

Southern New Hampshire University

Psychological Motives for Participating in the Holocaust

An Educator's Workshop

A Capstone Project Submitted to the College of Online and Continuing Education in Partial
Fulfillment of the Master of Arts in History

By

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College of Online and Continuing Education

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Abstract

The research conducted for the educator's workshop will look at the psychological motives that common citizens had for following Adolf Hitler and allow him to rise to power. The workshop will teach educators to translate it in a way that allows students to better understand the complex nature of how people behave in times such as the Holocaust. The information these educators will garner from the workshops will better allow their students to recognize certain behaviors such as racism. Previous workshops have been successfully completed with facinghistory.org, however, those workshops have not looked at the same arguments as this workshop and have primarily focused on the West coast. Previous research has quoted scientific experiments to explain the ways that people behaved during this time. The primary focus of the research is on the motives. One motive was nationalism; however, this can be broken into two different motives – one being blind nationalism to the point that the people were naïve as to what was going on and nationalism itself where people just believed that their leader was doing the right thing no matter what. The third motive is fear; German people were very fearful during the time leading up to and during the Holocaust.

Dedication

For Octavian; the little man that I do everything for. And for Billy and all my friends and family who have been here to help me no matter what.

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List of Notable Figures

Adolf Hitler: Born in 1889 and killed himself in 1945. Hitler was the Führer of Germany from June 1934 onward and in August of 1934, he became Chancellor as well. Author of “Mein Kampf”.

Amon Goeth: Commander of the Plaszow concentration camp in Poland. Made famous by his portrayal in Schindler’s List.

Dr. Alfred Seidl: The counsel for Hans Frank and the second counsel for Rudolf Hess.

Hans Frank: Hitler's personal lawyer and part of the Government General; was tried in the Nuremberg Trials and found guilty.

Heinrich Himmler: Head of the Gestapo and the Waffen-SS – Reichs, Führer-SS, from 1943-1945 he was the Nazi Minister of the Interior from 1943 to 1945 and was one of those in Hitler’s inner circle that assisted in organizing the mass murder of the Jewish people. He was born in 1900 in Munich, Germany.¹

Hermann Göring/Göring: Commander of the Luftwaffe, President of the Reichstag and Prime Minister of Prussia. Born in 1893. Committed suicide before being executed.²

Herr Ludwig Babel: Counsel for the SS and SD.³

Joseph Goebbels: In charge of Nazi propaganda and Nazi culture. Was in the inner circle of Hitler. After Hitler’s suicide, he killed himself, his six children and his wife.⁴

Monika Goeth: Amon Goeth’s daughter, has actively spoken out against the Holocaust, has met with survivors and is interviewed about her discovery about who her father was.

President Harry Truman: President during the Nuremberg Trials. Took over after Franklin D. Roosevelt died.

¹ “Heinrich Himmler,” <http://www.jewishvirtuallibrary.org/heinrich-himmler>, (April 07, 2018).

² “Herman Göring,” <http://www.jewishvirtuallibrary.org/hermann-Göring>, (April 07, 2018).

³ See glossary for definition of SS

⁴ “Joseph Goebbels,” <http://www.jewishvirtuallibrary.org/joseph-goebbels>, (April 07, 2018).

Rudolf Franz Ferdinand Höss: Nazi commandant of the Auschwitz extermination camp.⁵

SS General Otto Ohlendorf: Born 1907 in Berlin. Chief of Einsatzgruppen D which was a mobile killing unit. Executed in 1951.⁶

⁵ “Rudolf Franz Ferdinand Höss,” <http://www.jewishvirtuallibrary.org/rudolf-h-ouml-ss>, (April 07, 2018).

⁶ “Ohlendorf File,” <https://www.archives.gov/iwg/research-papers/ohlendorf-irr-file.html>, (April 07, 2018).

Glossary

Antisemitism: Hatred of Jews

Aryan Race: Hitler believed the Aryan race was the superior race

Auschwitz: The largest concentration camp. It had three main camps that focused on forced labor. One also focused on killing prisoners⁷

Concentration Camps: Primarily work camps where prisoners were sent, prisoners were underfed

Einsatzgruppen: Mobile Killing Units – consisted of German SS and police and oversaw murdering racial or political enemies – they were the people who were arresting Jews and bringing them to concentration camps

Extermination Camps: People were sent to these camps and were killed

The Final Solution: The plan to murder all the Jews. It was considered the solution to all of Germany's problems

Genocide: Violent crimes committed against a group or groups with the specific intent of eliminating the group(s) as a whole⁸

Ghetto: Set up in order to separate Jewish people from the rest of society to make the mass murder much easier, many of the Ghettos did not have sufficient food or other necessities for the Jewish to live in⁹

Holocaust: The mass murder of over 6 million Jewish people that took place during World War II from 1939 until 1945

⁷ "Auschwitz," <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005189>, (April 07, 2018).

⁸ "What is Genocide?," <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007043>, (April 07, 2018).

⁹ "Ghettos," <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005059>, (April 07, 2018).

World War II: 1939-1945

Jewish Badge: Jewish people were ordered to wear a Star of David as a Jewish Badge to let people know they were Jewish

Mein Kampf: Book written by Hitler and published in 1925: “My Struggle”

Nuremberg Laws: Enacted in 1935 which spelled out the biological definition of Jewish people.¹⁰

Nuremberg Trials: Trials that were held in Nuremberg that prosecuted all high-ranking officials. Doctors and leaders were among those persecuted for their war crimes. Some were executed for their crimes

SS: Schutzstaffel or Protection Squadrons, staffed by men who were considered the “racial elite”, planned and acted out the Final Solution¹¹

Versailles Treaty: After World War I in 1919, the treaty had a “War Guilt Clause” which placed much of the blame on Germany. This resulted in disarmament: The German army was to be limited to 100,000 men, Germany also had to pay fines due to their guilt (reparation payments). This became a primary point of blame when it came to the state of Germany when Hitler came to power and part of the reason why the Weimar Republic was viewed as weak.¹²

The Third Reich: The Nazi Regime – After Hitler became chancellor, he and the Nazi’s put in place certain policies that aligned with Nazi goals. This meant that culture, the economy, education and law was under control of the Nazi Regime.

The Weimar Republic: parliamentary democracy established in Germany after World War I that was viewed as unstable by the German public

¹⁰ “Racism: An Overview,” <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005184>, (April 07, 2018).

¹¹ “SS,” <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007400>, (April 07, 2018).

¹² “Treaty of Versailles: 1919,” <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005425>, (April 07, 2018).

Introduction

The Holocaust, according to The Holocaust Memorial Museum, was “the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators.”¹ During the Holocaust, which took place between January 30, 1933 and May 8, 1945, millions of Jewish people were murdered in an attempt to make Europe, and especially Germany, a better place.² In order to make Europe a better place, it was believed that the Jewish population needed to be controlled or diminished; it was believed that they were partly to blame for the shape that Germany was in at the time. Antisemitism had been an issue for thousands of years – stretching back as far as the early Christian era.³ The Antisemitism that existed created many stereotypes that influenced people throughout time; this Antisemitism contributed to the psychological reasoning of people when it came to the horrible acts that were committed during 1933 through 1945 within the Holocaust and World War II. There were varying motives for the actions people took during this time, however, there are three specific motives that can be noted.

There were three main motives that this anti-Semitic mindset existed within; common citizens operated off fear – the fear of the future of their country and the fear of any repercussions if they did not act as they were expected. Along with fear, citizens behaved in specific ways due to nationalism. Some instances throughout the Holocaust can be seen where it was the epitome of blind nationalism whereas other people were naïve. Due to their naivety, they

¹ United States Holocaust Memorial Museum, “Introduction to the Holocaust,” www.ushmm.org/wlc/en/article.php?ModuleId=10005143, (March 12, 2018).

² Jewish Virtual Library, “The Holocaust: An Introductory History,” <http://www.jewishvirtuallibrary.org/an-introductory-history-of-the-holocaust>, (March 08, 2018).

³ United States Holocaust Memorial Museum, “Antisemitism in History: From the Early Church to 1400,” <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007170>, (March 08, 2018).

believed that their leader could do no wrong or that their leader's actions should not or could not be questioned. These three motives delve deeper than just thinking in terms of black and white or good and evil because it looks at the psychological reasoning people had. These motives are far more complex than what is taught to students in normal high school courses. These three psychological motives that people had during the Holocaust that caused them to act out in the horrendous ways that they did will be analyzed and broken down into fear, blind nationalism and naivety due to nationalism which will then be discussed in an educators workshop so as to ensure future generations have a grasp on the way society works during similar situations. An educator's workshop focusing on these motives will show the high school students and the educators that are teaching them about the motives while also showing that one can explain someone's actions without justifying those same actions.

According to Peter M. Marendy in his article, "Anti-Semitism, Christianity, and the Catholic Church: Origins, Consequences, and Responses," there was a hatred of Jewish people stemming back to Jesus' death.⁴ Marendy explains, "For approximately 1,900 years, the relationship between Jews and Christians had been marked by anger, hate, and suspicion, particularly in Europe."⁵ He argues that the hatred of Jewish people stemming from Christianity lead to the hatred of Jews throughout the rest of history and that without this hatred from the Christians, there would not have been anti-Semitism as it can be seen throughout history.⁶⁷ In his article, Marendy traces the existence of the hatred of Jewish people. The evidence of hatred

⁴ Peter M. Marendy, "Anti-Semitism, Christianity, and the Catholic Church: Origins, Consequences, and Responses," *Journal of Church & State* 47, no 2., 289.

⁵ Marendy, "Anti-Semitism, Christianity, and the Catholic Church," 289.

⁶ Ibid.

⁷ Ibid, 297.

shows that during World War II, anti-Semitism was nothing new; there was already a general mistrust and dislike for Jews. The general dislike of Jewish people throughout thousands of years bred hatred and resulted in stereotypes against the Jewish that would have a lasting effect. The hatred that existed towards the Jews became a focus of the Nazi Party and helped shape their ideals.

Adolf Hitler was the primary person that set the Holocaust and World War II into motion with his beliefs and actions. Hitler became the leader of the Nationalist Socialist Party (The Nazi Party) in 1920 and soon became both Chancellor and Führer from 1934 until 1945.⁸ The Nazi Party and Nazism became, according to Peter Fritzsche, “A program of cultural and social regeneration premised on the superordination of the nation and the Volk.”⁹ Fritzsche was looking at the hope that Nazism gave the people of Germany after World War I and the way in which Hitler was able to give them that hope. Hitler promised the German citizens national reform and a more ethically based national community and placed much of the blame of the poor state of Germany on the Jewish people.¹⁰ After World War I, Germany was required to pay reparations for the war and was also restricted on the size of the military the country could have.¹¹¹²¹³ This led to a general lack of confidence in the government (the Weimar Republic) and its ability to

⁸ Jewish Virtual Library: A Project of Aice, “Adolf Hitler (1889-1945),” <http://www.jewishvirtuallibrary.org/adolf-hitler>.

⁹ Dan Stone, “A Historiography of the Holocaust,” (Basingstoke: Palgrave Macmillan, 2006), 29.

¹⁰ Stone, “A Historiography of the Holocaust,” 29.

¹¹ Paul Pillar, “The Lesson of Pre-World War II: Germany,” <http://nationalinterest.org/blog/paul-pillar/the-lesson-pre-world-war-ii-germany-9496>, (February 01, 2018)

¹² History on the Net, “The Road to War: Germany: 1919-1939,” <https://www.historyonthenet.com/authentichistory/1930-1939/4-roadtowar/1-germany/index.html>, (February 01, 2018).

¹³ The Jewish Virtual Library, “An Introductory History of the Holocaust,” <http://www.jewishvirtuallibrary.org/an-introductory-history-of-the-holocaust>, (February 01, 2018).

care for Germany.¹⁴ According to the United States Holocaust Memorial Museum, prior to the economic downfall of Germany, the Nazi party was not well known, however, after the economy took a turn for the worst, the Nazi party surged in popularity.¹⁵

The actions that took place within the Holocaust lead to many similar viewpoints on the subject. For example, when people think about the Holocaust, they think of pure evil and think of it only as black and white: those who tried to stop Hitler and those who followed him. However, there are many different motives for following Hitler and those motives are not nearly as black and white as what they may seem. Different people had varying motives that pushed their actions and caused them to either go against Hitler and the Nazi regime or to help them in the mass murder that took place.

There were many motives that people could have had for behaving in the way that they did; one major motive is blind nationalism, but it can be split into two different viewpoints. The two viewpoints that blind nationalism can be split into are naivety and nationalism to the point of believing that your leader is in the right regardless of anything they do. The third motive was fear. During the time that Hitler rose to power, Germany was in an economic downturn and people were fearful of the future. Hitler was able to convince the people that the solution would be to get rid of Jewish people and others who were a burden on society. He was able to convince people that if they were able to accomplish this, Germany would be in a better state. Because the German citizens were fearful of the future, they were willing to believe his words. Another

¹⁴ United States Holocaust Memorial Museum, "Hitler Comes to Power," <https://www.ushmm.org/outreach/en/article.php?ModuleId=10007671>, (March 12, 2018).

¹⁵ "Hitler Comes to Power," <https://www.ushmm.org/outreach/en/article.php?ModuleId=10007671>, (March 12, 2018).

aspect of the fear that existed was the fear of repercussions if they did not join the Nazi forces. Those who had family feared what would happen to the family if they went against the government or even aided the people being persecuted.

The different motives that existed for different people is an important aspect to research as it greatly changes the collective view of history at that time and gives an opportunity for people to think differently with other events throughout history. The topic of how and why people could follow Hitler and support him has only been briefly studied and researched. Most works about the Holocaust focus on what happened in the concentration camps and who Hitler was as a leader. Understanding that there were other motives involved that drove people to commit those acts of evil that happened within the Holocaust can be beneficial to the future and preventing these types of events from happening again.

The research conducted is a more psychological look at the Holocaust and though there have been some studies that have concentrated on the psychological aspect, those studies focused on the psychological impact of the Holocaust, specifically on the survivors and not the thought processes that existed during that time. The psychological motives that cause people to act outside of their normal character is a rather difficult subject to study because some people are not going to quite understand their own motives, especially when they are reflecting on them so much later in life. Those same people who contributed to the deaths of millions may also not want to be completely truthful in their motives because they may not want to seem eviler than they already seem. The fear of being judged can negatively impact some people and their descriptions of what happened; the human mind is also very complex. However, there were certain patterns that people followed and certain themes that exist that can explain their actions.

It is also very important to make sure that it is known that this is an attempt to understand and not an attempt to excuse because, even though they may have had more pure motives than just being evil, most of the people still acted out these atrocities and still did wrong. It is always important to understand and wonder why someone did something because it can assist in later events in history. One quote that really explains the reason that the motives behind the actions of those who played a role in the mass murder of the Jewish people is worthy of research is a quote that Robert Browning included in his book "Ordinary Men". Marc Bloch, a French Jewish historian said not long before the Nazi's killed him, "When all is said and done, a single word, 'understanding,' is the beacon light of our studies."¹⁶

Bloch was correct; hatred and anger can only get humans so far and constantly believing that anyone who had a role in the Holocaust was either good or evil is not correct. People have many layers to them that effect who they are and who they become, and this can affect them in times of war as well. While willingly killing Jews simply because they are Jewish is, in fact, evil, it does not mean that the person was always evil or continued to be evil afterwards. It simply means that some motive seemed to be enough to push them to do those atrocities and it is important to explore what would have triggered that person to act in such a way.

The practice of researching why people behaved in the way that they did can easily be viewed as excusing their actions, as stated above. Browning states:

Clearly the writing of such a history requires the rejection of demonization. The policeman in the battalion who carried out the massacres and deportations, like the much

¹⁶ Browning, "Ordinary Men," xx.

smaller number who refused or evaded, were human beings... I must recognize that in the same situation, I could have been either a killer or an evader – both were human – if I want to understand and explain the behavior as best I can. This recognition does indeed mean an attempt to emphasize.¹⁷

The viewpoint that anyone could make the decisions that those people made is an important remark as it is very true; the people involved were human beings and though their actions were horrible, the behavior and actions still need to be explained. To do so, it is important to pull oneself back from the emotions evoked to look at why they did it.

Both Browning and Stephen Marks express that explaining and understanding those actions that the average citizen took during this time does not make them any less guilty of said actions. This is important to understand because understanding the actions of others – whether the actions are bad or good – is important when it comes to understanding all of history. One needs to be able to understand why people took specific actions to understand how a situation moved forward and why the situation ended in the way that it did. In his book, “Warum Folgten Sie Hitler?”, Stephen Marks explains, “...whereby understanding is not to be confused with justifying. The thesis that we can only effectively fight right-wing extremism when we understand it has been widely advocated.”¹⁸ Marks goes on to explain that without understanding

¹⁷ Browning, “Ordinary Men,” xx.

¹⁸ Stephen Marks, “Warum Folgten Sie Hitler? Die Psychologie des National-sozialismus,” Warum, (Ostfildern: Patmos Verlag, 2017), 13. “... wobei *verstehen* nicht mit *rechtfertigen* zu verwechseln ist. Die These, dass wir den Rechtsextremismus nur dann wirkungsvoll bekämpfen können, wenn wir ihn verstehen, wurde schon vielfach vertreten...”

the attraction that National Socialism had and continues to have on the followers, it is impossible to counteract it.¹⁹

Being able to explain the way that people behaved in the Holocaust adds more information into how Hitler rose to power. Hitler was a very good public speaker and was therefore able to easily persuade people into believing in what he had to say.²⁰ When his skills with public speaking are added to a general unrest within the public as well as a fear of the future, then the true explanation of how he rose to power can be seen. It was not just that he was a good speaker or that the country was not in a good state, it was a combination of all those factors that lead to people making the decisions that they made and lead to the Holocaust and World War II, in its entirety, playing out in the way that it did.

The different motives that people held for allowing Hitler to begin the Final Solution or for even following him and doing as he said can be seen throughout the Nuremberg Trials, the documentary “Hitler’s Children” and throughout Browning’s book within the different viewpoints that are displayed in each. For example, in the Nuremberg Trials, the viewpoints of the people who acted on the orders to kill the Jews are interviewed and the interviews are recorded. Their responses and their views on if they are guilty or not represent both ends of Nationalism. The documentary, “Hitler’s Children” looks at another type of victim that exists and tells the story of what the ancestors of those within the higher circle remembered and what they experienced in life afterwards. The documentary shows the way in which the Holocaust was

¹⁹ Marks, “Warum Folgten Sie Hitler?,” 13.

²⁰ “Hitler Comes to Power,” <https://www.ushmm.org/outreach/en/article.php?ModuleId=10007671>, (March 12, 2018).

reflected to those who were younger and may not have had any idea what was happening as well as their viewpoints as they grew up and were sheltered from other family members. Specifically, Monika Goeth's interview represents the naïvety that existed. Browning's book also looks at perpetrators, but it explores their reasonings, which generally represents the fear that people were feeling at that time.

Sources found throughout "Nazi Persecution and Postwar Repercussions: The International Tracing Service Archive and Holocaust Research" by Suzanne Brown-Fleming and "The Einsatzgruppen Reports" that was published by the Holocaust Library both reflect different viewpoints of different people. Brown-Fleming's book oftentimes uses primary sources to focus on specific people, families or towns and what happened to them which can show the fear and nationalism within each event. Whereas, "The Einsatzgruppen Reports" is mainly a selection of documents from the Nazi Death Squad and the bias from those involved is evident and their nationalism can be seen.

Chapter 1: The Historiography of the Holocaust

The history and timeline of the Holocaust is something that is taught all over schools and museums throughout the United States. People are taught the most basic facts about the event and are taught to never forget. However, they are taught the events in a timeline-like fashion and, unless they take a course in college specifically about the Holocaust, they are unlikely to really delve into the roles that everyone played throughout it or the different mindsets that existed during the time. According to Dan Stone, in his book “The Historiography of the Holocaust”, historians have questioned the relationship between the regime that Hitler created (The Third Reich) and the actions that followed in the genocide and war; Historians have been questioning the concept of the horrible actions that took place.¹ The main questions posed have been if the atrocities that took place during the regime were due to the policies that Hitler put in place or the environment of the regime itself. Since the end of the Holocaust, they have been attempting to research how and why the Holocaust came to existence.

The Holocaust is a relatively well researched topic; so well, in fact, that Stone created “The Historiography of the Holocaust”. The book chronicles different viewpoints as to how the Holocaust could happen by many Historians who have made a career out of studying the Holocaust. In Stone’s book, these historians look at the different theories as to why the Holocaust happened and a primary focus throughout the book is the Functionalism vs Intentionalism debate. According to Stone, “The debate about Nazism and the Third Reich as ‘Hitlerism’ (the ‘intentionalist’ approach) or as ‘polycracy’ (the ‘structuralist’ approach)

¹ Stone, “A Historiography of the Holocaust,” 15.

concentrated mainly on structures and the intentions of the Nazi leaders, elites and agencies.”² A primary focus of the research that has already been conducted on the Holocaust has been research looking at the main leaders and the structures of the rules during the Third Reich. They have been looking at the people located in higher positions and attempting to explain why they did the evil things that they did – this will allow for educators to see inside the minds of the perpetrators and be able to identify if they were truly evil as well.

Christopher Browning explains in his book, “Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland”, the focus on writing history from the viewpoint of the larger percentage of the population has been growing which has resulted in “...the practice of *Alltagsgeschichte* – ‘the history of everyday life’ – achieved through a ‘thick description’ of the common experiences of ordinary people.”³ More frequently, historians have been looking at the lives of the ordinary people; this requires a shift of the functionalism and intentionalism debate because the ordinary people that existed during the Holocaust played just as much of a role in the end result as those who were in charge. It is also important to recognize that those who were involved in the Holocaust, even as bystanders, still played a role and still have their own stories to tell that help to explain the event. Due to the many roles that existed, simply dissecting what caused the people who had strictly prominent roles within the Holocaust is not enough – common citizens need to be looked at, especially when it comes to their motives behind what they did.

² Stone, “A Historiography of the Holocaust,” 15.

³ Christopher R. Browning, “Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland,” (Harper Perennial, 1998), xix.

There have not been many works completed looking at the people who were involved in the Holocaust outside of Hitler's inner circle. The main sources that have any sort of basis for this are Christopher Browning's, "Ordinary Men", Stephen Marks, "Warum Folgten Sie Hitler?" and Facing History's textbook "Holocaust and Human Nature". Marks' book is not even translated into English at this point which shows the lack of historiography on the subject. As Browning states, looking at the history of the average person – from the "bottom up" is becoming more common.⁴ The workshop that would be created based off the motives will look from the "bottom up".

A workshop like this will lead to a greater availability of this type of information and a better knowledge of it. The workshop will add to the existing conversation about the topic by bringing the information into the light for some educators who may have never considered it and will allow educators to teach their students from a different viewpoint. When it comes to the Holocaust, it is about more than just facts – it is very important for people to understand how it came to fruition.

The primary reason that there are few works that have completed the research focusing on this subject is because it is very difficult to properly research. In previous interviews, people may have lied or not told the complete story due to fear of repercussions and now, a good many survivors are either old and their memories are not as clear, or they have passed away. One main way to explain their behavior is, of course, with science. As Browning explains in his book, there have been scientific studies concerning the psychological reasons why people just do what the

⁴ Browning, "Ordinary Men," xix.

people in power tell them to do and to what extent they are willing to go. Scientific reasons, however, do not give the exact reasons why because those are more controlled environments than real life situations and the Holocaust is not something that can be easily recreated in a lab environment.

The existing research on the topic of the psychological reasons that people had that caused them to allow Hitler to rise to power have had similar conclusions to those that exist in this paper; however, there has really only been one business that does workshops that are anything close to the educator's workshop that will be executed and that is facinghistory.org. What makes this different from the workshops already in existence within Facing History is that this will focus more on the actual motives instead of just the psychology of it and it will offer those in the workshop the opportunity to brainstorm other historical events that have similar psychological patterns that brought forth uncharacteristic behaviors. For example, the Salem Witch Trials or Vietnam and how soldiers would bring home body parts of soldiers they had killed, can each be looked at and explained in a similar fashion when it comes to why people who were not otherwise evil committed acts of evil in those specific times.

Chapter 2: Methodology

Researching for this project consists of reading through some of the Nuremberg Trials, watching the documentary “Hitler’s Children” and researching the different actions people at the time took. The primary historical lenses that the topic is looked at is through political, economic and social lenses. Looking through a political and economic lens shows the environment in which people were living at the time. The environment that existed from 1933 until 1945 would influence people to behave a certain way and this environment allows for researching through a social lens. All three lenses provide insight into why people followed Hitler and why they would have committed horrible acts that they may never have even thought of prior to the Holocaust and allows for a better understanding of the human mind. The main primary source that will be used throughout this research is the Nuremberg Trial as it offers the most insight. The Nuremberg Trials documents will allow for educators to see inside the minds of the perpetrators and be able to identify if they were truly evil as well. There are other primary documents that will be used within the workshop and the research that also offer insight into the minds of people who were involved in these horrendous acts.

The beginning of the project consisted of researching based off the question of “Why did people follow Hitler?”. From there, it was a matter of reading through different responses and deciphering what types of psychological research had already been completed. Browning’s book was something used to assist with research terms and to find other reasons that could have existed. The difficult aspect of the research for the workshop was finding primary sources that were not too biased. Even the Nuremberg Trials documents could be considered biased since

they have been translated from German to English. To locate other primary sources that may have similar subjects as to why people reacted in the way that they did, the Holocaust Museum website was used as they list primary and secondary sources for scholars to use. The Holocaust Museum website was of a lot of use because getting access to many primary documents is not easy, and the website gave names of books that had collected primary documents for different subjects on the Holocaust. Two books that were of the most use were, “The Einsatzgruppen Reports” which was published by the Holocaust Library and “Nazi Persecution and Postwar Repercussions” by Suzanne Brown-Fleming. “The Einsatzgruppen Reports” contains a collection of documents from the Nazi Death Squads which gives insight into the thought processes of those involved. “Nazi Persecution and Postwar Repercussions” contains sources that are found within The International Tracing Service (ITS) which contains documents relating to:

millions of people subject to incarceration, forced labor, displacement, or death as a result of World War II; to their persecutors; to witnesses and accomplices; and to the countries and agencies that addressed their needs at war’s end. The document organization focuses on the perspective of victims and survivors of the Holocaust, both Jews and non-Jews.¹

“Nazi Persecution and Postwar Repercussions” offers many documents that offer insight into a fair number of events that happened during the Holocaust. Primarily, it focuses on the victims and what happened to them. The sources within this document mean that a trip to archives or a trip to the ITS to get access to the information will be less necessary for the research for this

¹ Suzanne Brown-Fleming, “Nazi Persecution and Postwar Repercussions: The International Tracing Service Archive and Holocaust Research,” Plymouth: Rowman & Littlefield, 2016), 2.

workshop. The book includes images of the documents and then translates the document which allows for bias to be removed as the documents can be translated straight from the book as well. There are excerpts within Brown-Fleming's book that focus on specific families and what happened with them as well.

Chapter 3: Specialized Audience

The intended audience for this project are college and high school educators who are either history, psychology, civics or English teachers. It is suggested that the different courses they create after taking this workshop be combined as an elective or as an extended exercise within a normal course. History and psychology, history and civics, history and English and civics and English are all recommendations of the different course combinations that could be suggested. In most classes that go over the Holocaust, it is usually the same content year after year to the point that it really does not keep the attention of students which leads to only the minimum amount of information being recalled in future dates. Teaching with the viewpoint shown in the workshop may leave a lasting impression on the students at a better level than normal curriculum which can lead to a stronger recognition of hate and the way that people can be influenced to commit actions they normally would not.

According to research conducted by Dennis J. Barr for Facing History, students who took courses similar to those that the workshop seeks to teach the educators about showed a better overall historical understanding.¹ There were three skill areas that were looked at when determining the ability to understand historical events; interpreting evidence, analyzing motives for ethical and/or unethical choices and thinking about cause and effect.² Barr explains:

In the area of civic learning, Facing History had a statistically significant impact on five

¹ Dennis J. Barr, "Continuing A Tradition of Research on the Foundations of Democratic Education: The National Professional Development and Evaluation Project.," Facing History, (2010): 5.

² Barr, "Continuing a Tradition of Research," 5.

civic learning outcomes within three domains: tolerance, efficacy, and opportunities for civic learning. Specifically, positive impacts on civic learning were found for the following variables: civic efficacy, valuing the protection of the civil liberties of people with different political views, awareness of the dangers of prejudice and discrimination, and positive perceptions of their history or English class as offering opportunities to engage with civic matters and as having a safe, inclusive, and respectful climate.³

The studies were conducted by looking at about 134 teachers, and 1,371 of their students in 76 schools across the United States.⁴ The students were swapped out during the second year, and the next group of students studied showed the same results. This research shows that these workshops have both a lasting effect on the teachers who take them and on the students those teachers went on to teach when it comes to matters of history and the significance it has on the current time. These types of workshops can be very beneficial for educators and, through them, children in older high school age groups or in early college.

Similarly, teaching their students about the Salem Witch Trials or Vietnam (more specifically, how normal people could kill someone and steal their body parts or hunt down presumed witches) in a similar manner as this will be suggested and could draw the students into it more than normal curriculum could. In “Ordinary Men”, Vietnam is mentioned and some of the scientific experiments that are discussed in the book also explored the minds of those in Vietnam. Browning explains that negative racial stereotypes add to the “brutalization inherent in

³ Barr, “Continuing a Tradition of Research,” 5.

⁴ Ibid, 4.

sending armed men to kill one another on a massive scale.”⁵ He goes on to explain that these stereotypes end up breaking more rules and even break the rules of combat and that is why there is a difference between a war and a race war. Regarding the Vietnam War, he goes on to state:

Dower’s account of entire American units in the Pacific openly boasting a ‘take no prisoners’ policy and routinely collecting body parts of Japanese soldiers as battlefield souvenirs is chilling reading for anyone who smugly assumes that war atrocities were a monopoly of the Nazi regime.⁶

The concept that those in a war that is strictly fueled from the hate of the race they are fighting leads to worse actions on both sides. This hatred can be seen in World War II and the Holocaust as well as the Vietnam War. The ease in which the hated is seen is why the educators will be able to take the information learned from the workshop about the Holocaust, and the motives seen within it and be able to develop them to match other situations that caused people to act outside of the normal behavior. The concept of war being fueled only by hate and the ramifications that this hatred can have both on and off the battlefield will be discussed as a source for further study for the educators so that they can better apply it to their classes.

The audience plays a role in the development of this final project as it is intended to not only educate students on a different side of the Holocaust but also enable them to better recognize hatred and prejudice, thereby allowing them to better be able to prevent or stop anything similar from happening again. The workshop will not only need to be engaging enough

⁵ Browning, “Ordinary Men,” 159.

⁶ Ibid, 159-160.

for educators but also engaging enough that they can take it to their classroom with little changes if needed. Facing History tends to focus its workshops on the west coast and, occasionally, the Midwest. This project will target educators on the East coast and will especially focus on those near Washington, D.C. as those educators will be close enough to the Holocaust Museum that they can use that in the curriculum that they create after the workshop. This audience was chosen because 11th and 12th graders as well as new college students will be able to take the information they are given and process it at a deeper level than younger children would be able to and it would also have the potential for drawing more students into the realm of history. As seen above in the studies the Facing History had conducted, curriculum created off workshops that looked at a different perspective of historical events lead to more engaged students as they felt they could be more involved in discussions rather than just writing information down and being tested on it. This workshop also gives the educators a different way to teach a topic that tends to be taught the same way year after year.

Chapter 4: Project Overview

As explained previously, the project that is intended to be executed with this research is an educator's workshop. This workshop will be based off [facinghistory.org](https://www.facinghistory.org) and the types of workshops that they have on there; their workshops will be used as a basis for this. The workshop will focus on showing educators the effect that situations such as the Holocaust had on human behavior to better show students why people behave the way they do. The workshop will also aim to get the educators thinking about other situations that had similar behavioral patterns such as Vietnam and the Salem Witch Trials. The topics that will be covered will allow the educators to expand what they learn in the workshop into the classroom.

The website [facinghistory.org](https://www.facinghistory.org) looks at other situations of hatred and allows students and teachers to better understand hatred and negativity in the world.¹ This workshop would differ from those that are already in existence within Facing History in that this will use primary documents from the Nuremberg Trials and the interviews located within "Ordinary Men" in order to show the thought process of both the average people and those who were located higher up in the chain of command. Some primary sources used in the workshop will be transcripts from the Nuremberg Trials, copies of images and the transcribed information from both "The Einsatzgruppen Reports" and "Nazi Perspective and Postwar Repercussions" as well as clips of interviews from the documentary "Hitler's Children" which will show the ways in which important people were thinking at the time. For example, within the Nuremberg Trials, high ranking officials were quoted with saying that they did not feel guilty for their actions and

¹ "Why Facing History?," <https://www.facinghistory.org/why-facing-history>, (April 08, 2018).

explained themselves. The Nuremberg Trials would be important for the workshop because the trials give an explanation from the perpetrators themselves as to why they behaved in such a way or why they felt they were not guilty. A recommendation of books and other sources would also be included in the workshops.

Workshops offer educators the opportunity to continue learning and many schools require that educators earn CEU's (continuing education unit) to maintain their license to teach. This workshop will offer CEU's with the curriculum. Due to the fact that CEU's will be offered, the curriculum will be more adaptable because some schools could have different rules when it comes to CEU's. The North Carolina Museum of History offers professional development workshops that offer CEU's to educators. The museum has a FAQs section that emphasizes the need to check with their principal to ensure that the CEU's would be accepted.² This will be something that will be emphasized within this program as well so that educators can be sure to get the credits they need. Using the museum's FAQ as a guide, a certificate would also be given to the educators and they would get 40 credits for completing the workshop.

² "Online Workshop: FAQ," <https://www.ncmuseumofhistory.org/learning/educators/professional-development/online-workshop-faq>, (April 10, 2018).

Chapter 5: The Educator's Workshop

The Educator Workshop will consist of using both already translated Nuremberg Trials documents and documents that the educators can translate themselves to show how translating can create its own sense of bias. The documents that have not yet been translated will be the documents from "Nazi Persecution and Postwar Repercussions". The workshop will also include watching parts of the documentary "Hitler's Children", coupled with primary source documents in the form of excerpts from "The Einsatzgruppen Reports" and translated excerpts from "Nazi Persecution and Postwar Repercussions", as well as excerpts from Browning's "Ordinary Men" and excerpts from "Holocaust and Human Behavior" both of which will show the different mindsets of people within the Holocaust.

The Nuremberg Trials documents will allow insight into how the men in Hitler's inner circle thought and "Hitler's Children" will show how the people directly surrounding those who were in the inner circle were still influenced by blind nationalism whereas Browning's "Ordinary Men" will show the effect that fear as well as blind nationalism had on the decisions of those who allowed Hitler to rise to power. "Holocaust and Human Behavior" also looks at Browning's work and will give some further insight into the topics he mentions. "The Einsatzgruppen Reports" and "Nazi Persecution and Postwar Repercussions" will both consist of excerpts showing the mindset at the time. Many documents within these books are reports on specific instances which can show the process of thought for people during this time. While not quite as good of primary sources as the Nuremberg Trials would be for finding out the motives behind

people's actions, these sources will allow for the educators to give theories as to why reports were written that way and why people reacted in the ways that they did.

There will be different options for the workshop depending on the time of year and what the educators want to do. The workshop will be able to be either a week-long workshop (five workshops spread throughout five days) or it can be a three-week-long workshop with three workshops each week; this is dependent upon how many educators can attend and the time of year. The workshops will also have two options for time slots available to best fit to the schedules of the educators. If the workshop takes place over the summer, there will be both morning and evening workshops and if the workshop takes place throughout the school year, only the evening option will be available. A morning option will be from 8am until 2pm and will only be able to be a week-long workshop. An evening options will be from 5pm until 9pm and will be available three nights a week for three weeks.

The workshop will take place either in a college lecture hall that was able to be obtained or a local school's classroom. Since the workshop will take place on the East Coast, if it is located close to Washington, D.C., then it will include an optional and recommended trip to the Holocaust Museum. The educators will be able to get college credits or will be able to use these credits towards their Professional Development requirements for their state. Some states require that a teacher have a certain number of hours each year so that they can continue being able to teach.¹

¹ "Continuing Education for Teachers," <https://www.teachtomorrow.org/continuing-education-for-teachers/>, (April 14, 2018).

These workshops will have the ability to happen year-round and the timing of each would be dependent upon the area in which they take place and the choices that each educator in the area would make. Only one or two will take place during the school year (between the months of September and May) since most schools are in session. The frequency of the workshop would increase during the summer months since more educators would have the opportunity to attend. This also leaves the possibility for college professors or high school educators to become the teachers of the workshop.

A breakdown of the two different workshop options would be as follows:

One-week workshop:

- I. Day One: Introduction
 - a. Brief history of the Holocaust
 - b. The general viewpoints of those who were participants in the Holocaust/pre-dispositions on the perpetrators based off current education
 - i. This would consist of asking educators what they know about the subject
 - c. Presentation of thesis: There were three main motives of the Holocaust: Fear and the two that fall under blind nationalism; naivety and extreme nationalism
 - i. Define nationalism
 - d. Hand out copies of excerpts from Nuremberg Trials – both translated and in German
 - e. Hand out copies of excerpts from Browning's book/recommend the purchase of said book

- f. Overview of history of perpetrators
 - i. Names and background information from sources such as Hitler, Himmler, Göring
 - g. Culture and economic situation in Germany before the Holocaust and what caused the situations
 - i. Reparations and disarmament/Versailles Treaty
 - h. Beliefs about Jewish people from the past
 - i. Cultural predisposition to following authority/following society
 - j. Scientific studies found in Browning's book about culture and authority
- II. Day Two: Blind Nationalism
- a. Definition of nationalism (again) and blind nationalism
 - b. Discussion on "Hitler's Children" and how the people in the documentary behaved and what they believed vs. reality
 - i. Watch some sections of "Hitler's Children"
 - c. Hitler's strength in public speaking and its effect on nationalism
 - d. Examples of blind nationalism within Nuremberg Trials excerpts
- III. Day Three: Naivety and Fear
- a. Examples of how naïve people could be about their government
 - b. Examples of uneducated not understanding concepts and thus being naïve
 - c. How propaganda would have affected those who were naïve
 - d. Reintroduction of the economy and culture at the time
 - e. Discussion of fear of repercussions of not following the Nazi regime
 - f. Fear and effect on the way people behave

- IV. Day Four and Five: Discussion about the fact that the people were not completely evil
- a. They do not deserve forgiveness, but it is important to understand
 - b. Discussion of following quote:
 - i. Marc Bloch, a French Jewish historian said not long before the Nazi's killed him, "When all is said and done, a single word, 'understanding,' is the beacon light of our studies."²
 - c. All sides need to be explored to better understand the history of everything and this is part of it as well as to prevent it from happening again
 - d. Human nature and psychology influences behaviors in situations like these
 - e. Research on psychology and trauma as well as society is necessary
 - f. How people behaved after the Holocaust and after their actions: Were they the same? Did that make them evil forever or were they still capable of good? How did they behave throughout life after doing what they did? How did/do their family members feel about what they did?
 - g. Open discussion on other topics that could be explored in this way: Vietnam and taking human remains as souvenirs and the Salem Witch Trials are two examples that can be mentioned – citing the experiments in Browning's book
 - h. Activity: Build own classroom work/curriculum/homework

Three-week workshop:

I. Week One

² Browning, "Ordinary Men," xx.

- a. Day One and Two: Introduction
 - i. A brief history of the Holocaust/asking the educators what they know about the subject and what they are looking to learn
 - ii. Present thesis: There were three main motives of the people who chose to act in the Holocaust – Fear and the two motives that fall under blind nationalism; naivety and extreme nationalism
 - 1. Definition of nationalism
 - iii. Hand printed copies of Nuremberg Files excerpts
 - iv. Recommend Browning’s book and hand out copies of important excerpts
 - v. Overview of those in Hitler’s inner circle as well as some of the men within the Police Battalion, using Nuremberg documents to show viewpoints
 - vi. Culture and economic situation in Germany prior to the Holocaust as well as brief overview of beliefs of Jewish people throughout history
 - vii. Studies found in Browning’s book
 - b. Day Three: Blind Nationalism
 - i. Definition of nationalism (again) and blind nationalism
 - ii. Watch sections of the documentary “Hitler’s Children” and discuss how those people behaved and what they believed to be reality
 - iii. Hitler’s strength in public speaking and the effect it had on nationalism
- II. Week Two
- a. Day One: Naivety

- i. Examples of the way that people could be naïve – focusing back on “Hitler’s Children”
 - ii. How those who were less educated could also be naïve
 - iii. How propaganda could influence the naïve
- b. Day Two: Fear
- i. The economy and culture and how it leads to fear
 - 1. People were afraid due to the economy and due to repercussions of not following the Nazi regime
 - ii. How fear makes people behave based off experiments in Browning’s book
- c. Day Three: Discussion
- i. Discussion about the fact that the people were not completely evil
 - ii. Discussion of the following quote:
 - 1. Marc Bloch, a French Jewish historian said not long before the Nazi’s killed him, “When all is said and done, a single word, ‘understanding,’ is the beacon light of our studies.”³

III. Week Three

- a. Day One: Discussion
- i. All sides need to be explored to better understand the history of everything and this is part of it as well as to prevent it from happening again
 - ii. Human nature and psychology influences behaviors in situations like these
 - iii. Research on psychology and trauma as well as society is necessary

³ Browning, “Ordinary Men,” xx.

- iv. How people behaved after the Holocaust and after their actions: Were they the same? Did that make them evil forever or were they still capable of good? How did they behave throughout life after doing what they did? How did/do their family members feel about what they did?
- b. Day Two: Discussion
 - i. Open discussion on other topics that could be explored in this way:
Vietnam and taking human remains as souvenirs and the Salem Witch Trials are two examples that can be mentioned – citing the experiments in Browning’s book
 - ii. Activity: Build own classroom work/curriculum/homework
- c. Day Three: Optional day for if everything was not covered/Holocaust Museum trip if possible

The outlines above could easily be changed depending on the needs or wants of the educators and their schools. Different documents could be chosen to be presented after the first few workshops are completed, depending on the response of the educators to the documents.

Specific documents that would be handed out from the Nuremberg Trials would be the testimony of SS General Otto Ohlendorf and the testimony of Hans Frank. Within the testimony of SS General Otto Ohlendorf regarding Einsatzgruppe D, the most important statement can be found at the end of Ohlendorf’s examination.

President Harry Truman began by asking Ohlendorf who he received the orders from when it came to the murder of the Jewish people and Ohlendorf explained that he led the

Einsatzgruppe and only had the job of ensuring that the orders were acted upon.⁴ Herr Ludwig Babel (counsel for the SS and SD) asked him if he had any doubts about his orders and if so, how he continued to act on the orders even with those doubts. Ohlendorf explained that he had his doubts but that he did not believe that he should choose to not carry out orders that were given “by leaders of the state.”⁵

The next question that Herr Babel asked was if the legality of the orders that were put forth were “explained to those people under false pretenses?”⁶ To which Ohlendorf replies, “I do not understand your question; since the order was issued by the superior authorities, the question of legality could not arise in the minds of these individuals, for they had sworn obedience to the people who had issued the orders.”⁷ This quote perfectly sums up the concept of blind nationalism. Those under Hitler never once thought of the legality of their actions because Hitler was the leader and with him being the leader of the German people, they had sworn their loyalty to him; they did not even think to question the decisions of those who were in charge simply because those people oversaw them.

This can be a common issue within every government throughout any time frame in history. This type of situation can even happen at someone’s place of employment. People may choose to ignore the wrongdoings of someone in a leadership position simply because the person is in that position, so they must be doing something correct. This can also be coupled with fear.

⁴ “Trial of the Major War Criminals before the International Military Tribunal: Nuremberg 14 November 1945 – 1 October 1946: Volume IV, Official Text in the English Language, Proceedings 17 December 1945 – 8 January 1946,” Nuremberg, Germany, 353-354.

⁵ “Trial of the Major War Criminals, Volume IV,” 353-354.

⁶ Ibid.

⁷ Ibid.

Another example of blind nationalism can be seen with Ruth Kleinsteuber; she became a guard for a concentration camp at a young age only because her manager at the factory she worked at asked her if she was interested in becoming an SS Aufseherin or a prison guard. Kleinsteuber was promoted to a position in which she was the overseer for all female guards who in turn, were all in charge of about 100 female inmates. She was later tried for her war crimes in the Nuremberg Trials. Kleinsteuber was asked if she had ever seen any guards mistreat the prisoners to which she replied that she had not but that she had heard that some had slapped inmates in the face and carried wooden sticks around.⁸

Kleinsteuber stated that she had seen one male guard beat a female prisoner in January of 1945 when she had first arrived at the camp, "I believe...he had a stick in his hand. But it was none of my business."⁹ Brown-Fleming goes on to explain that the situation of Kleinsteuber was "... a case in point of a young ambitious German woman who, even in early 1945, with the war lost and the Nazi regime weak and discredited, was willing to take part in its terror apparatus."¹⁰ This could be seen as another example of blind nationalism, naivety and fear all within one person. Ruth Kleinsteuber was likely afraid of the repercussions of not becoming a guard both in terms of going against the country and afraid of how her future would turn out while she also did not completely understand what was going on. The idea of not understanding what was going on comes from the fact that she believed it was not her business to take note of a male guard beating a female prisoner. This also goes hand in hand with fear because there is no telling what would have happened had she tried to stop the male guard or reported him. This is yet another excerpt

⁸ Brown-Fleming, "Nazi Persecution and Postwar Repercussions," 157-158.

⁹ Ibid.

¹⁰ Ibid.

that will be handed out to the educators to read and interpret as well because it really can be viewed as all three motives in one situation and can show a general belief that some people may have had.

Claiming that it was not her business what other guards were doing to inmates is blind nationalism as well because she clearly had no doubts about whether the guards were right or wrong in their actions; she simply chose to ignore it. This happened often within the Holocaust – many people were likely to turn the other way when they saw acts of violence just to avoid those acts themselves or because they believed there was a good reason behind them.

One of the most notable instances that can show the naivety is Monika Goeth's interview in the documentary "Hitler's Children". Her father, Amon Goeth, oversaw the Plaszow concentration camp in Poland and was made famous by his portrayal in the movie *Schindler's List*. Monika Goeth was very young when her father was in this position, so she never quite understood what he had done wrong. As she grew up, she asked her mother time and time again what his role was and what he had done but her mother would never answer her questions. It was not until she was an adult that she finally learned the truth about her father. In the documentary, she explains that she frequented a pub in Munich. She explains that one day, the barman was sick, so the owner of the pub took over with the duties. The owner had rolled his sleeves up to do the dishes and Goeth saw the number on his arm. Not really comprehending the severity of the situation, she asked him what camp he was in.

When the owner of the pub finally told her Plaszow, she asked him if he knew her father and his reply was that he could not know everyone that was in the camp. In the interview, she

explains the rest of the situation, “Goeth was the Commandant of Plaszow. If you don’t know who Goeth was, you couldn’t have been in Plaszow.’ Suddenly, he went white as a wall. He glared at me and took a step back...Suddenly he screamed, ‘You mean Geth?’”¹¹ Monika Goeth goes on to explain that he angrily shouted about her father being a murderer. Throughout her interview, she explains different instances that occurred that lead to her realizing who her father really was. Though her situation is after the fact, there are many other instances during the documentary where the children of important people within Hitler’s inner circle had no idea what was really going on just outside their homes. This part of the documentary, from about 27 minutes in until about 47 minutes in would be played during the workshop to show the naivety that existed.

Both aspects of nationalism can easily be seen within different accounts and sometimes, they tend to go hand in hand. This is the case with Government General Hans Frank’s testimony during the Nuremberg Trials; Frank went through the trials and was asked by Dr. Seidl if he had any sort of vital role in the political events and decisions that occurred. Frank answered, “In my own sphere, I did everything that could possibly be expected of a man who believes in the greatness of his people and who is filled with fanaticism for the greatness of his country...”¹² The statement he provided shows that he was very proud of his country and that he was participating in blind nationalism. He was looking out for his country and not considering any of the ramifications that the situations could have on anyone else. Frank goes on to explain that, despite his position, he was not included in Hitler’s inner circle, so he had no participation in the

¹¹ Monika Goeth, “Hitler’s Children,” 32:24-37:03.

¹² “Trial of the Major War Criminals, Volume XII,” 6.

decisions that were made. Dr. Seidl then asks him, “Witness, what do you have to say regarding the accusations which have been brought against you in the indictment?”¹³ To which, Frank replies:

To these accusations I can only say that I ask the Tribunal to decide upon the degree of my guilt at the end of my case. I myself, speaking from the very depths of my feelings and having lived through the 5 months of this trial, want to say that now after I have gained a full insight into all the horrible atrocities which have been committed, I am possessed by a deep sense of guilt.¹⁴

It is evident that Frank had started to understand the product of his decisions and his role within everything and that he was feeling very guilty after seeing all the events together. From his testimony, it is evident that he fell under both blind nationalism and naivety when it came to his decisions, though his naivety was lesser than most other people could have claimed in other situations at the time.

Though Frank did not seem to be someone who was operating completely out of hate, especially given that he never destroyed his diary and seemed very willing to cooperate, he still contributed to the atrocities that happened. He explains prior to the excerpt above that he had wanted to visit a concentration camp to explore the rumors he had heard about Jews being murdered within the camps. Heinrich Himmler had told him that he should not go but he had decided to go anyway. When he arrived, he was turned around and told there was an epidemic

¹³ “Trial of the Major War Criminals, Volume XII,” 7-8.

¹⁴ Ibid.

within the concentration camp and he would not be able to gain entry.¹⁵ At the same time, Frank admits that he was the person who introduced the Jewish Badges as well as forced labor camps and the Warsaw Ghetto. Frank attempted to use naivety as an excuse for his actions which is something that could be believable given the fact that many people were truly naïve to the situations that were occurring. Dr. Seidl also asked Frank if he had participated “in the annihilation of Jews” and, just as he stated above, Frank said yes due to the testimonies he had witnessed within the 5 months of trials.¹⁶

Fear was also a key component when it came to decisions that people made during the Holocaust. Konrad Heiden was a journalist who was able to witness Hitler’s rise to power. In the preface of Heiden’s book “The Führer”, Richard Overy explains:

Heiden also understood the nature of the historical forces behind Hitler’s appeal. Hitler expressed in what he said and wrote the deeper torments of the modern age, exaggerated by the horrors of the Great War and the dread created by the triumph of Bolshevism in Russia, ‘the sentiment that our modern society had arrived at a breaking point...the speechless panic of the masses’.¹⁷

The last sentence – the sentence in which Overy quoted Heiden – is exactly the reason why some people chose to follow the orders passed down to them. People were panicking and were not in a good situation. When people panic, they usually make decisions they would not otherwise make; this can even be seen in the simplest of cases today. It is especially important to recognize that

¹⁵ “Trial of the Major War Criminals, Volume XII,” 18-19.

¹⁶ Ibid, 13.

¹⁷ Konrad Heiden, “The Fuhrer” (New York: Castle Books, 1944), 5-6.

people panic and make decisions based on the panic they are experiencing and that it can have permanent ramifications. If people were worried about the state of their country and Hitler came along and made it seem as if he could make all their troubles disappear if only they would assist him in the Final Solution, in their panic, they were likely to believe him and blindly follow him and do what he said.

One such example of fear impacting the decision-making skills of common citizens is found in “Nazi Persecution and Postwar Repercussions” within document 1.10. This document is the “Statement of Mr. Geissinger, Resident of Heilbronn-Böckingen, regarding the Murdered Foreigners, August 31, 1946”. Within this document, Mr. Geissinger describes how a procession of concentration camp prisoners was marched through his town. Noticing that the prisoners were completely exhausted, citizens living in the town tried to approach the prisoners to attempt to give them food or clothing, but the guards threatened to shoot the citizens if they continued. According to Mr. Geissinger, “Some of the prisoners, who were totally exhausted, collapsed from the exertions of the march. Anyone who could not go on was killed by the guards: kicked to death, beaten with rifle butts until dead, or shot in the back of the neck.”¹⁸

He explains that 16 people were killed and then buried in bomb craters then later, after the war, were exhumed and moved to a cemetery.¹⁹ There were no records given about who the people were nor was anyone tried for their deaths after the war. Mr. Geissinger stated, “They were simply prisoners who fell behind along the way, nameless and unknown, who could walk no further and for this reason had to die.”²⁰ This excerpt is one document that would be

¹⁸ Brown-Fleming, “Nazi Persecution and Postwar Repercussions,” 48-49.

¹⁹ Ibid.

²⁰ Ibid.

photocopied and handed out; within the book, one page has the untranslated version and the opposite page is the translated version. This makes the document very useful for observing any sort of bias that could exist in translating. This event is a perfect example of the fear that motivated people to act outside of what was normal for their behavior and personalities.

The citizens of this town could have likely tried more to help the prisoners as they could have outnumbered the soldiers that were leading them. However, they were threatened when they tried to help and were led to believe the people were prisoners which carries some sort of indication that they did wrong somewhere. This fear of being killed if they did not do as the soldiers told them led to these citizens to allow the soldiers to murder those prisoners who fell behind and allowed for the soldiers to get away with it since no one was recording any sort of documentation of the people who were within the event. Even something as simple as asking for the names of those that were killed so they could be buried properly was outside the realms of possibility for these people because they were so fearful.

In “Ordinary Men”, Browning ponders why so many men within the police battalion chose to kill when only a minority made the decision not to. Many men stayed in the police career path after the war which leads Browning to state that it was likely career ambitions that also lead to those men murdering the Jews.²¹ Having a career usually leads to stability and prior to the war, there was no economic stability. The prospect of having a career that can lead to economic stability can eliminate the fear that can exist in a poor economy. This idea of career ambitions can be taken one step further and be tied to the motive of fear. If citizens are fearful of their economy and they are offered a job which can lead to a life-long career, then that helps

²¹ Browning, “Ordinary Men,” 168-169.

soothe their fears; this is part of fear as a motive. Fear can also be seen within the police forces as well.

Browning states, “The authoritarian political culture of the Nazi dictatorship, savagely intolerant of overt dissent, along with the standard military necessity of obedience to orders and ruthless enforcement of discipline, created a situation in which individuals *had no choice*.”²² This meant that many of the men who were in the police force had to follow orders due to the expectations that were in place. Browning goes on to explain that this fear of being punished if they failed to follow orders was a primary reason that people gave when asked why they committed the acts that they did. However, he explains that that was not a good excuse as to why because “...in the past forty-five years no defense attorney or defendant in any of the hundreds of postwar trials has been able to document a single case in which refusal to obey an order to kill unarmed civilians resulted in the allegedly inevitable dire punishment.”²³ Though this may be the case, this does not mean that the threat was not present. Although there is no evidence that men were punished if they chose not to kill an unarmed citizen, they still had the idea from somewhere and that threat that had to come from someone. Even if the threat was never stated outright, it is believable that it was assumed due to the actions the men were expected to take; if they were expected to kill unarmed citizens, it was not out of the realm of possibilities that they could be killed for not acting out those orders.

Furthermore, Browning mentions Stanley Milgram and his concept of humans developed an obedience to authority throughout evolution.²⁴ Milgram was a scientist who held experiments

²² Browning, “Ordinary Men,” 170.

²³ Ibid.

²⁴ Ibid, 171-172.

on the obedience of people to authority. He had volunteers be instructed by some sort of authority to press a button that sent electric shocks into subjects. Different aspects of the experiment consisted of vocal feedback from the “victim”.²⁵ The findings were that the more shielded the volunteers were from the victims, the more likely they were to keep pressing the button and listen to the authority figure.²⁶ Further findings were that if a volunteer had to do a task that was more of an accessory to the task of delivering shocks and did not actually have to do so, obedience was much higher and that if a large percentage of volunteers chose to not listen, then more of the volunteers would also choose not to listen to the authority figure.²⁷

Milgram found that people encounter certain factors that glue them to the situation and that the further into the situation they are, the harder the disobedience becomes. Browning explains, “The ‘situational obligation’ or etiquette makes refusal appear improper, rude, or even an immoral breach of obligation. And a socialized anxiety over potential punishment for disobedience acts as a further deterrent.”²⁸ This is, again, where fear comes into play. People fear punishment for their actions; this can be seen in the experiments and can be seen in everyday life. For every rule, there is a punishment for breaking said rule and some people tend to lean more towards fearing that punishment than they do the understanding of why the rule exists. The men in Police Battalion 101 knew they were expected to act out specific orders and also knew they were part of the military in some way. They feared that if they chose not to act out the orders, they would be punished. It did not matter if no one told them they would be punished or if there was no official order stating that those who chose to be disobedient would be punished,

²⁵ Browning, “Ordinary Men,” 171-173.

²⁶ Ibid.

²⁷ Ibid.

²⁸ Ibid.

the fear still existed. Excerpts of pages 172 through 179 in “Ordinary Men” would be printed and handed out in the workshop so the educators could see what the experiment consisted of at a much deeper level.

As can be seen in each excerpt that would be presented, a common ground of either fear, blind nationalism or naivety can be noticed. Those common grounds are what lead to average German citizens to assist in the murdering of millions of Jews. Citizens feared for their own future in a country with a poor economy, they feared for the future of their country and they feared the punishments that they believed would happen if they chose to disobey authority. Citizens also tended to have blinders on where they chose to “look the other way” when it came to the atrocities because they believed that as their leader, Hitler was doing the right thing somehow, even if it meant killing people. They believed that questioning their leader would also count as disobedience. Naivety also had a huge role in that people may not have fully comprehended what was going on and, in some locations, may not have been educated enough to recognize situations. All three motives can be tied into one another as well because each motive can feed off the other.

Chapter 6: Recommendations and Ethical Considerations

To get this workshop implemented, there would need to be agreements with East Coast schools who would have the budget to allow them to have their educators come to the Washington, D.C. area. There would need to be a general interest as well from the teachers to teach the Holocaust at this level. Working alongside Facing History would be beneficial to the project as they already have the budget and the educators within the program that have taught similar workshops in the past. If this is not possible, marketing the workshop would need to be completed in a different manner. A potential problem that could happen could be a lack of interest in the subject or wrong timing for contacting schools.

For example, schools would want to be contacted prior to the school year beginning as this would allow for time for the curriculum to be created and any field trips to the Holocaust Museum (Or any other museum that could suit the way and/or topic that the educators chose to teach) would need to be set up. Another obstacle could be parents; though that would be an obstacle more for the school than for the workshop itself, it is possible that the schools may not have enough parents giving the “go ahead” for this subject to be looked at in this way. A way to avoid that obstacle would be to ensure that the educators could take the information they learned and adapt it to the grade level as well as other times in history so as to ensure that the students can absorb what they are learning, stay interested and that the parents approve of the subject being taught to their children.

Marketing the workshop itself could be easily and successfully completed with the help of social networking and the internet in general. If Facing History is not able to accommodate the

workshop, advertising on university websites could be helpful for the college students who are going to school in education because they would keep it in mind as they get careers in schools, advertising on Facebook and any teacher-based websites that exist would be useful as well. The need for advertising would also need to be implemented into the budget since there would not be a workshop if there are no educators to take it.

The main ethical concern of this workshop, as stated in the introduction, is the fact that it is really toeing the line on excusing behavior and explaining the behavior. If the educators are not careful when they take the information learned within this workshop and adapt it for their own courses or if the advertising for the workshops is not worded properly, it can be viewed as excusing the actions of those people who committed horrible acts. Wording the research improperly and unethically can result in people not being interested in the workshop as well as the public possibly suing or wanting the workshop eliminated. If this is collaborated with Facing History, it could create a threat to the organization.

Chapter 7: Budgetary Considerations and Staffing

The primary staffing for this workshop would include no more than two educators that would be available to teach each workshop. The primary budgeting comes with making photocopies and paying the educators. Each course will cost approximately \$400.00 and will have about 15 people within the workshop at the time. These costs mean that there is a goal to make about \$6,000 per workshop. The cost for printing paper is based off online printing costs from UPS as that would be the primary way of trying to print documents and photocopies since the workshop has the potential to move around to different locations. The aspect that could cause issues would be the lengths of some of the excerpts from the Nuremberg Trials. Some of these excerpts would need to be shortened to only include the aspect being looked at along with the link to view the entire section the excerpt could be found due to the length of the interviews.

The budget is an estimation based on costs found on Facing History's website as well as multiple other workshops that have taken place – even those that were about completely different subjects.¹²

See the figures below to view the breakdown of the budget for each workshop.

¹ “Professional Development: Educator Workshops,” <https://constitutioncenter.org/learn/professional-development/educator-workshops>, (March 01, 2018).

² “Workshops,” <http://learn.aaslh.org/calendar/category/workshop/>, (April 13, 2018).

One week, 5 day workshop			
Service	Quantity	Number of Hours/Items broken down	Cost
Educator	2	30 hours per educator = 60 hours total plus 10 hours extra for preparation = 70 hours at \$20 an hour	\$1,400.00
Copies of Nuremberg Trials Excerpts: Hans Franks Excerpt	6 pages per person and estimation of about 15 people per workshop = 90 pages	https://store6335.upsstoreprint.com/content/copies-quick-prints-85-x-11	\$10.80
Copies of Nuremberg Trials Excerpts: Ohlendorf's Excerpt	12 pages per person and estimation of about 15 people per workshop = 180 pages	https://store6335.upsstoreprint.com/content/copies-quick-prints-85-x-11	\$19.80
Copies of "Ordinary Men" Excerpts	10 pages per person and an estimation of about 15 people per workshop = 150 pages - Pages 172-179 are key (4 pages for that alone)	https://store6335.upsstoreprint.com/content/copies-quick-prints-85-x-11	\$16.50
Copies of "The Einsatzgruppen Reports" Excerpts	5 pages per person and an estimation of about 15 people per workshop = 75 pages	https://store6335.upsstoreprint.com/content/copies-quick-prints-85-x-11	\$9.00
Copies of "Nazi Persecution and Postwar Repercussions" Excerpts	5 pages per person and an estimation of about 15 people per workshop = 75 pages	https://store6335.upsstoreprint.com/content/copies-quick-prints-85-x-11	\$9.00
Copies of "Holocaust and Human Behavior" Excerpts	2 pages per person and an estimation of about 15 people per workshop = 30 pages	https://store6335.upsstoreprint.com/content/copies-quick-prints-85-x-11	\$3.60
Books for the workshop	4 copies of each (one for the educators to share and 3 to be borrowed by educators): "Ordinary Men", "The Einsatzgruppen Reports", "Nazi Persecution and Postwar Repercussions", and "Holocaust and Human Behavior"	Ordinary Men = \$11 (4 each for \$44), Einsatzgruppen = \$16 (4 each for \$64), Nazi Persecution = \$35 (4 each for \$140) and Holocaust and Human Behavior = \$40 (4 each for \$160) plus shipping = \$408 plus about \$20 for shipping = \$428 = \$450 for wiggle room	\$450.00
Powerpoint print outs	About 9 slides - 3 slides per page, double sided = 3 pages per person for about 15 people = 45 pages	https://store6335.upsstoreprint.com/content/copies-quick-prints-85-x-11	\$5.40
Advertising	Year Round Advertising in the form of flyers at about 100 schools with 3 copies sent to each school twice a year = 600 pages	https://store6335.upsstoreprint.com/content/copies-quick-prints-85-x-11	\$48.00
			\$1,972.10

Figure 1: One Week, 5 Day Workshop Budget

Three week, 12 day workshop			
Service	Quantity	Number of Hours/Items broken down	Cost
Educator	2	36 hours per educator = 72 hours total plus 10 hours extra for preparation = 82 hours at \$20 an hour	\$1,640.00
Copies of Nuremberg Trials Excerpts: Hans Franks Excerpt	6 pages per person and estimation of about 15 people per workshop = 90 pages	https://store6335.upsstoreprint.com/content/copies-quick-prints-85-x-11	\$10.80
Copies of Nuremberg Trials Excerpts: Ohlendorf's Excerpt	12 pages per person and estimation of about 15 people per workshop = 180 pages	https://store6335.upsstoreprint.com/content/copies-quick-prints-85-x-11	\$19.80
Copies of "Ordinary Men" Excerpts	10 pages per person and an estimation of about 15 people per workshop = 150 pages - Pages 172-179 are key (4 pages for that alone)	https://store6335.upsstoreprint.com/content/copies-quick-prints-85-x-11	\$16.50
Copies of "The Einsatzgruppen Reports" Excerpts	5 pages per person and an estimation of about 15 people per workshop = 75 pages	https://store6335.upsstoreprint.com/content/copies-quick-prints-85-x-11	\$9.00
Copies of "Nazi Persecution and Postwar Repercussions" Excerpts	5 pages per person and an estimation of about 15 people per workshop = 75 pages	https://store6335.upsstoreprint.com/content/copies-quick-prints-85-x-11	\$9.00
Copies of "Holocaust and Human Behavior" Excerpts	2 pages per person and an estimation of about 15 people per workshop = 30 pages	https://store6335.upsstoreprint.com/content/copies-quick-prints-85-x-11	\$3.60
Books for the workshop	4 copies of each (one for the educators to share and 3 to be borrowed by educators): "Ordinary Men", "The Einsatzgruppen Reports", "Nazi Persecution and Postwar Repercussions", and "Holocaust and Human Behavior"	Ordinary Men = \$11 (4 each for \$44), Einsatzgruppen = \$16 (4 each for \$64), Nazi Persecution = \$35 (4 each for \$140) and Holocaust and Human Behavior = \$40 (4 each for \$160) plus shipping = \$408 plus about \$20 for shipping = \$428 = \$450 for wiggle room	\$450.00
Powerpoint print outs	About 10 slides - 3 slides per page, double sided = 4 pages per person for about 15 people = 60 pages	https://store6335.upsstoreprint.com/content/copies-quick-prints-85-x-11	\$7.20
Advertising	Year Round Advertising in the form of flyers at about 100 schools with 3 copies sent to each school twice a year = 600 pages	https://store6335.upsstoreprint.com/content/copies-quick-prints-85-x-11	\$48.00
			\$2,213.90

Figure 2: Three Week, 12 Day Workshop Budget

Conclusion

The primary documents listed above show the three main motives that some people had for allowing Hitler to rise to power. Some chose to allow him because they did not really understand what he stood for and what his ultimate end goals were; they fall under the category of naivety because of nationalism. Others fell under the category of blind nationalism where they believed that just because Hitler was their leader, he had to be correct in his decisions and they had no right to question those decisions. Still others fell into the category of fear motivating them.

Something that is explained repeatedly is the state that Germany was in at the start of World War II and the Holocaust. When Hitler came into power, he focused on the reparations and disarmament that Germany had been forced into with the Treaty of Versailles because it was a sore spot for most people. The economy had taken a fall and many people were fearful of the future of not only the country in which they lived but for their own well-being. Hitler stepped in and gave the people a place to point their blame and focus their fear and with this, created another set of fear that effected the citizens. He created this fear of repercussions for not following orders.

Though there was no evidence proving that people were punished for not following orders, it can be proven through scientific experiments done by Stanley Milgram that people have a general fear of repercussions for not following orders. Something that has been ingrained within most cultures and most generations has been the idea of respecting authority and being obedient to members of authority. People are taught to respect police and respect the laws. In a

time in which many people were being murdered simply for being Jewish, it is believable that there would be punishments for those who chose not to be obedient.

Those citizens who were blindly nationalistic could also be a threat to those who were fearful simply because those who fell under the category of blind nationalism would be more likely to do as they were told without second guessing the decisions. If their leader told them to do something, they would do it because they loved their country and the leader and to question him would be crazy. They believed he was looking out for not only their best interests but the entire country's as well.

The naïve are much harder to pinpoint since they usually also fell under blind nationalism or fear as well. However, people who were naïve were more likely to be clueless about what was going on. Hans Frank likely knew what was going on but his choice to believe that there was an epidemic at the concentration camp he chose to visit was naïve. Monika Goeth's belief that her father was punished for following orders was very naïve and even her mother was naïve for trying to shelter her daughter from the truth of what Amon Goeth had done.

A workshop showing the different mindsets of these individuals and even showing the scientific experiments that Milgram had will assist educators in opening the eyes of their students to see more than just black and white in situations. The educators, and in return, their students, will be able to see that some people chose to act in the way that they did because they were afraid of death. The people in Mr. Geissinger's town did not choose to let the soldiers kill the prisoners because they were necessarily evil, they allowed them to do so because they were fearful of their own lives. They chose not to assist in a proper burial for the prisoners, again, not

because they were evil, but because they believed the dead to be prisoners who had done wrong and they were still fearful of what repercussions could exist if they chose to act out of obedience.

Monika Goeth was a baby at the time that her father oversaw Plaszow and she was not raised with hate, as is evident within her interview and her conversation with the pub owner in Munich but, rather, she was raised with the main problems being ignored. She became naïve just as many others who were adults at the time of the Holocaust did.

Though Hans Frank did participate in the evil, he was not evil prior to the Holocaust and he explained that he believed he was doing what any good citizen should do – following the orders of his leader. Similarly, though Ruth Kleinsteuber oversaw inmates in a concentration camp and turned the other cheek when she saw a male guard beating a female inmate. She did this, not because she was only evil, but because she was aiming towards career goals that developed from fear and because she was very nationalistic.

Each person did do something evil within the Holocaust. Even Mr. Geissinger and Monika Goeth participated in the evil in some way. Mr. Geissinger stood by and allowed people to be murdered in front of him because he was scared. Monika Goeth lived a life of naivety and chose not to believe the information she heard about her father until she actually delved deeper into it. Each person above participated in the mass murder of millions of Jews, but each person had a different motive that drove them to behaving in the way in which they did. Some motives may have had a layer of hatred for the Jews underneath, but all the motives were due to nationalism, naivety and/or fear and these psychological states caused these people to behave

outside their normal behavior. It caused them to make decisions that they likely would not have made outside of World War II and the Holocaust.

It is important to understand that each person had different motives because people today could very easily have the same motives in a similar situation. As Milgram pointed out, human beings are inclined to be obedient to authority due to evolution and societal norms that were developed throughout time. These inclinations are what pushes the fear, naivety and nationalism that made people do the atrocities that they did during the Holocaust. Ensuring that educators and their students understand this can lead to a better understanding of hatred and how society works and can lead to students better understanding politics and the human mind. The workshop can also help those educators and students see the racism that still exists today and the many reasons people have for their actions.

Appendix 1: PowerPoint for the Week-Long Workshop

1

Motives People had for Following Hitler

An Educator's Workshop One Week Long



2

Day One

A Brief history of the Holocaust

- January 30, 1933 – May 8, 1945
- 6,000,000 Jewish people were murdered
- 5,000 Jewish communities were destroyed
- Adolf Hitler became Chancellor of Germany on January 30, 1933
- WWII began in 1939
- Jewish people were sent to ghettos beginning in 1940
 - They were forcibly removed from their homes and crowded into these ghettos
- What viewpoints did people have during the Holocaust?
- Antisemitism: hatred of Jews
- Many of those who were within the inner circle of Hitler had a strong hatred for Jews
- Many of those who rounded up the Jews and brought them to camps were everyday people who may not have been against Jewish people until the propaganda or fear



3

Day One

- Thesis: There were three main motives behind those who allowed Hitler to rise to power
 - Fear: People feared the future of their country and they feared any repercussions for not doing what they were told
 - Blind Nationalism: There are two that fall under this. Naivety – which was not really understanding what was going on and just agreeing with their leader and extreme nationalism where they believed that their leader could do no wrong because he was in charge so why question him. Each of these motives can be shown by the actions and interviews that exist
- Copies of excerpts from the Nuremberg Trials as well as from Browning's book
- Overview of history of perpetrators
 - Names and background information from sources such as Hitler, Himmler, Goering
 - Culture and economic situation in Germany before the Holocaust and what caused the situations
 - Reparations and disarmament
 - Beliefs about Jewish people from the past
 - Cultural predisposition to following authority/following society
 - Scientific studies found in Browning's book about culture and authority



4

Day One

- Overview of history of perpetrators
 - Adolf Hitler
 - Herman Goering
 - Heinrich Himmler
- After World War I, Germany was supposed to reduce its armed forces, acknowledge their guilt for the war and had to pay reparations to the allied powers due to the Versailles Treaty.
- The Weimar Republic was formed but had a lot of economic instability
- When Hitler became Chancellor, he and the Nazis used propaganda to show that the Weimar Republic was weak and that Jews were to blame for the economic downfall.
- Cultural predisposition to following authority/following society (Browning, pg)
- Scientific studies found in Browning's book about culture and authority (Browning, pg)



5

Day Two

- Blind Nationalism
 - Nationalism definition: "The policy or doctrine of asserting the interests of one own nation viewed as separate from the interests of other nations or the common interests of all nations."
 - Blind nationalism: extreme nationalism that allows for people to act outside the norm
- Clips of "Hitler's Children"
 - Discussion on viewpoints and behaviors
- Examples of blind nationalism within Nuremberg Trials excerpts



6

Day Three

- Naivety and Fear
 - People can be naïve about their government and believe they can do no wrong
 - Nuremberg Trials: Quote about how could anyone question Hitler since he was in power
 - Uneducated people may not understand how their government works or what the leader is doing in order to be able to disagree
 - Propaganda is going to have a better effect on the naïve
 - The economy and culture at the time lead to people living in fear
 - People feared repercussions if they did not follow the Nazi regime and also feared the future of the country



7

Day Four

- It is important to understand that the people do not deserve forgiveness but their actions need to be understood in order to better prevent similar actions
- Discuss:
 - "When all is said and done, a single word, 'understanding,' is the beacon light of our studies."
 - Marc Bloch, a French Jewish historian not long before the Nazi's killed him (Browning, xx)
- All sides need to be explored in order to better understand the history of everything
- Human nature and psychology have an effect on behaviors
- Research on psychology and trauma as well as society is necessary to prevent similar behavior



8

Day Five

- How people behaved after the Holocaust and after their actions:
 - Were they the same person before and after the Holocaust?
 - Did their actions make them evil forever or were they still capable of being good people?
 - How did they behave the rest of their lives after the event?
 - How do/did their family feel?
- Open discussion on events that lead to people behaving uncharacteristically:
 - Vietnam and taking human remains as souvenirs
 - The Salem Witch Trials
- Activity:
 - What types of activities could be done in the classroom with students?



Appendix 2: PowerPoint for the Three-Week-Long Workshop

9

Motives People had for Following Hitler

An Educator's Workshop Three Week-Long



10

Week One: Day One

A Brief history of the Holocaust

- January 30, 1933 – May 8, 1945
- 6,000,000 Jewish people were murdered
- 5,000 Jewish communities were destroyed
- Adolf Hitler became Chancellor of Germany on January 30, 1933
- WWII began in 1939
- Jewish people were sent to ghettos beginning in 1940
 - They were forcibly removed from their homes and crowded into these ghettos
- What viewpoints did people have during the Holocaust?
- Antisemitism: hatred of Jews
- Many of those who were within the inner circle of Hitler had a strong hatred for Jews
- Many of those who rounded up the Jews and brought them to camps were everyday people who may not have been against Jewish people until the propaganda or fear



11

Week One: Day Two

- Thesis: There were three main motives behind those who allowed Hitler to rise to power
 - Fear: People feared the future of their country and they feared any repercussions for not doing what they were told
 - Blind Nationalism: There are two that fall under this. Naivety - which was not really understanding what was going on and just agreeing with their leader and extreme nationalism where they believed that their leader could do no wrong because he was in charge so why question him. Each of these motives can be shown by the actions and interviews that exist
- Copies of excerpts from the Nuremberg Trials as well as from Browning's book
- Overview of history of perpetrators
 - Names and background information from sources such as Hitler, Himmler, Goering
 - Culture and economic situation in Germany before the Holocaust and what caused the situations
 - Reparations and disarmament
 - Beliefs about Jewish people from the past
 - Cultural predisposition to following authority/following society
 - Scientific studies found in Browning's book about culture and authority



12

Week One: Day Three

- Blind Nationalism
 - Nationalism definition: "The policy or doctrine of asserting the interests of one own nation viewed as separate from the interests of other nations or the common interests of all nations."
 - Blind nationalism: extreme nationalism that allows for people to act outside the norm
- Clips of "Hitler's Children"
 - Discussion on viewpoints and behaviors
- Examples of blind nationalism within Nuremberg Trials excerpts



13

Week Two: Day One

- Naivety
 - People can be naïve about their government and believe they can do no wrong
 - Nuremberg Trials: Quote about how could anyone question Hitler since he was in power
 - Uneducated people may not understand how their government works or what the leader is doing in order to be able to disagree
 - Propaganda is going to have a better effect on the naïve
 - The economy and culture at the time lead to people living in fear



14

Week Two: Day Two

- Fear
 - The economy and culture at the time lead to people living in fear
 - People feared repercussions if they did not follow the Nazi regime and also feared the future of the country
 - Examples from Browning's book with the fear experiments



15

Week Two: Day Three

- It is important to understand that the people do not deserve forgiveness but their actions need to be understood in order to better prevent similar actions
- Discuss:
 - "When all is said and done, a single word, 'understanding,' is the beacon light of our studies."
 - Marc Bloch, a French Jewish historian not long before the Nazi's killed him (Browning, xx)



16

Week Three: Day One

- All sides need to be explored in order to better understand the history of everything
- Human nature and psychology have an effect on behaviors
- Research on psychology and trauma as well as society is necessary to prevent similar behavior



17

Week Three: Day Two

- How people behaved after the Holocaust and after their actions:
 - Were they the same person before and after the Holocaust?
 - Did their actions make them evil forever or were they still capable of being good people?
 - How did they behave the rest of their lives after the event?
 - How do/did their family feel?
- Open discussion on events that lead to people behaving uncharacteristically:
 - Vietnam and taking human remains as souvenirs
 - The Salem Witch Trials



18

Week Three: Day Three

- Activity:
 - What types of activities could be done in the classroom with students?



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