constantinople, 5,000 of the poorest Armenians were butchered in the streets and in their homes.

The Armenian Genocide was masterminded by the Central Committee of the Young Turk Party (Committee for Union and Progress [Ittihad ve Terakki Cemiyet, in Turkish]) which was dominated by Mehmed Talât [Pasha], Ismail Enver [Pasha], and Ahmed Djemal [Pasha]. They were a racist group whose ideology was articulated by Zia Gökalp, Dr. Mehmed Nazim, and Dr. Behaeddin Shakir.

The Armenian Genocide was directed by a Special Organization (Teshkilati Mahsusa) set up by the Committee of Union and Progress, which created special "butcher battalions," made up of violent criminals released from prison.

Some righteous Ottoman officials such as Celal, governor of Aleppo; Mazhar, governor of Ankara; and Reshid, governor of Kastamonu, were dismissed for not complying with the extermination campaign. Any common Turks who protected Armenians were killed.

The Armenian Genocide occurred in a systematic fashion, which proves that it was [directed by the Young Turk government.](#)

First the Armenians in the army were disarmed, placed into labor battalions, and then killed.

**Then the Armenian political and intellectual leaders were rounded up on April 24, 1915, and then killed.**

**Finally, the remaining Armenians were called from their homes, told they would be relocated, and then marched off to concentration camps in the desert between Jerablus and Deir ez-Zor where they would starve and thirst to death in the burning sun.**

**On the march, often they would be denied food and water, and many were brutalized and killed by their "guards" or by "marauders." The authorities in Trebizond, on the Black Sea coast, did vary this routine: they loaded Armenians on barges and sank them out at sea.**

**The Turkish government today denies that there was an Armenian genocide and claims that Armenians were only removed from the eastern "war zone." The Armenian Genocide, however, occurred all over Anatolia [present-day Turkey], and not just in the so-called "war zone." Deportations and killings occurred in the west, in and around Ismid (Izmit) and Broussa (Bursa); in the center, in and around Angora (Ankara); in the south-west, in and around Konia (Konya) and Adana (which is near the Mediterranean Sea); in the central portion of Anatolia, in and around Diyarbekir (Diyarbakir), Harpout (Harput), Marash, Sivas (Sepastia), Shabin Kara-Hissar (Şebinkarahisar), and Ourfa (Urfa); and on the Black Sea coast, in and around Trebizond (Trabzon), all of which are not part of a war zone. Only Erzeroum, Bitlis, and Van in the east were in the war zone.**

**The Armenian Genocide was condemned at the time by representatives of the British, French, Russian, German, and Austrian governments—namely all the major Powers. The first three were foes of the Ottoman Empire, the latter two, allies of the Ottoman Empire. The United States, neutral towards the Ottoman Empire, also condemned the Armenian Genocide and was the chief spokesman in behalf of the Armenians.**

**The American people, via local Protestant missionaries, did the most to save the wretched remnants of the death marches, the orphaned children.**

**Despite Turkish denial, there is no doubt about the Armenian Genocide. For example, German ambassador Count von Wolff-Metternich, Turkey's ally in World War I, wrote his government in 1916 saying: "The Committee [of Union and Progress] demands the annihilation of the last**



**remnants of the Armenians and the [Ottoman] government must bow to its demands."**

**German consuls stationed in Turkey, including Vice Consul Max Erwin von Scheubner-Richner of Erzerum [Erzurum] who was Adolf Hitler's chief political advisor in the 1920s, were eyewitnesses. Hitler said to his generals on the eve of sending his Death's Heads units into Poland, "Go, kill without mercy . . . who today remembers the annihilation of the Armenians."**

**Henry Morgenthau Sr., the neutral American ambassador to the Ottoman Empire, sent a cable to the U.S. State Department in 1915:**

**"Deportation of and excesses against peaceful Armenians is increasing and from harrowing reports of eye witnesses [sic] it appears that a campaign of race extermination is in progress under a pretext of reprisal against rebellion."**

**Morgenthau's successor as Ambassador to Turkey, Abram Elkus, cabled the U.S. State Department in 1916 that the Young Turks were continuing an ". . . unchecked policy of extermination through starvation, exhaustion, and brutality of treatment hardly surpassed even in Turkish history."**

**Only one Turkish government, that of Damad Ferit Pasha, has ever recognized the Armenian genocide. In fact, that Turkish government held war crimes trials and condemned to death the major leaders responsible.**

**The Turkish court concluded that the leaders of the Young Turk government were guilty of murder. "This fact has been proven and verified." It maintained that the genocidal scheme was carried out with as much secrecy as possible. That a public facade was maintained of "relocating" the Armenians. That they carried out the killing by a secret network. That the decision to eradicate the Armenians was not a hasty decision, but "the result of extensive and profound deliberations."**

**Ismail Enver Pasha, Ahmed Cemal Pasha, Mehmed Talât Bey, and a host of others were convicted by the Turkish court and condemned to death for "the extermination and destruction of the Armenians."**

**The Permanent People's Tribunal recognized the Armenian Genocide on April 16, 1984.**

**The European Parliament voted to recognize the Armenian Genocide on June 18, 1987.**

**President Bush issued a news release in 1990 calling on all Americans to join with Armenians on April 24 in commemorating "the more than a million Armenian people who were victims."**

**President Clinton issued a news release on April 24, 1994, to commemorate the "tragedy" that befell the Armenians in 1915.**

**The Russian Duma (the lower house of the bicameral Russian legislature) voted on April 20, 1994, to recognize the Armenian Genocide.**

**Israel officially condemned the Armenian Genocide as Israeli Deputy Foreign Minister Yossi Beilin proclaimed on the floor of the Knesset (the Israeli legislature), on April 27, 1994, in answer to the claims of the Turkish Ambassador, that "It was not war. It was most certainly massacre and genocide, something the world must remember."**

**The Armenian genocide is similar to the Jewish holocaust in many respects. Both people adhere to an ancient religion. Both were religious minorities of their respective states. Both have a history of persecution. Both have new democracies. Both are surrounded by enemies. Both are talented and creative minorities who have been persecuted out of envy and obscurantism.**

**Issues:**

- **The Republic of Turkey must cease to be the only major country in the world to deny the Armenian Genocide.**
- **The Republic of Turkey must show good will by allowing American aid to present-day Armenia to pass through unhindered.**
- **The Republic of Turkey must cease to train Azerbaijani soldiers in Turkey for the purpose of attacking Armenia.**

**April 3, 1996**

### **ATTACHMENT C**

**THERE IS LITTLE QUESTION THAT THE WEIMAR REPUBLIC UNDER THE VERY HARSH, ALMOST INHUMANE TERMS WAS DOOMED TO FAILURE.**

**THE FACT, HOWEVER, THAT MANY JEWISH INTELLECTUALS AND POLITICIANS WERE INVOLVED IN CREATING THE WEIMAR CONSTITUTION AND THAT THEY WERE VERY INFLUENTIAL IN THE POLITICAL LIFE OF THE 1920'S WAS CLEVERLY USED BY HITLER TO TURN GERMANY SLOWLY BUT SURELY AGAINST THE GERMAN JEWS— JEWS WHO WERE VERY ASSIMILATED INTO GERMAN LIFE AND VERY SUCCESSFUL.**

**ONE OF THE MAINSTAYS OF THE NEW REPUBLIC DURING THE FIRST TWO YEARS WAS THE NEWLY FOUNDED DEUTSCHE DEMOKRATISCHE PARTEI (GERMAN DEMOCRATIC PARTY) THIS PARTY WANTED THE REPUBLIC TO “WORK” TO SURVIVE. WELL EDUCATED AND WELL INTEGRATED GERMAN JEWS SUCH AS ALBERT EINSTEIN, THE FUTURE FIRST FOREIGN MINISTER, WALTHER RATHENAU, THE LAWYER HUGO PREUSS PUBLICALLY ENDORSED THIS NEW PARTY. THIS PARTY, LET US NOT FORGET WAS ONE OF MANY, MANY POLITICAL PARTIES DURING THE WEIMAR REPUBLIC, UNTIL HITLER WAS MADE CHANCELLOR IN 1933 AND THE YEARS OF NAZI DICTATORSHIP TOOK OVER.**

**TWO JEWS FIGURED PROMINENTLY IN THE FIRST REPUBLICAN GERMAN CABINET: OTTO LANDSBERG (MINISTER OF JUSTICE) AND HUGO PRUESS (MINISTER OF THE INTERIOR) MOST SIGNIFICANT FOR ONE OF THE MANY REASONS FOR HITLER'S ANTISEMITISM WAS THAT HUGO PREUSS DRAFTED THE WEIMAR CONSTITUTION.**

**WHILE JEWS HAD LONG BEEN PROMINENT IN THE ARTS AND PROFESSIONS (E.G., AS PHYSICIANS AND LAWYERS) FAR BEYOND THEIR NUMBERS, THEY HAD BEEN BY AND LARGE EXCLUDED FROM POSITIONS IN GOVERNMENT AND IN THE UPPER RANKS OF THE JUDICIARY AND PUBLIC ADMINISTRATION. SUCH BARRIERS, FOR THE MOST PART, NOW FELL. BETWEEN 1919 AND 1924, NO FEWER THAN SIX SERVED AS SENIOR CABINET MINISTERS IN THE CENTRAL GOVERNMENT.**

**ATTACHMENT D Book BURNING PAGE)**



One way the Nazis cleansed the country of "un-German" thoughts was through censorship. A "brown shirt" (member of the SA) throws some more fuel--"un-German" books-- into a roaring fire on the Opernplatz in Berlin. May 10, 1933.

*Photo credit: USHMM Photo*

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**ALL OVER GERMANY SIMILAR BOOK BURNINGS TOOK PLACE. SOME OF THE MOST FAMOUS—WORLD WIDE—AUTHORS WERE BURNED. NAZI PROPAGANDA MINISTER, JOSEPH GOEBBELS, LED THE PROCEEDINGS, PROCLAIMING “THE END OF THE AGE OF JEWISH INTELLECTUALISM.**

**YOU SHOULD BE ABLE TO DISCUSS WHY THE REFERENCE TO INTELLECTUALISM?**

**OVER THE LOUDSPEAKER AT THE UNIVERSITY OF BERLIN THE CROWD WAS TOLD: “ AGAINST OVERESTIMATING BASE INSTINCTS TO THE DETRIMENT OF THE SPIRIT AND IN THE NAME OF THE NOBLE HUMAN SOUL, I DELIVER TO THE FLAMES THE WRITINGS OF SIGMUND FREUD.**

**AGAINST THE ALIEN JOURNALIS [NEWSPAPER RUN BY A JEW AND VERY CRITICAL OF THE NAZIS] SPAWNED BY JEWISH DEMOCRATS, I DELIVER TO THE FLAMES THE WRITINGS OF THEODOR WOLFF AND GEORG BERNHARD.**

**AGAINST INSOLENT AND IMPUDENT, AND IN THE NAME OF HONOR AND RESPECT FOR THE IMMORTAL GERMAN SPIRIT...MAY THE FLAMES DEVOUR THE WORKS OF TUCHOLSKY.... [AN AUTHOR WHOSE BITING SARCASM AND CRITICAL HUMOR IN HIS WRITINGS WAS HATED BY THE NAZIS]**

**THE LIST OF AUTHORS GOES ON AND ON. BOOKS WERE BURNED BY SUCH GREAT WRITERS AS THOMAS MANN, ERICH MARIA REMARQUE [HIS ANTI-WAR NOVEL *ALL QUIET ON THE WESTERN FRONT* WAS MADE INTO A MOVIE AND IN 1929 THE NAZIS VIGOROUSLY PROTESTED THE FILM], EINSTEIN, ROBERT MUSIL, AND THE LIST GOES ON AND ON. MANY OF THESE AUTHORS WENT INTO EXILE, BUT THEIR EMOTIONAL AND CREATIVE TIES TO GERMANY COULD NOT BE BROKEN. SUICIDES WERE COMMON AMONG EXILES.**

**KURT TUCHOLSKY TOOK HIS LIFE IN SWEDEN, STEFAN ZWEIG IN BRAZIL, ERNST TOLLER IN NEW YORK, ERNST LISSAUER IN VIENNA.**

**THE FOLLOWING SHORT POEM BY LISSAUER DEMONSTRATES THE SCHIZOPHRENIC FEELINGS MANY BANNED WRITERS EXPERIENCED:**

**O PEOPLE, MY PEOPLE!  
WHICH PEOPLE IS MY OWN?  
I BEAR TWO PEOPLE'S LOAD  
A BASKET FILLED WITH HISTORY'S STONES  
IN GERMAN EYES A JEW, MASKED AS A GERMAN,  
IN JEWISH EYES A GERMAN, TRAITOR TO THE CAUSE.**

### **ATTACHMENT E**

**HITLER WAS RAISED A CATHOLIC, ALTHOUGH THE NAZIS "OUTLAWED" YOUNG GERMANS FROM JOINING A RELIGIOUS ORIENTED YOUTH GROUP. BEING A MEMBER OF THE HITLER YOUTH ORGANIZATION WAS FAR MORE RELEVANT. WE HAVE SEEN THAT HITLER WAS REVERED BY MANY, ESPECIALLY BY YOUNG HITLER YOUTH MEMBERS, AS A CHRIST-LIKE FIGURE. IN THE FOLLOWING SPEECH, WHICH HE GAVE ON APRIL 12, 1922, HE USES HIS CHRISTIAN FAITH TO GIVE CREDENCE TO HIS ANTISEMITISM:**

**MY FEELING AS A CHRISTIAN POINTS ME TO MY LORD AND SAVIOR AS A FIGHTER. IT POINTS ME TO THE MAN WHO ONCE IN LONELINESS, SURROUNDED BY A FEW FOLLOWERS, RECOGNIZED THESE JEWS FOR WHAT THEY WERE AND SUMMONED MEN TO FIGHT AGAINST THEM AND WHO, GOD'S TRUTH! WAS GREATEST NOT AS A SUFFERER, BUT AS A FIGHTER. IN BOUNDLESS LOVE AS A CHRISTIAN AND AS A MAN I READ THROUGH THE PASSAGE WHICH TELLS US HOW THE LORD AT LAST ROSE IN HIS MIGHT AND SEIZED THE SCOURGE TO DRIVE OUT OF THE TEMPLE THE BROOD OF VIPERS AND ADDERS. HOW TERRIFIC WAS HIS FIGHT FOR THE WORLD AGAINST THE JEWISH POISON...AS A CHRISTIAN I HAVE ALSO A DUTY TO MY OWN PEOPLE. (QUOTED IN NORMAND H. BAYNES, ED. *THE SPEECHES OF ADOLF HITLER*, APRIL 1922-AUGUST 1939. VOL 1 OF 2, PP.19-20. OXFORD UNIVERSITY PRESS, 1942)**