

### Review

- ❑ Why was Adolf Hitler able to rise to power?
- ❑ What is *Mein Kampf*?
- ❑ What was the basis of Hitler's hatred for Jews?

---

---

---

---

---

---

---

## The Holocaust

---

---

---

---

---

---

---

### Emigration:

#### Expulsion of Polish Jews

- ❑ All Jews of Polish origin living in Germany expelled to Poland.
- ❑ Polish government refuses to accept refugees.
- ❑ Remain in transit camps on border.
- ❑ Nov. 7, 1938 – Herschel Grynszpan assassinates Ernst vom Rath in Paris.

---

---

---

---

---

---

---

### Emigration:

#### *Kristallnacht* (Nov. 9-10, 1938)

- ❑ Pogroms orchestrated by Nazis
  - Attack Jews
  - Destroy Jewish businesses
  - Destroy synagogues
  - Jews rounded up and sent to concentration camps.
- ❑ *Kristallnacht* (night of broken glass)
- ❑ Jews forced to pay fine of 1 billion Reichmarks
- ❑ Considered beginning of Holocaust



---

---

---

---

---

---

---

---

### The Final Solution: Part I

- ❑ Initially, Nazis try to force Jews to emigrate.
  - Laws to push out of society
  - Public humiliation
  - Destruction of property
- ❑ When emigration no longer possible formulate plan for annihilation (=final solution)

---

---

---

---

---

---

---

---

### The Final Solution: Part II

- ❑ Protocols of the Wannsee Conference (Jan. 20, 1942)
  - High ranking Nazi officials meet to discuss Jewish Problem
  - Develop The Final Solution
  - Relocate Jews in the East – extermination camps
  - Lists # of Jews in countries throughout Europe



---

---

---

---

---

---

---

---

### Death Camps

- ❑ Six Extermination Camps were created by the Nazis to carry out their “Final Solution”. All of these were in Poland.
  - Why Not Germany?
- ❑ Auschwitz-Birkenau
- ❑ Belzec
- ❑ Chelmno
- ❑ Majdanek
- ❑ Sobibor
- ❑ Treblinka

---

---

---

---

---

---

---



---

---

---

---

---

---

---

### Majdanek Memorial



---

---

---

---

---

---

---

Birkenau Gate



---

---

---

---

---

---

---

---

Women's Barracks at Auschwitz II



---

---

---

---

---

---

---

---

Auschwitz Ovens



---

---

---

---

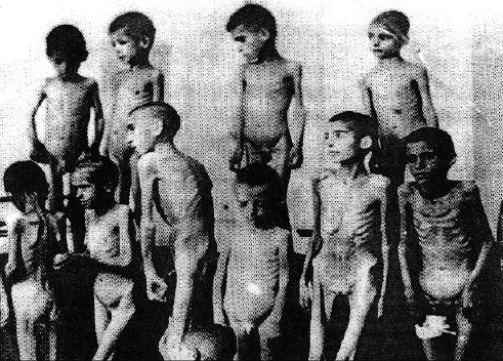
---

---

---

---

### Surviving Children



---

---

---

---

---

---

---

---

### Jewish Response: Resist in Small Ways

- Jews love life and gain strength from Jewish tradition
- Prayer is prohibited – Jews pray anyway
- Continue Jewish culture
  - Jewish cultural organizations
  - Jewish archives
  - Underground press
  - Cultural activities for children
  - Symphony orchestra

---

---

---

---

---

---

---

---

### Jewish Response: Warsaw Ghetto Uprising

- April 19 – May 16, 1943
- Led by Mordecai Anielewicz
- Jews lived and fought from under ground “bunkers”
- Germans bring in tanks and artillery
- Ends with Germans burning down and blowing up the entire ghetto.

---

---

---

---

---

---

---

---

### Casualties: By Year

- ❑ **1933-40:** <100,000
- ❑ **1941:** 1,100,000
- ❑ **1942:** 2,700,000
- ❑ **1943:** 500,000
- ❑ **1944:** 600,000
- ❑ **1945:** 100,000

---

---

---

---

---

---

---

---

### World Response: Bermuda Conference

- ❑ Did the World know what was happening?
  - Newspapers
  - Mass Demonstrations
- ❑ What did the World Do?
  - Bermuda Conference Joint Communique

---

---

---

---

---

---

---

---

### World Response: Trial of War Criminals



- ❑ Israel works to find and try War Criminals
- ❑ Adolf Eichmann tried in Jerusalem
  - Crimes against Jews and Humanity
- ❑ New term coined
  - Genocide

---

---

---

---

---

---

---

---

### Inquiry Questions:

- Hitler is able to get away with much of the Holocaust without Western Leaders catching on... How would he have been able to justify/rationalize:
  - Expelling Jews from Germany
  - Moving them into ghettos
  - Creating “work camps” for them

---

---

---

---

---

---

---

### Genocide in the 20<sup>th</sup> Century

- 1904 – German government massacred over 81% of the population of the Hereros in souther Africa (65,000 out of a total population of 80,000)
- 1915 – Ottomans killed over one million Armenians attempting to completely eradicate (kill) all of the Armenians living in Turkey
- 1919 – Ukrainians executed up to 250,000 Jewish people
- Early 1930s – Stalin of the Soviet Union purposely starved to death up to ten million Ukrainian people
- Late 1930s – Soviet Union shot and killed up to 500,000 people for political reasons (there is proof that in 1937-1938, sometimes up to 1000 persons were shot per day in Moscow alone)
- Early 1940s – Nazi Holocaust killed nearly 6 million Jews by firing squad, burning alive, and poison gas

---

---

---

---

---

---

---

### Genocide in the 20<sup>th</sup> Century

- 1950s – China attempted to destroy Buddhism in Tibet and killed thousands
- 1965 – Indonesia killed 600,000 people accused of being “communist”
- Late 1960s – thousands of Ibos in Nigeria were massacred or starved to death by the government
- Late 1960s – Tutsi killed up to 300,000 Hutus in African nation of Burundi
- Since 1965 – over 100,000 Indians killed in Guatemala by military
- 1971 – up to 3 million Bengalis killed by the Pakistan government
- 1972-1973 – Thousands of Ache Indians were tortured, enslaved, or killed by the Paraguayan government

---

---

---

---

---

---

---

### Genocide in the 20<sup>th</sup> Century

- Late 1970s – up to 3 million Kampuchians killed by the Kmer Rouge
- 1975- present – up to 100,000 out of total population of 600,000 East Timorans killed by Indonesian troops
- 1980s – Thousands of Bahai have been tortured and killed in Iran and the Middle East
- Past 100+ years –
  - As early as 1907, the Canadian press was acknowledging the death rate within residential schools exceeded 50%
- Government statistics: nearly one-half of all aboriginal children sent there by law died or disappeared
- The term “final solution” was not coined by the Nazis, but by Indian Affairs Superintendent Duncan Campbell Scott in April of 1910 when he referred to how he envisioned the “Indian Problem” in Canada being resolved.

---

---

---

---

---

---

---

---

### Canada’s genocide

- Quote:
  - “It is readily acknowledged that Indian children lose their natural resistance to illness by habitating so closely in these schools, and that they die at a much higher rate than in their villages. But this alone does not justify a change in the policy of this Department, which is geared towards the final solution of our Indian Problem.” (Department of Indian Affairs Superintendent D.C. Scott to BC Indian Agent-General Major D. McKay, DIA Archives, RG 10 series)
  - The casualties are not just the 50,000 aboriginal children that died but also the survivors whose social condition today has been described by the United Nations human rights groups as that of “a colonized people barely on the edge of survival, with all the trappings of a third-world society” (November 12, 1999).

---

---

---

---

---

---

---

---

### 8 Stages of Genocide (By Dr. Gregory H. Stanton, President, Genocide Watch)

- “Genocide is a process that develops in 8 stages that are predictable but not inexorable. At each stage, preventive measures can stop it. The later stages must be preceded by the earlier stages, through earlier stages continue to operate throughout the process”

---

---

---

---

---

---

---

---



### Stage 1: Classification

- All cultures have categories to distinguish people into "us and them" by ethnicity, race, religion, nationality: German and Jew, Hutu and Tutsi etc.
- Bipolar societies that lack mixed categories, such as Rwanda and Burundi, are the most likely to have genocide
- The main preventative measure at this early stage is to develop universalistic institutions that transcend ethnic or racial divisions, that actively promote tolerance and understanding, and that promote classifications that transcend the divisions. This search for common ground is vital to early prevention of genocide.

---

---

---

---

---

---

---

---

### Stage 2: Symbolization

- We give names or other symbols to the classifications. We name people "Jews" or "Gypsies", or distinguish them by colours (communists = red) or dress; and apply them to members of groups.
- Classification and symbolization are universally human and do not necessarily result in genocide unless they lead to the next stage, dehumanization.
- When combined with hatred, symbols may be forced upon unwilling members of groups: the yellow star for Jews under Nazi rule, the blue scarf for people from the Eastern Zone in Khmer Rouge Cambodia
- To combat symbolization, hate symbols can be legally forbidden (swastikas) as can hate speech. Group marking like gang clothing or tribal scarring can be outlawed as well. The problem is that legal limitations will fail if unsupported by popular cultural enforcement. Though Hutu and Tutsi were forbidden words in Burundi until the 1980s, code-words replaced them.

---

---

---

---

---

---

---

---

### Stage 3: Dehumanization

- One group denies the humanity of the other group. Members of it are equated with animals, vermin, insects or diseases
- Dehumanization overcomes the normal human revulsion against murder
- At this stage, hate propaganda in print and on hate radios is used to vilify the victim group
- In combatting the dehumanization, incitement to genocide should not be confused with freedom of speech. Hate speech should not be tolerated. Hate radio stations should be shut down and hate propaganda banned. Hate crimes and atrocities should be promptly punished.

---

---

---

---

---

---

---

---

### Stage 4: Organization

- ❑ Genocide is always organized, usually by the state, though sometimes informally (Hindu mobs led by local RSS militants) or by terrorist groups. Special army units or militias are often trained and armed.
- ❑ Plans are made for genocidal killings
- ❑ To combat this stage, membership in these militias should be outlawed.
- ❑ Their leaders should be denied visas for foreign travel

---

---

---

---

---

---

---

---

### Stage 5: Polarization

- ❑ Extremists drive the groups apart. Hate groups broadcast polarizing propaganda
- ❑ Laws may forbid intermarriage or social interaction
- ❑ Extremist terrorism targets non-extremists, intimidating and silencing them
- ❑ Prevention may mean security protection for non-extremist leaders or assistance to human rights groups

---

---

---

---

---

---

---

---

### Stage 6: Identification

- ❑ Victims are identified and separated out because of their ethnic or religious identity
- ❑ Death lists are drawn up
- ❑ Members of victim groups are forced to wear identifying symbols (crossover with symbolization)
- ❑ They are often segregated into ghettos, forced into concentration camps or confined to a famine-struck region and starved
- ❑ Prevention is difficult, by this point if you have not stepped in on an earlier stage, it is imperative to stop them before it goes to the next stage

---

---

---

---

---

---

---

---

### Stage 7: Extermination

- Begins and quickly becomes the mass killing legally called "genocide". It is "extermination" to the killers because they do not believe their victims to be fully human.
- When it is sponsored by the state, the armed forces often work with militias to do the killing
- Sometimes the genocide results in revenge killings by groups against each other, creating the downward whirlpool-like cycle of bilateral genocide (double sided)

---

---

---

---

---

---

---

---

### Stage 8: Denial

- Is the eight stage that always follows genocide
- It is among the surest indicators of further genocidal massacres
- The perpetrators of genocide dig up the mass graves, burn the bodies, try to cover up the evidence and intimidate the witnesses
- They deny that they committed any crimes and often blame what happened on the victims.
- They block investigations of the crimes and continue to govern until driven from power by force, when they flee into exile

---

---

---

---

---

---

---

---

### Research Assignment

- You will be researching a historical (or contemporary) genocide of your choosing.
- You will be putting together a report that links the events of the genocide you have chosen to the 8 stages of genocide

---

---

---

---

---

---

---

---

### Research Assignment

- Requirements
  - A one-page summary of the selected genocide. This will be one page or 3 paragraphs (whichever is **longer**).
  - You must include a formal bibliography with proper quotations
  - A report on the connections between the 8 stages and your genocide
  - Final summary – could this have been prevented? Explain using each of the intervention techniques where things could have been turned around.

---

---

---

---

---

---

---

---

### Research Assignment

- Assessment:
  - "writing a report" rubric (same as previous assignment)
  - Total marks /50

---

---

---

---

---

---

---

---