

Response Question One

The Holocaust and Nazi Germany were built upon a comprehensive racist ideology whose success depended upon public support. To insure success, Hitler appointed a Minister of Propaganda (Goebbels) and began a campaign based on stereotypes, prejudice, and discrimination. Through the use of various media (for example, writings, cartoons, films, radio broadcasts) and policy (for example, Jewish insignia, boycotts, ghettos), the Nazis were able to simultaneously fan the fire of antisemitism and increase Aryan pride.



Much has been written in psychology and sociology (discussed in class and in your readings) since the Third Reich concerning stereotyping, prejudice, and discrimination. Within the context of these socio-psychological theories, discuss the propaganda campaign of the Nazis. In other words, examine each socio-psychological theory and provide examples and explanations of Nazi policy or use of media that would fit each theory. For example, how might the use of the images/messages of the slides we saw in class, ghettoization, etc. fit within a theory of prejudice or stereotyping.



Also, within the context of these theories, explain what role the events surrounding the Weimar Republic may have played in contributing to the rise of antisemitism and the eventually the Holocaust.

Response Question Two

Many aspects of Nazi policy including those resulting in the systematic killing of Jews and others is based on social Darwinistic ideas and racial hygiene. Explain the history of the ideas as they unfolded in Nazi Germany and relationship of these ideas to all aspects of the Holocaust such as governmental structure, war, eugenics policies, the systematic killing process, etc.

### Response Question Three

There are some who would argue that the "Jews went like sheep to slaughter" in the concentration/extermination camps. However, others argue that there were numerous instances of resistance to the Nazis in the ghettos and camps. Discuss the process of dehumanization, depersonalization, and genocide as it occurred in the ghettos and camps drawing on information presented in lecture, discussion, and *The Survivor*. Relate this information to a discussion of the argument presented above.

### Response Question Four

Throughout the semester, we have seen numerous videos that have introduced us to a large number of Holocaust survivors. Now as you read *The Survivor*, you are introduced to the writings of many survivors. Each one's experience is unique and yet each experienced some form of atrocity either in the camps, ghettos, or in hiding. Those individuals who survived may experience a number of difficulties in their daily lives as a result of living through the Holocaust. Describe these difficulties and provide examples to illustrate your points where possible or appropriate.

### Response Question Five

During the semester, we have discussed many factors that played a role in the genesis of the Holocaust. Some of these factors laid the groundwork, other factors provided the fuel, and yet others kept it going until mid-1945. With these factors and information in mind, address the question of "Can it happen again?". Be sure to address the similarities and differences between then and now that would either lead you to answer the question "yes" or "no". Note: Don't just base this on personal feeling but relate to what you know of the research literature about the Holocaust and the causes of genocide to current times.

### Analysis Paper:

The analysis paper consists of a 6-10 page paper analyzing Hoss, the commandant of Auschwitz, in terms of everything that you have learned in class to date. It is an instance of being able to analyze the "why" as to perpetrator's behavior. Use information from readings and lecture. Topics will range from authoritarian personality to conformity to moral exclusion to Hilberg's categorizations to cultural factors, etc. We will discuss this more in class.

### Dates:

Response 1: September 26

Response 2: October 3

Response 3: November 7

Response 4: December 5

Response 5: December 12

Analysis Paper: November 21

## Perpetrators

### Hilberg's Categories

#### Continuum of Destruction/Bystanders

#### Group Cultural History

- History of war
- Cultural glorification of violence
- Conflict orientation grounded in an assumption of antipathy with a perceived threat orientation
- Ideology of supremacy grounded in a history of devaluation of the "other"
  - Us vs. Them
  - Ideology of Supremacy
  - Entitlement
  - Moral Exclusion
  - Self Interest

#### Situational Factors

- Destabilizing Crisis
- Authoritarian Leaders

#### Social Psychological Factors

- Social Cognitive Factors
  - Ingroup Bias
  - Heuristics
  - Confirmation Bias
  - Illusory Correlations
  - Belief Perseverance
  - Fundamental Attribution Error
  - Belief in a Just World
- Social Influence Factors
  - Conformity
  - Social Roles
  - Obedience to Authority
  - Foot-in-the-door
  - Deindividuation
  - Use of Propaganda
  - Groupthink
  - Group Polarization
- Social Relation Factors
  - Scapegoating
  - Realistic Conflict Theory

#### Personality Factors

##### Psychopathology

- antisocial personality disorder - psychopaths
  - incapacity for empathy
- Allport - "prejudiced personality" - some individuals more predisposed to prejudicial attitudes than others
- authoritarian personality - theory developed by group of Berkeley psychologists in the 1940s - attempt to explain extreme antisemitism in Germany
  - result of punitive and domineering childrearing practices
    - unable to express resentment directly against powerful authority figures

- displacement - ego defense onto out-group
- theoretical and methodological problems

### **Self-selection**

- police officers, etc.

### **Potentially anti-social person**

1. self concept and world view
  - poor self- concept
  - tendency to see the world as hostile
  - hedonic balance - tendency to diminish others to raise self

Note: Baumeister challenges this premise

2. moral values and empathy
3. competence and a cognitive orientation to aggression
  - learned method of coping and cognitive strategy
4. lack of self-awareness and self-acceptance
  - difficulty accepting flaws and seeing failure
5. family patterns
  - punitiveness
  - orientation to authority
  - obedience, punitiveness, lack of control, displacement, projection,
  - intergenerational transmission of violence

### **Fanatics**

### **Other Issues**

Victim vs. perpetrator  
magnitude gap

- differences in perception of harm
- deliberate vs. unintentional
- elasticity of time
- blurring of roles