

Grade 11

The Cape Town Holocaust & Genocide Centre is pleased to offer a series of eight (8) units covering the following Grade 11 CAPS topic:

Ideas of Race in the late 19th and 20th Centuries – What were the consequences when pseudoscientific ideas of Race became integral to government policies and legislation in the 19th and 20th centuries?

Case studies: **Australia** and the indigenous Australians; Nazi **Germany** and the Holocaust.

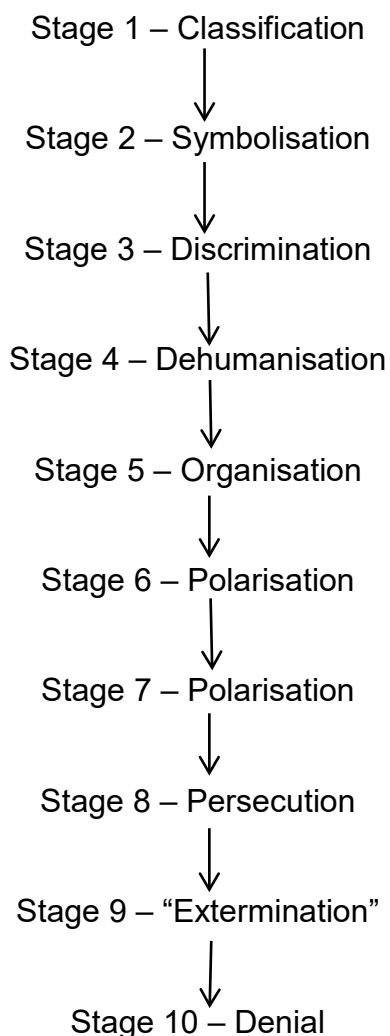
Unit 7

Case Study: Nazi Germany Part 3

In this unit you will learn about the following:

- The concept of genocide
- Stages 1-7 of Stanton's 10 Stages of Genocide
- The preparation for the genocide of the Jews of Europe (the Holocaust)

Dr Gregory Stanton's 10 Stages of Genocide



Let's begin with a definition of 'genocide'; the word means the mass killing of a particular group or tribe by or with the support of government, with the intention of destroying the whole group. A mass murder conducted by a lone wolf, without buy-in from government, is not genocide.

The Holocaust was not the first or last genocide, and genocides are not a European phenomenon. In 1915, there was a genocide of the Nama and the Herero in what is today Namibia. In 1994, when we were celebrating our liberation, there was a genocide in Rwanda. But the process for all genocides is the same.

Nobody wakes up one morning and says, "Let's host a genocide in our country today." A number of processes happen first, which appear on your left and which will be discussed over this Unit and Unit 8. If you look at these stages, you will notice certain things that are very familiar in South Africa. During apartheid, people were classified, discriminated against, dehumanised, polarised. But in South Africa, no genocide occurred. This was because the white minority apartheid government needed black people for the economy. They needed black people to do the hard, manual labour at cheap rates. The *purpose* of this crime against humanity was not genocidal.

Stage 1 – Classification:

Accepting and reinforcing attitudes based on prejudice and stereotyping



Let's begin with classification. This means accepting and reinforcing attitudes based on stereotyping and prejudice. Prejudice means to prejudge, stereotype means to portray everybody in a group as the same. One can have both positive and negative stereotyping. Here's an example of a positive stereotype, one which people think is positive, but is still problematic. "Black people are really good dancers." Do you know all black people? Have you seen them all dancing? This is a stereotype. And we want to try and avoid those things because they reduce a group to just a few traits.

Look at how the Nazis stereotyped Jewish people. In the image alongside, you see an old man, a very unattractive man. He is on a yellow background, because the Nazis associated the colour yellow with sickness and disease. This man is very unattractive and he has a very big nose. That was a stereotype that people said about Jewish people. In his hand he's got money, but under his other arm, he has a map of Russia and the Hammer and Sickle. So Jews are capitalists and they love money, but they are simultaneously communists, and they want to overthrow capitalism. So you've got these two contradicting ideas of Jewish people. The slogan at the bottom says 'The Wandering Jew', which is something they often said: Jews don't belong anywhere, they do not have their own country.

The next image, comes out of a children's book. The man is ugly, again, and he has a big nose. He is well dressed, which assumes he's wealthy, so those are things that children seeing this book would understand. But what's he doing? He's trying to capture this beautiful young German maiden, and what is the message here? It's about defilement. It's about making their blood dirty. It's about not wanting Jewish blood mixed with so-called Aryan blood. So the notion is that he's going to rape her, defile her, and dirty her blood.

Stage 2 – Symbolisation: Name calling/hate speech/exclusion/isolation/labels



The Jews are our misfortune

Now we are going to talk about symbolisation, which includes name calling, hate speech, exclusion, and so forth... A lot of these early stages you might notice in our society or even in your social group; we might call these things bullying. These things don't mean genocide is going to happen, but genocide doesn't happen without these things taking place and being encouraged by government.

Here's a newspaper from Nazi Germany called *Der Stürmer* ("The Stormer"). At the bottom of every single edition of this newspaper was a slogan which said, "the Jews are our misfortune." This slogan wasn't only on newspapers, it was everywhere. At rallies, on billboards, on posters, in schools. If one see this over and over and over again, one might think, "wow, every bad thing that's happened to me, it's their fault!" It's a way of scapegoating and making someone else the reason for your problems.

Stage 3 – Discrimination: Laws, violation of rights, citizenship questioned and/or removed

- Nuremberg Laws
- 1935 annual Nazi party rally held in the German town of Nuremberg placed their racial ideology in law
- Discrimination against German Jews now legal
- German Jews stripped of their citizenship and rights
- German Jews not allowed to marry or have sexual relations with those of "German blood"
- Jews defined as anyone with 3 or 4 Jewish grandparents regardless of whether or not they practiced Judaism or saw themselves as Jewish
- Those with 2 Jewish grandparents classified as 'mischlinge'
- Many Germans who had never identified as Jewish were targeted

The discrimination in Nazi Germany was not dissimilar to that in apartheid South Africa. At the heart of it was a series of laws called the Nuremberg Laws. These laws removed and violated the rights of German Jews, and stripped them of their citizenship. They made the systematic discrimination of Jews perfectly legal.

Another law disallowed 'intermarriage'. This is similar to a law that we had in apartheid South Africa, where you were not allowed to marry or have sexual relations with someone whose skin colour was different to yours. In Germany, it was about blood, not skin colour. Obviously, there is no such thing as 'Jewish blood'; Judaism is a religion. But the Nazis said that anyone who had three or four Jewish grandparents, whether they practiced Judaism or not, whether they saw themselves as Jewish or not was a Jew **by blood**. So many Germans who had never identified as Jewish found themselves targeted. People who had grown up with Christian parents found themselves classed as Jews because of the religion of their grandparents. Those with two grandparents were called 'mischlinge' or 'mixed breeds'. They were also discriminated against, because they had "tainted" (spoilt) blood.

Stage 4 – Dehumanisation:

Members of the “out” group treated as less than human – referred to as insects/animals in propaganda



The fourth stage is dehumanisation. What's dehumanisation? It's taking away a person's humanity. Members of the “out” group are treated as less than human, and referred to as insects or animals. The Nazis called Jews rats, bacteria, and snakes. Leading up to and during the Rwandan Genocide in 1994, the Tutsi were referred to as cockroaches. Genocidal regimes always use dehumanising imagery to motivate their actions.

Let's have a look at this image again. This creature or insect has a big nose, so he represents a Jew. Behind him is the Star of David, which further reinforces that the bug is Jewish. In his eyes, the one eye reflects the Hammer and Sickle (i.e. communism) and the other eye reflects money (i.e. capitalism). This creature is crawling all over the world ('the wandering Jew' trope discussed earlier). The image uses all of the negative stereotypes about Jews, but also reinforces that they are *not human* by portraying them as insects or vermin.

Stage 5 – Organisation:

Planning by government – special militias – tacit approval for general population to do as they want without fear of prosecution



Stage five is when the government starts planning and organising the physical violence. In Nazi Germany, between 9 and 10 November 1938, massive riots broke out all across Germany. It was organised and supported by government. Jewish shops got smashed, their homes get broken into, their synagogues (which means a Jewish church or temple) were attacked and destroyed.

That is what is happening in the image on the left; that is a synagogue on fire. You might ask yourself: “Where is the fire brigade?” It's actually there, they are wetting the buildings on either side so that those buildings, which don't belong to Jews were not harmed. After the riots, tens of thousands of Jewish men were rounded up and sent to prison. Jewish people knew that they were being targeted and they needed to get out of Germany.

Stage 6 – Polarisation:

Propagandist broadcasts reinforcing hatred/prejudice, laws to separate groups, intimidation of moderates by extremists



Many Jews did get out, but many others did not have the resources or opportunities to emigrate and remained. They were now separated even more from the general German population. They were not allowed into certain shops, onto public transport, or onto beaches.

But how can you tell who is and isn't a Jew?

The Nazi racist ideology says you can tell a Jew because all look and behave the same. But that's not true, obviously. So the Nazis made all Jews wear a yellow star with the German word for "Jew" on it. If they didn't wear that badge, their family and friends would be executed in front of them. Jews were now completely polarised from their non-Jewish neighbours.

Stage 7 – Preparation:

Planning the event – cloaking it in euphemisms such as "Final Solution" or "cleansing" or "self-defence" or "purification"

1 September 1939
WWII starts

In stage seven, the genocide really starts being spoken of, but in euphemistic terms. We spoke about the word euphemism, using a polite way of saying something terrible in Unit 6. They begin to say things like: "we're going to find a **final solution** to this problem because we need to **cleanse** our nation" or "we need to **defend** ourselves."

On 1 September 1939, Germany invaded Poland. World War II began.

Now, remember, in Germany, 0.8% of the population was Jewish. In Poland, 10% of the population was Jewish.

The Nazis found a different way to manage to Jews in Poland.

We will see what transpired in the next unit.

QUESTIONS

1. What was the name given to the laws at the heart of Nazi discrimination against Jewish Germans, and when were these laws passed?
2. Why did the Nazis use the hammer and sickle to symbolise communism?
3. Why do genocidal government polarise their nations? Give reasons for your answer.
4. What name is given to the organised anti-Jewish riots on 9-10 November 1938, and why? You may have to research the answer or use prior knowledge.
5. Define the term 'euphemism' in your own words.
6. Apartheid was a crime against humanity which included many stages of genocide, even though a genocide never took place. Choose a stage of genocide discussed in this Unit, and compare and contrast how it manifested in Nazi Germany and in apartheid South Africa.

ADDITIONAL RESOURCES

Cape Town Holocaust & Genocide Centre: <http://ctholocaust.co.za/>

Events in the History of the Holocaust: <https://www.theholocaustexplained.org/events-in-the-history-of-the-holocaust-1933-to-1939/>

Roots of Nazi ideology: <https://www.youtube.com/watch?v=dvCkw87FLZk>

How the Nazis "Normalized" Anti-Semitism by Appealing to Children:
<https://www.smithsonianmag.com/history/how-nazi-normalized-anti-semitism-appealing-children-180959539/>

Nazi Propaganda:
http://www.bbc.co.uk/history/worldwars/wwtwo/nazi_propaganda_gallery.shtml

Nazi Germany and the Jews 1933-1939: <https://www.yadvashem.org/holocaust/about/nazi-germany-1933-39.html>

Frequently Asked Questions: <https://www.yadvashem.org/holocaust/faqs.html>