

Introduction

1. modern history
2. the "Long Century"
3. "rebel" terrorism
4. How do the respective authors define "modern terrorism"?
5. How does the concept of "strains of terrorism" differ from "waves"?
6. What role does technology play in explaining the rise of modern terrorism?
7. What role do "ideas" play?
8. Where do the 19th c. Russian Revolutionaries fit into the respective interpretations?
9. How do their definitions compare to that of Alex Schmid?

Waves of Terrorism

1. Anarchist
2. Ethno-Nationalist/Anti-colonial
3. New Left
4. Religious

Four Waves of Rebel Terror and September 11

1. When an anarchist assassinated the president in sept 1901 theodore soosevelt summoned a crusade to exterminate terrorism
2. The state created plain clothes police forces to infiltrate terrorist organization

The Waves

1. 1880s - Anarchist wave
2. 1920-1960- anti-colonial wave
3. 1960-1990s - new left wave
4. 1979 - today - religious wave
5. Most organization understand revolution and national self determination but the question of what constitutes a people can lead to conflict
6. Pattern of waves suggests a human life cycle where the dreams that inspire parents are not shared by their children
7. Each religious tradition created its own kind of terrorism
8. Through the 20th century there was a contraction of time and space
9. Anarchist doctrine
 - a. Modern society contains reservoirs of ambivalence and hostility
 - b. Society devises moral conventions to generate guilt
 - c. Conventions can be explained historically and different generations view them differently
 - d. Terror is the quickest way to destroy conventions
10. The most admirable death was seen as a court trial where one accepted responsibility and used the platform to indict the system, thus creating a martyr and a hero
11. Versailles peace treaty create the anti-colonial wave as nations broke up using self determination
12. They participated in assassinations of the police to eliminate their information systems
 - a. The military would then step in, but they were too clumsy and support would then increase for the terrorists
13. Participated in guerrilla actions, and some made efforts to reduce civilian casualties

14. Terrorist groups rarely achieved their purposes
15. They stopped calling themselves terrorists and instead went by freedom fighters
16. The word terrorist gained more negative connotations and government described more violent acts as acts of terrorism
17. The Vietnam War produced the new left wave or the third wave which combined radicalism with nationalism
18. More international terror as groups linked up, shared information and training
19. Airline hijacking was prominent and planes were taken often to get hostages
20. Strikes of foreign embassies began
21. Hostages could provide a source of funding, as well as bank robbing, although it was less prominent
22. The religious wave began and religion was used to justify terror and be an organizing principle
23. Started using chemo-bio weapons and an introduction of suicide bombing
24. This was the beginning of a new century, and it was thought that this would bring a new redeemer, this increased conflict
 - a. Tried to create a single state for all Muslims
 - b. Sought out people from all parts of the world, including those who had moved to the west
 - c. Aimed to eliminate American influence
25. Started to attack Americans
26. After 9/11 the war against terror was launched

Closer Look at International Dimensions

1. Four main audiences
 - a. Diaspora populations
 - b. Liberal sympathisers
 - c. Foreign terrorist groups
 - d. Foreign governments
2. 1890s became the golden age of assassination
3. Most assassins were anarchists who tried to assassinate leaders
4. At the beginning of the 20th century some states began to help terrorist groups
5. League of Nations drafted conventions but they were mostly political theatre and never went into effect
6. Diaspora groups were a source of support and income and they often offered this from overseas
7. International connections can be unreliable
8. More attacks involved American targets
9. During the third wave states began to cooperate with each other to create counter-terror efforts, establishing Interpol and Interpol however they did not always cooperate as their laws were not always in line
10. Once the center of an organized group is destroyed they are more likely to quit fighting

Parker Four Horsemen of Terrorism

1. The waves have not actually disappeared
2. May be possible to identify a patient zero for each strain

3. Four strains of terrorism were nationalism, socialism, religious extremism, and social exclusion

Terrorist Groups as Learning Organizations

1. They learn from direct experience, and successes and failures of rivals and peers
2. Successes of some groups attracted others to emulate this success
3. Once some terrorists are successful than people believe it is
4. Acts of terrorism are better ways to spread ideas than written propaganda
5. Each wave is characterized by a common narrative about the enemy
6. These organizations are usually autonomous and isolated
7. They learn ideology, strategy and tactics from other groups

Nineteenth Century Origins of Modern Terrorism

1. revolution in military technology through dynamite, contact grenades, time bombs and these contributed to being force multipliers
2. Revolution in communication tech - telegraph, rotary printing press, commercial railway, steamer ships
3. Prior to the 19th century political activity was the exclusive province of social elites
4. New tech brought educational, employment, opportunities, created an industrial proletariat, created working class empowerment, and people were encouraged to use violence to effect political change
5. The losing side of wars turned to terrorism

Nationalist Terrorism

1. Italy's path to unification was driven by regular and irregular forces
2. Irish controlled in skirmishes to undermine British rule, and keep up guerilla warfare
3. Nationalistic terrorism became an important part of nations independence narratives

Socialist Terrorism

1. Anarchist terrorism became a world wide phenomenon
2. Motivated by communism

Religious Terrorism

1. Tried to make examples to strike terror
2. Used trials as platforms to proclaim their views and embraced martyrdom
3. Religion had been an important factor in Irish nationalism but it was now used in this time to intertwine faith and politics
4. Muslims participated in military through jihad and martyrdom
5. The religions were started in 1979 but the seeds of this go back much further

Social Exclusion Terrorism

1. KKK tried to make a mess to make a point
2. Violence got little attention and they made little effect politically
3. Norwegian attacks motivated by anti-socialist and xenophobia

Shmid Defining Terrorism

1. Terrorism is employed in the contexts of illegal state repression, propagandistic action, and as a tactic of irregular warfare
2. Single phase - like bombings, dualphased - like kidnappings, multiphased - disappearances, secret detention

3. There are threat based communication processes used to get the support of specific constituencies
4. Terror to instil fear, dread, panic and anxiety
5. The victims are not the army, but rather civilians
6. Direct victims are not the target
7. Sources are individuals, groups, transnational networks and state actors
8. Violence is predominantly political
9. The intent is to terrorise, intimidate, antagonize, disorient, destabilize, coerce, compel, demoralize or provoke to get a favourable power outcome
10. Motivations are alleged grievances, revenge, punishment, revolution, national liberation and the promoting of diverse causes
11. Part of a campaign of violence

Module 1 Week 1 - Russian Revolution

1. Understand how and why some Russian revolutionaries turned to terror in 1878
2. Explore the international dimension of this turn to terror
3. Understand the short-term and long-term consequences of the terror campaign in Russia
4. Understand the role of the Russian revolutionaries in the history of modern terrorism
5. Sergei Nechaev, Catechism of a Revolutionary (1869)
6. "Propaganda of the Deed"
7. The People's Will = Narodnaia Volia
8. Sofia Perovskaya
9. Lenin
10. Higher Courses for Women (est. 1872)
11. Blank or fictitious marriage

Peter Kropotkin, Appeal to the Young, 1880 (excerpt)

1. Doctors can see people sick and dying from a lack of basic necessities and they can prescribe food, rest and fresh air, but the people cannot provide these
2. How does the philosopher differ from the drunkard in that they both pursue gratification
3. Science today only exists for the privileged
4. Despite there being progress most people remain at the level they were at years ago
5. The law is always on the side of the landowners, but this might not always be just
6. Should analyze the law and strip off cloudy fictions
7. This makes you a socialist and a revolutionist

January 24, 1878: Vera Zasulich shoots the Governor of St. Petersburg

1. Capital of Russia at the time
2. Vera showed up and said she was there to present a petition, she then shot the governor with a gun
3. There was a question of what her intentions were
4. The jury decided that she was not guilty of shooting him
5. The jurors thought that political violence was justified under certain circumstances
6. She claimed she shot him because he had given the order to whip a political prisoner and this order was illegal
7. The political prisoner never recovered from the whipping
8. She wanted to bring attention to his abuse of power

9. He was very brutal so the shooting was viewed with some sympathy
10. The foreign press made it into an international story
11. Became a celebrity trial
12. The minister of justice was desperate to get a guilty verdict
13. Defence strategy was to tell the story of her life which was difficult, then she audited university lectures
14. She got involved with a revolutionary and the police started to follow her and arrested her for 2 years without a trial
15. The police harassed her for 8 years
16. She read about the beating and this apparently reminded her of her own fate
17. She wanted to make a statement and have the world know her story
18. She got involved with a very strong revolutionary and she got involved with this revolutionary cause
19. She escaped to Switzerland and was renowned as an international terrorist

The Turn to Terror: The Russian Context

1. The repercussions for Vera were long-lasting
2. This was the end of public trials
 - a. These had been an innovation of the reforms
 - b. Vera's case was the last political case tried with a jury
 - c. The following ones were tried with secret tribunals
3. Legitimized violence as a political tool
 - a. Demonstrated how effective terror could be
 - b. Demonstrated that terror works
 - c. Set off a killing spree across Europe (1878)
4. Revolutionaries became captivated by the use of propaganda
5. Terrorism was taken up enthusiastically by the revolutionaries in Russia
 - a. They formed the People's Will organization and they said they would use terror to attack the state and force political reform
 - b. The target of their attention was Tsar Alexander II
 - c. Believe that killing him would show their strength and prompt a political uprising
 - d. By Russian standards, he was a relatively progressive leader
 - e. Russia was a largely agrarian society
6. 90% of the population of the empire lived in the countryside, 90% of these were peasants, and half of these were serfs
 - a. These people were attached to the land, but this was owned by the nobility and the crown
 - b. Serfs had virtually no rights under the law
 - c. Something very close to slavery
7. Russia had just suffered a defeat in the Crimean war
8. In the 1860s he made reforms to key areas of Russian life and made the country more progressive, he most impressively liberated the serfs
 - a. He did not make a constitutional change like many other Europeans were
 - b. All power still remained with the Tsar
 - c. These reforms left people unhappy

- d. The nobles were disappointed with their loss of land and serf labour
- e. The peasants were confused with their emancipation settlement as they only received half the land that they worked, the landlord got to choose the land, and they had to pay for it at inflated rates for 49 years
- f. Nihilists denounced the reforms as a giant hoax
- 9. Campaign to kill the tsar took a turn after her trial
 - a. 8 attempts to kill him
 - b. Dynamite was the most common weapon
 - c. March 1st, 1881 they hit him with a bomb and he died

The Making of Russian Revolutionaries

- 1. April 3 1881 people were assassinated for the killing of the tsar
- 2. The proceedings were censored and the trial was not public
- 3. 5 leading members were hanged and Sophia Pereskia became the only woman to be executed for political crime in Russia
- 4. Over the next 4 decades, the movement evolved and grew
- 5. 1917 the monarchy collapsed
- 6. The bolsheviks then came to power
- 7. Question of how individuals were radicalized
- 8. Russian intelligentsia were the group that of revolutionaries that opposed government
- 9. Social origin
 - a. Many of them were from the nobility
 - b. Often children of army officers, landowners, or of high ranking government officials
- 10. Sophia Perovskaya's father was the governor of the city of St Petersburg
 - a. When she had been arrested in the past her family connections were good enough to ensure her release
- 11. Ulianov family
 - a. Lenin was a son of this family
 - b. His father was a school inspector and this was pretty upper-middle class
- 12. Only 2 did not come from nobility out of the revolutionaries
 - a. Later the movement started to attract more workers and peasants
- 13. Zhelyabov was radicalized by violent events that happened such as rapes
- 14. Many radicals were brought up in good families
- 15. Radicalism played a large part in socializing younger siblings into the revolutionary movement
- 16. Alexander Ulyanov - Lenin's brother was a member of the people's will and was involved in a plot to kill alexander's successor
 - a. He was executed for this attempt
- 17. Men dominated the revolutionary movement but there were 10 women on the revolutionary executive committee and women were about 20% of the revolution overall
 - a. Unprecedented amount
 - b. The underground was attractive to women as it was one of the only outlets for their talents as they are discouraged from getting professional positions
- 18. Almost all radicals had higher education

19. Alexander opened up the universities to all young men who could pass the qualifying exams
 - a. The number of students tripled and then continued to grow
 - b. Restored the right of women to attend lectures which was often taken up by women
 - c. Some women went abroad to study, often Switzerland after the 1860s, most women want to study medicine and they formed a large colony of expats
 - d. The Russian government sanctioned higher courses for women and they evolved into a liberal arts college
20. Uni faculty tended to be conservative
21. Government prohibited student organizations
22. Likely shaped the radical experience though
 - a. Sense of empowerment and liberation
 - b. Sense of comradery
 - c. A strong sense of historical mission, they saw themselves as the future of progress
23. Women were often first drawn to a radical culture, then they made their way to theoretical worlds
24. Part of being a revolutionary was reading forbidden books
25. Books gave them a sense of community and belonging, this was part of a wider global movement
26. They created a radical counter-culture to identity them as radicals
 - a. Way of dressing
 - b. Rejection of the established order
 - c. Lived together in communal apartments
 - d. They practiced equality in the politics of daily life
 - e. Marriage was thought to be oppressive to women
 - f. They engaged in blank or fictitious marriage so that women could be freer
 - i. They would get fake married to male radicals
27. Arrest and prison
 - a. Until 1905 political activity in Russia was illegal, illegal to talk about political change
 - b. Young people were often arrested for these things
 - c. While sitting in prison one guy sketched out a theory of jet propulsion
 - d. Many were exiled to Siberia if they were caught with revolutionary materials
 - e. Many political prisoners were confined to exile in remote areas
 - f. Some people were broken by the experience, while others were radicalized
 - g. After arrest, it was difficult to return to a normal life
 - h. Not all arrested became radicalized, but this was often the turning point for those that did
28. The social networks formed propelled the movement, the poetry of revolution kept it going

Module 1 Week 2 - Russian Revolution

Vera Zassulic

1. She shunned fame
2. Strong woman
3. Negligent with her appearance
4. Very smart
5. Very private, aloof
6. Lives within herself
7. Extreme idealist
8. Did not gain peace within her heart

Sophia Perovskaia

1. Beautiful
2. Girlhood personified
3. Passion for neatness
4. Excellent schoolmistress and nurse
5. Very smart
6. Was part of the aristocracy
7. Had love for the weak and oppressed
8. She ran away from home
9. Part of the important circle
10. One of the most influential members of the circle for her stoical severity and her powerful capacity
11. She was arrested and released in the Crimea on a family estate
12. She went to the trial unaware of the plan and was consigned to the gendarmes which she escaped from
13. Returned to St Petersburg where she continued her work
14. Arrested after March 13th
15. She wanted to share the fate of her companions so they were all killed together

The First Modern Terrorists?

1. They saw themselves as part of a long revolutionary tradition
2. There was socialism, anarchism and communism that were all overlapping in the revolutionary movement
3. Fundamental divide emerged between people who believed in seizing the state (like Marx) against those who wanted to bring socialism in from below
 - a. Marx thought that the working class should conquer political power
 - b. The use of terror was inevitable to fight off the enemies of the revolution
 - c. Both wanted free egalitarian society
4. 19th century they were closely associated with anarchism, often called nihilists or populists
 - a. Mikhail Bakunin and Peter Kropotkin were two of the most famous
 - b. Both spent a lot of time abroad and took part in international revolutions
 - c. They thought that following Marx would create a one party dictatorship
5. The first international was founded in 1864 and they attempted to create a union of the different revolutionary groups

- a. 5-8 million members
- 6. Anarchism has 3 core beliefs
 - a. Opposed to the domination of a group of people by another
 - b. Dedicated to building a revolution from below, ex peasants rising up
 - c. Global vision
- 7. The russoan radicals were concerned with the serf emancipation and the coming of capitalism and industrialization that the peasants would be turned into wage slaves
- 8. In most european countries most people still worked in agriculture for the 19th century
- 9. Anarchism became the leading radical movement in the world
- 10. Anarchism developed though the waves of immigrants to the US from rural settings
 - a. Brought anarchism with them
- 11. Also came through the new colonial empires being created in africa and asia
- 12. Terror was not essential to the anarchist thought
 - a. The wave of terror was prompted by the belief that meaningful political change could not be achieved through peace
 - b. There was not universal suffrage even among men
 - c. As they moved further east the fewer checks there were on power and the fewer rights they were given
- 13. Destruction of the paris commune was a defeat for the anarchists and there was increased clamp down on dissidents all across europe
- 14. Going to the people movement 1874 - young people left school to go work and live among the peasants and workers, spontaneous movement
 - a. Peoples will participated in this movement
 - b. Very brief experiment as they started to get arrested
 - c. Many languished in prison for years afterwards
 - d. Vera waited until their trials were done to shoot the general
- 15. What was different about vera
 - a. They were not a head of state, expanded it to policemen
 - b. Public reaction was sympathy, not terror
 - c. Reaction was global, which technology and telegraph played a role in
- 16. Newspapers developed large readerships
 - a. Increases in literacy
 - b. Steam powered printing press which increased supply
- 17. More radical periodicals like freiheit which was a german anarchist periodical
 - a. Popularised the concept of propaganda of the deed
 - b. Created by Johan Most
 - c. Immigrated to the US and brought his publication with him
- 18. Underground russia was a series of profiles of the leaders of the revolution
 - a. first came out as newspaper articles
 - b. Lots of allies in europe and the states
- 19. Creation of the society of friends of russian freedom
 - a. British and american activists who supported the revolutionaries
 - b. Often attracted famous people and abolitionists
 - c. They provided funding and support

Anti-Jewish Pogroms

1. Blowback - unintended consequences of covert operations
 - a. After czar was assassinated violent disorders broke out in the south of the russian empire
 - b. Men entered jewish corner of the town and attacked jewish houses, stores and people
 - c. Continued for 16 months
 - d. First modern program
2. Pogrom - a mob attack against a minority
 - a. Disorders were welcomed by many radicals
 - b. People thought it was the first spark of revolution and oppressed people rising up
 - c. Thought the riots would turn on the landowners later
 - d. The government was generally taken by surprise by these
 - e. The crowds did not have much motivation to attack much more than the jews
3. Jewish population was about 5 million and most lived in the pale of settlement
 - a. Had fled to eastern europe to flee oppression in western europe
 - b. Much of this territory was part of the polish commonwealth
 - c. The jews were welcomed as there was a need for skills
 - d. They lived in their own compact communities and managed their own affairs
 - e. Poland was then partitioned, and most jews came under russian rule
 - f. They were seen as outsiders which made them vulnerable
 - g. Russians started to introduce restrictions, called the temporary laws, and prevented them from moving outside the pale of settlement
4. Pogroms were new and unprecedented in russian
 - a. Took place in the newest areas of settlement in the south which had been a buffer between russian and ottoman empire
 - b. This was a frontier area, often military garrisons
 - c. Towns took off with the railroad, and this is how they spread
 - d. Liquor stores and inns were the first targets
 - e. The instigators were local people who were in competition with the jewish people
 - f. They often came from the north looking for work in the south
 - g. The south was undergoing rapid social and economic growth, began exports, industry was growing
 - h. Late 1870s there was an economic depression with 1881 the worst year
 - i. Migrant workers experienced this the worst as they were in new situations which they resented and they had little social control
 - j. Migrants were particularly rough and violent
 - k. Field by rumors that the czar had been killed by the jews and that the new czar had sanctioned these
5. Tsar Alexander III did not sanction them and believed that increased integration was okay
 - a. He ultimately ended with the christian population and he introduced new sanctions against the jewish population

- b. There were quotas on jewish students, they were denied jobs, they were forced out of cities
 - c. Jewish people either joined the revolutionary movement, and they represented about 4% of the movement prior, but their numbers increased as the restrictions increased
 - d. Many left russia and traveled to the US and Canada
 - e. Movement towards zionism gained momentum and immigration towards policing began
- 6. 1881 sacred gaur emerged which was a right wing revolutionary movement and they wanted to defend the emperor and the existing order
 - a. Most active was the black hundreds which organized programs and other violent anti-revolutionary acts
- 7. Assassination of the czar increased the violence

Terror and State Violence

- 1. Acquittal of vera was a tipping point in the revolutionary movement
- 2. The government doubled down on oppression and expanded its surveillance and policing powers
 - a. These measures made the situation worse
- 3. 3 pillars of the police state
 - a. Politics as a criminal offence (1845) - private individuals could not be concerned with politics and could not talk about changing the system
 - b. Prevention as a legal basis for arrest (1878) - arrested people suspected of trying to commit crimes, they did not have to do anything anymore, only had to arouse suspicion
 - c. Police as an independent power (1878) - no longer had to request permission from the ministry of justice, no longer had to report to other branches, accountable to nobody
 - d. These were put in place before the assassination of the Tzar
- 4. Okhrana - department of state police - was created to prevent crimes against the state
 - a. Developed a system of spies
 - b. Also established foreign offices to shadow russian immigrants
 - c. Russian had to police forces, one to protect citizens, and one to protect the state from the citizens
- 5. Passports and fingerprinting as used to track the radicals movement
- 6. Other federal police departments were created around the world to monitor terrorist action
- 7. Treatment of political prisoners decreased as they were no longer dealing with just the sons of the nobility
- 8. Brutality against women became far more common
- 9. Created forced labour camps in siberia (Kara mines)
- 10. Imperial russia was not a full police state as it was too inefficient and had too many loopholes
- 11. Foreign travel was still permitted so they were able to be headquartered in other countries

12. The counter measures were out of proportion to the situation, they encroached on the rights of all citizens, which radicalized more people
13. Russian society tolerated political violence as a characteristic of the state
14. Germany also put in place rules to crack down on socialism, but these were ineffective as the socialists kept winning elections as independents
15. British restricted immigration over fear of immigrant anarchists
16. US put in an immigration quota from eastern europe
17. Russian empire mainly polarized russia on society, and they relied on political repression for its daily survival
 - a. Created and us against them ideology
 - b. This strengthened the radical movement as they were not so fragmented
18. The bolsheviks seized power in st petersburg and announced a dictatorship of the working class
 - a. Anticipated needing to use violence
 - b. State terror under them claimed many victims
 - c. Terror from below became terror from above as the bolsheviks gained power
19. Where there is intense conflict there will be terror
20. Political violence begets political violence

Module 2 Week 1 - Lynching and Segregation

1. Understand why lynching increased in the American South during the late 19th and early 20th centuries
2. Examine how terror operated in multiple forms to support systems of racial segregation and oppression
3. Understand how African Americans built political movements and developed protest strategies to fight segregation
4. Examine how visual culture could be used by different historical actors to support or resist racial oppression and terror
5. Sam Hose
6. Lynching
7. The myth of "Black Beast"
8. Spectacle Lynchings
9. W.E.B Du Bois
10. Reconstruction
11. Ku Klux Klan
12. Segregation
13. Plessy v. Ferguson
14. Birth of a Nation
15. Why did white southerners claim lynching was necessary?
16. Were these the real reasons?
17. In practice, what sorts of events precipitated lynchings?
18. How did black leaders explain these murders?

Hodes Murder

1. Lynching was rare before the civil war, but it peaked in 1892

2. Routinely claimed rape was the cause, but there was no postwar wave of sexual assaults and this was not the most common recorded cause
3. Perpetrators were largely undisguised and the murder was open to the public, often printed in local papers, and seen by families and police officers
4. The jury would claim the cause of death was at the hands of unknown people
5. They equated black men's political power with sexual transgressions across the colour line

Alternative Stories about Lynching

1. Ida B Wells recorded how white women were voluntarily participating in sexual liaisons
 - a. She took her campaign to England
 - b. She placed the burden of agency on white women
2. Jesse Duke wrote that there was a greater appeal of a black educated Romeo
 - a. He was forced out of town and forced to recant
3. Women were often compelled by threats and violence to make a fake accusation and the marks of violence presented were often caused by their white families

Hellhounds - Litwack

1. Lynchings contributed to the moral deterioration of white society
2. Lynch law was seen as a good sign as it showed that there could be justice against black people
3. Black people when not enslaved were savage, lustful, and capable of murder and mayhem
4. Lynchings were justified in the name of humanity, morality, justice, civilization and Christianity
5. White women and their families were fearful of black men
6. There was never a conviction of lynchers for rape
7. Whites resisted trial as it would mean the female victims would endure public glare and curiosity
8. Black men articulated concerns about their women being hurt
9. Thought that women should be able to carry weapons
10. Most lynchings stemmed from the fact that a black male had broken the rules of racial etiquette had violated the bar on consequential interracial sex
11. Often had participated in small crimes, or were economically competitive, or challenged white supremacy
12. It was seen as necessary to remind them of their place in society
13. Black people migrated to the north
14. Lynchings feed a spirit of anarchy

Chapter 4

1. Lynching is an expression of southern fear of black progress
2. It was dangerous to accumulate savings or improve their home or appearance
3. They were given minimal protection and respect and were defrauded by employers, landlords and merchants
4. They had little hope for improving their lives or the lives of their children

Wells-Barnett Case Stated

1. White men had previously avoided harming their slaves as that would cost them money

2. After emancipation, there was no reason to protect their investments so lynchings began
3. They started to originally stamp out race riots
4. Fear of black political domination as they could vote
5. The government was unable to protect them
6. They were voiceless on councils and were eliminated from participation in state and national elections
7. White women from the north went south to teach black people Christian values
 - a. They were never attacked and did not fear it

Video - Introduction

1. April 23, 1899 - Sam Hose was killed by a mob in Georgia
2. Terror as white supremacy and racial violence
3. How non-violent tactics were used
4. How technology was used by activists to promote their cause
5. Focus on race in the American South until the 1960s

The Lynching of Sam Hose

1. On April 13 the leading newspaper - Atlanta Constitution ran a story about how he was going to be lynched
2. He was accused of vicious crimes and white men were trying to capture him
3. Reporters declared his guilt
4. He worked on the land of a white man - Alfred Cranford
5. Hose killed Cranford
6. Accused of injuring his children and raping the wife of Cranford
7. The media began to run more stories and offer rewards for his capture
8. The local business closed so that they could join the search party
9. Papers called for him to be killed, tortured, and burned alive
10. Captured on April 22
11. Trains began to offer excursion trains to take people to his lynching
12. More than 2000 people attended
13. His guilt had never been proven
14. They tortured him for half an hour, and they burned him alive
15. They had body part souvenirs and other souvenirs from the lynching
16. An African American organization started an investigation
17. The detective found that he killed him in self-defence after being threatened by Cranford with a gun
18. This investigation was not of interest to the white press or public

Statistics, Definition and history

1. Between the 1880s and 1930s over 3000 documented cases
2. Lynching - the extralegal killing of a person by a group acted under protection of service to justice or tradition
3. Slavery came to an end in 1865
4. Lynching was a violent and painful reminder that they were not truly free and equal
5. State officers would often condone or allow these lynchings to occur
6. Lynchings were rare during the period of slavery as they were valuable property

7. White people and women were occasionally lynched, but they were overwhelmingly black men in the south
8. Sadistic quality, public display and form of amusement (spectacle lynchings)

Racial Violence, White Supremacy and Visual Culture

1. Fear of the rape of white women was what they claimed was the motivator
2. Slavery had tamed them but after emancipation, their brute things were brought out
3. In killing black men the message that white women were fragile was sent to them
4. White men were more likely to rape black women
5. Many relationships were actually consensual
6. Was a ritual that united white racial identity
7. Technology allowed the news to spread further and the crowds to be larger
8. Transportation turned it into a modern spectacle
9. They took pictures of this which normalized it
10. Often used the term barbeque to refer to the lynching
11. WEB DuBois became an activist after hearing about hose knuckles being for sale

From Reconstruction to Jim Crow

1. Was a Ph.D. student
2. He said the problem with the 20th century was the colour line
3. There was a system of segregation that allowed for lynching to happen
4. American slavery existed for 2 centuries with 4 million enslaved people in 1861
5. The civil war was from 1861-1865 which was the union (north) vs confederacy (south)
6. Slavery was the foundation of the southern economy
7. The civil war led to the end of slavery
8. Period of reconstruction 1865-1877
 - a. Period of hope
 - b. These were guaranteed by the federal government
9. Amendments to the US constitution
 - a. 13th - abolished slavery
 - b. 14th - citizenship rights for the formerly enslaved giving them equal protection of the laws
 - c. 15th - voting rights to African American men
10. KKK formed in 1865 and they were a terrorist group to restore white supremacy
 - a. Spread rapidly
 - b. Stopped African Americans from voting
 - c. Punish the ones who obtained land or when to school
11. By 1877 the federal government removed troops from the streets that were protecting black people

Disenfranchisement and Segregation

1. They set barriers for voting like property rules and literacy requirements and had loopholes for white voters
2. Adopted poll taxes
3. Installed a white primary barring them from voting in this
4. Segregation was often called jim crow - a white performer who danced in blackface
5. Segregation was the attempt to isolate them especially in public places

The Culture of Segregation

1. Segregation policies were passed in the late 19th and early 20th centuries
2. They had a fear of racial contamination
3. Wanted to curb African American advancement and assertiveness
4. Railroads were contested terrain
 - a. Ran first and second class cars
 - b. There was a fear that white women and black men might be seated next to each other
 - c. There was resentment towards educated middle-class African Americans as they saw them as assertive, uppity and insolent
 - d. African Americans were seeking first-class accommodations

Plessy v Furguson

1. Homer Plessy was from New Orleans Louisiana
2. Louisiana had a black governor but retreated from this progressive movement
3. 1890 Louisiana passed the separate car act
4. 1892 Plessy bought a ticket and took a seat in the white coach and he was arrested
5. Judge John Furguson was assigned his case
6. Lawyers claimed that his freedom had been violated
7. Judge Ferguson ruled against him
8. The case was appealed to the US supreme court and they argued that the law violated the 14th amendment
9. Court decided that he had no case as segregation did not imply inferiority and that integration was not publicly supported
 - a. Said that prejudice could not be overturned by law
 - b. Affirmed separate but equal policies
 - c. Opened the floodgates for segregationist policies
10. Black domestic workers were exempted from these rules
 - a. They could go if they were domestic servants or nannies

Popular Film - Birth of a Nation

1. Told the story of reconstruction and it discussed how men were black beasts
2. Reconstruction was a time when they came to rape white women and be violent
3. The kkk is seen as heroic saviours
4. Suggested that northern and southern whites should see them as a violent group
5. Confederacy lost the civil war but they won the battle on how to view reconstruction
6. The supreme court validates these decisions

Module 2 Week 2 - Lynching and Segregation

1. Ida B. Wells
2. NAACP (National Association for the Advancement of Coloured People)
3. Counter-Spectacle
4. Strange Fruit
5. Emmett Till
6. Reverend Martin Luther King Jr.
7. Nonviolent Protest

8. Strategy of Creative Tension
9. Birmingham, Alabama and Civil Rights Struggle
10. Selma, Alabama and Voting Rights
11. Urban Poverty and Riots

Wright, "The Ethics of Living Jim Crow"

1. It was okay to throw cinders but not broken bottles
2. He was taught to hide instead of fighting
3. Should never fight white people
4. The hedges and lawns of white people became a symbol of fear
5. First job was at an optical company
6. He did not learn anything as was promised and nobody would help
7. White people did not want him to get smart or take their jobs
8. Need to stay in your place to keep working
9. Second job was as a porter in a clothing store
10. The owner and his son raped a woman for not paying her bills
11. The police arrested her after for being drunk
12. His black neighbours say she got off easy
13. White men in a car beat him up for not saying "sir"
14. Dread of being on the streets at night in a white neighbourhood as it means they are easily recognizable makes them a suspect and converts them into a defenceless target
15. Next job was as a hall-boy in a hotel
16. Mainly brought prostitutes liquor
17. A bell-boy was found with a white prostitute and he was castrated and run out of town
18. The nightwatchman slapped a maid on her butt and boasted of having killed two black people in self-defence
19. Transferred to another branch of the optical company
20. Started borrowing library books on a white man's library card
21. Many subjects were taboo for white workers
22. Couldn't thank white people or else they would think they were doing you a service
23. Option was that without the fear of lynchings the black people would have risen up against their treatment

Tyson, "Dynamite and 'The Silent South'"

1. There was a silent south - white opposers to segregation that were too meek to do anything against it
2. Paralyzed by the domestic pressures of the civil war
3. The white moderate that is more devoted to order than justice is the largest obstacle to justice
4. There was violent coercion in politics of race and a slim chance of recruiting other supportive whites
5. There were sexual politics that defined southern manhood and confined southern womanhood
6. Resistance against progress by southern white supremacists
7. White supremacy relies on violence

8. Black non-violence battalions overran segregation and freed white southerners to speak the truth
9. There was a Christian case made for gradual compliance with school segregation, slowly because it is a democracy, and surely because social conscience and Christian ethics require it
10. They were fond of dynamite
11. Unemployment in the late 1950s fed klan revival, black activism in the post-war period gave them a new fervour
12. Sanders family became martyrs
13. Claudia Thomas attended women's academies in the south
14. Sent children to Baptist Sunday school but were involved with the episcopal church
15. Brought educated ideas home from Columbia
16. She was able to spend a lot of time reading as she had African-American servants
17. Told her children that racial discrimination was wrong
18. Some people were in favour of more rights for black people but were fearful of the government taking too much power
19. Some thought white supremacy was the will of god
20. Churches prohibited interracial discussion groups of parish councils
21. Christians advocated for generosity and justice for black people
22. Was a fear that less rigid racial barriers would lead to open sexual involvement
23. Proximity and quality are not the same things
24. Were reassured that segregation in schools through ability and scholastic preparation would keep black students away
25. Chivalry for white women provided a justification for racial terrorism so as white churchwomen were on the side of desegregation they lost their justification
26. They expected racial attacks
27. Dynamite is not a way to solve social problems
28. Segregation was thought to be strong enough to withstand examination and thorough debate
29. People made no attempts to mask their links to the kkk
30. Claudia Sanders took an extended vacation to Canada during the trial

Resistance to Lynchings

1. Jessie Daniel Ames launches a year where she hoped to see a year where nobody was lynched
 - a. Formed association of southern women for the prevention of lynching
 - b. Challenged the rape myth
 - c. Between may 1930-may 1940 there were no recorded lynchings
 - d. The number of lynchings had begun to decline
 - e. Many African Americans were still being killed but they were not being recorded and were no longer spectacles
2. Terror is a manifestation of violence but it is also a motivator for change
3. Ida B Wells was a journalist
 - a. 3 of her friends were lynched in 1892

- b. She proposed idea that the rape allegations were just covers for consensual relationships
 - c. Suggested that lynchings were to destroy black economic and political power
- 4. NAACP launched an anti-lynching campaign
 - a. Tried to pass federal lynching laws, but were not successful
 - b. After the lynching of Claude Neal they sent an undercover investigator who took pictures and wrote a report, that was then spread and published
 - c. Presented the mob of white men as evil
 - d. Used visual images and captions
 - e. This was a counter-spectacle
- 5. Strange fruit written by Abel Meeropol made famous by Billie Holiday
 - a. Written after he saw a counter spectacle image
 - b. Sang it at the cafe society which was an integrated club
 - c. Evocative images juxtaposed by violent images
 - d. Song deals with lynching, but it is often connected to other forms of racial injustice
 - e. Sang it in the time when lynching was declining
- 6. What caused the decline
 - a. Great migration - movement of African Americans from the south to the north. Triggered by economic activity as there were labour shortages after the war
 - i. More people moved to more areas where there were more lynchings
 - ii. It became less glorified as they feared a labour shortage in the south
 - b. Antilynching activist - the southern states feared federal intervention
 - c. Southern leaders started to condemn lynchings

The Murder of Emmett Till

1. Aust 1955 - 14-year-old travels from Chicago to Mississippi
2. He entered a grocery store
3. He whistled at the owner's wife so he was brutally attacked and murdered
4. His mutilated body was displayed at his funeral for everyone to see it so it turned into a national media account and a counter spectacle
5. The funeral lasted for 4 days
6. Bryant and Milam admitted to the kidnapping but not murder
7. The people of Mississippi did not like how it made their state look bad
8. The jury was all white as there was not a single black voter
9. The jury came back with a not guilty verdict
10. They then later admitted to the murder because they thought that there should be an example made of him
11. They were never prosecuted again
12. Memberships of the NAACP skyrocketed
13. White northerners became supporters of the civil rights movement
14. Lillian Smith

The Civil Rights Movement

1. The Brown decision and southern resistance
 - a. Supreme court overturns ruling about segregation

- b. NAACP challenged segregation in courts
 - c. Focused on segregation in the public school system
 - d. Argued that the education for black children was not equal
 - e. Brown V Board of education the court called for the integration of public schools
 - f. Offered legitimacy to the civil rights movement
 - g. Southern states came together to try to prevent this decision
 - h. White parents threw rocks at new black students
 - i. KKK was revived to threaten activists
 - j. Called racial integration as tyranny of the federal government
- 2. Martin Luther King Jr
 - a. They should avoid violence like their opponents did
 - b. Principle of courage and resistance
 - c. Strategy of creative tension
 - i. Non-violent demonstrators go into the streets to exercise rights
 - ii. Racists resist through violence
 - iii. Americans of conscience demand federal intervention and legislation
 - iv. Administration under mass pressure initiates measures of immediate intervention and legislation
 - d. The violent response will motivate people to support the black protestors
- 3. Birmingham Alabama
 - a. Fight segregation on multiple fronts
 - b. Eugene "bull" Connor police commissioner arrested thousands of black protestors
 - c. Used attack dogs and high pressure fire hoses
 - d. Civil Rights act of 1964 outlawed discrimination in public accommodations and employment
 - e. After this King said the I have a dream speech
 - f. Kennedy created this bill
 - g. Targeted discrimination
- 4. The next step was to target voting rights
- 5. March from Selma to Montgomery
 - a. Selma was particularly racist
 - b. Less than 1% were registered to vote
 - c. Culminated in bloody Sunday
 - d. Lyndon Johnson speech we shall overcome which used the words of the movement
- 6. Voting Rights Act 1965
 - a. Approved by congress signed by Lyndon Johnson
 - b. Abolished discriminatory practices
 - c. Outlawed voter discrimination
 - d. Authorised federal examiners to register voters in southern state
 - e. Led to dramatic expansion of African American voting

Poverty Riots and Systemic Racism

- 1. Outside the south African Americans continue to live in inner city ghettos and in poor conditions

2. Their life chances were lower
3. They became segregated as white people moved to the suburbs where black people were not accepted
4. Watts in 1965 there were riots in LA
5. Kerner Report (1968) government reports on systemic racism and structural inequalities to explain riots - separate but unequal
6. Most police forces remain overwhelmingly white
7. Civil rights movement did not fix the problems of American racism
8. The civil rights movement also accomplished a great deal
9. Black freedom struggle is far from over
10. Ella Baker - people will be stimulated to keep going and keep struggling forward

Module 3 Week 1 - Nazi Dictatorship

1. Learn about the person, the central ideas and the political goals of Hitler
2. Understand how the Nazi party, under Hitler, destroyed democracy and constructed a dictatorship
3. Understand the key points of Nazi racial ideas and of Nazi propaganda
4. See how terror was used in the Third Reich, who the main targets were, and how the Nazis also appealed to Germans to love their Führer (leader) and the Third Reich
5. Adolf Hitler
6. Heinrich Himmler
7. Reinhard Heydrich
8. Joseph Goebbels
9. Paul von Hindenburg
10. Weimar Republic
11. Mein Kampf
12. Hitler Youth
13. Volksgemeinschaft: One People's Community
14. Lebensraum: Living Space
15. SS and SA
16. Gestapo
17. Beer Hall Putsch
18. Anti-Semitism

The Rise of Hitler and the Creation of the Third Reich

1. Democracy is a fragile political system
2. Wanted to appear strong and determined in photos taken of him
3. Terror was a fundamental part of Nazism
4. January 30th 1933 - Hitler was appointed the Chancellor of Germany after being selected by Hindenburg
 - a. Nazis won 37.5% of the popular vote
 - b. They had the most support
 - c. Hindenburg made the decision to give Hitler a chance to be leader
 - d. On this day he was met with a crown after being appointed, great jubilation
 - e. Joseph Goebbels arranged for a torch lit parade through Berlin
 - i. Beginning of a new era

- ii. Included members of the paramilitary
 - iii. About 15 thousand people there, he claimed it was 1 million
- f. People were excited about the future and his leadership
- 5. Hitler later created a dictatorship
- 6. 50 million would die
- 7. Hitler was helped and supported by many people
- 8. Not simply a devil or monster
- 9. No evidence that he was crazy
- 10. He was very secretive and hid details of his life - created an image for himself
- 11. Helped by Heinrich Himmler the architect of the final solution
- 12. Idea that the Nazis brainwashed the Germans has been debunked
 - a. Promised them specific solutions and promised them things that they would want
- 13. Hitler cult - idea of a strong leader who would put the Germans first and save Germany
- 14. Volksgemeinschaft - the people's community
 - a. Create a world where there were no divides between classes or genders, that they would be one German people
- 15. Racial policy - Germany was an Aryan nation and that they were under attack by non-Germans, mostly Jews
- 16. Restore economic stability
- 17. Glorification of the military and nation

Rise of Hitler and National Socialism

1. Born in Braunau Austria 1889
2. Dies 1945 in a bunker in Berlin
3. From a middle class background - writes he grew up poor
4. Father was a brutal and domineering man
 - a. Customs official
 - b. Married three times
 - c. First two wives died, third wife was his mistress
5. Mother had a hard life
 - a. 6 children, 4 of them died
 - b. Devout, shy, kind, Catholic
 - c. Hitler loved his mother very much
6. As Hitler grows up he begins to emulate his father
7. Hitler was a loner, loved history and art
8. Moved to Vienna
 - a. From 18-24
 - b. Very antisemitic city, Hitler liked the leader of the city
 - c. His mother dies in 1907 and this intensified his isolation
 - d. Rejected by the Vienna Academy of Art twice
 - e. He did traditional art, almost old fashioned, rarely put human figures in his art
 - f. Becomes a loner, lives in men's shelters, hates Jews and socialists
9. Emotionally cold, sexually inhibited, liked to talk about sex a lot
10. Obsessed with being healthy, vegetarian, non-smoker, rarely drank
11. Becomes obsessive about political ideas

12. Gell Raubel

- a. Niece
- b. He was 19 years older
- c. Had no interest in politics
- d. She complained to friends that he was possessive and she wanted to leave him
- e. She turned up dead in his apartment, unknown case

13. Eva Braun

- a. Mistress for 12 years
- b. No interest in politics
- c. 23 years younger
- d. Met him through working with her photographer
- e. Tried to kill herself twice
- f. Married her a day before they both committed suicide
- g. She was a secret to the world until almost the end

14. He didn't show a great deal of love to the women in his life

World War One

- 1. Left Vienna in 1913
- 2. Signed up for the Bavarian army
- 3. Sent to the western front in WW1
- 4. Dispatch runner
- 5. Wins Iron Cross first and second class
- 6. Saw war as glorious
- 7. Saw war as a struggle for supremacy and survival of the fittest
- 8. Male struggle where killing is necessary and just
- 9. Promised to fight on for Germany
- 10. Believed they were betrayed by people in the homefront - Jews, socialists, pacifists
- 11. Hitler found his purpose here

WW1 and Germany

- 1. Conditions after the war created economic, political and social instability
- 2. Versailles created shame and anger
- 3. These gave the Nazis a chance to gain power

Hitler as an Informant

- 1. Asked to spy for the Bavarian army to look at extreme right parties in Munich
- 2. Spied on the German Workers Party (DAP)
- 3. Small nationalistic and right wing movement
- 4. He jumped up and spoke spontaneously about his own opinions
- 5. German Workers Party became the NSDAP and became known as the Nazi party
- 6. By 1921 he demanded he be made the leader of the party
- 7. Began designing the flags and paraphernalia of the party - Swastika flag was the most influential
- 8. Swastika was already being used by right wing racial purity movements

NSDAP 1919-1932

- 1. Stormtroopers protected the leaders of the party
- 2. Originally people thought it was a joke

Beerhall Putsch

1. Nov 8-9 1923
2. Attempts to seize power
3. Marched through Munich to begin revolution
4. Police and Bavarian army came out and fired on them
5. Hitler later turned himself into the police and was tried for treason
6. Judge was sympathetic and Hitler was given 5 years and would only serve 9 months
7. Realized he could not gain power through force
8. He wrote *Mein Kampf* in prison

The Creation of the Nazi Dictatorship

1. Wrote *Mein Kampf* in 1925 while in prison
2. Political testament
3. Contained ideas on race, history, propaganda and the need to expand German territory and create an empire
4. Also talked about his life, all the information was false
5. Not an easy read, few Germans read the entire book
6. He was a terrible writer
7. Essential ideas
 - a. Racial purity or destruction - preserve the Aryan race
 - b. Germany needed to expand their living space through expanding territory in the east through war
 - c. They had to win over the masses then destroy democracy
 - d. Best way to win them over was to have propaganda that appeals to emotions and a one-sided big lie
 - e. Lots of antisemitism
 - i. Part of a world conspiracy for power
 - ii. Agents of capitalism and greed
 - iii. Agents of Bolshevism and Marxism
 1. Argued that the Russian revolutionaries were Jewish
 - iv. Carriers of disease (rats)
 - v. Racial enemies that would ruin their genes
 - vi. Sexual predators - immoral, trying to rape German women
8. Fed upon existing antisemitism that had existed in Germany for years
9. Promotes to get living space, wage war, Great Third Reich, destroy democracy

Nazis Win Elections 1930-33

1. Why
 - a. Depression hits and was a tremendous problem
 - b. Propaganda put the NSDAP as the only party that could solve it
 - c. Political conflict between the left and right - Germans wanted stability
2. 1928 - won 2.6% of the vote
3. 1930 - 18.3%
4. 1932 - 37.5%
5. Every section of German society gave support to the Nazis (even some Jews)

Nazi Messages

1. Get rid of versailles
2. Improve economy
3. Create unity like was seen in WW1
 - a. Volksgemeinschaft - one people's community
4. Promised to restore glory
5. Bash the left
6. Deal wit the jews
7. Presented as being a savoir

1933

1. Hitler was appointed chancellor
2. Fire in the reichstag - used as a pretext for bringing in marshall law
3. July 1933 - prohibition of political parties
4. System of state sponsored terrorims
5. Most germans said nothing about the changes that were happening

Nazi Terror and Appeal

1. Nazi dictatorship was popular amound germans
2. Terror was not the only tool that the nazis used to get support
3. When he became chancellor the SS also took over the police
4. Created the SS state
5. Leader of the SS was Himmler
 - a. Odd ambitious person, strange ideas about race and the german people
 - b. Hard working and loyal
 - c. Organizes the final solution
 - d. Regected chritianity
 - e. Was very antisemetic
6. The ss became the predominant group rather than the SA
7. Recruits were heavily indoctrinated
 - a. Had to prove that they were racially pure
 - b. Had stature in the Nazi system
 - c. SS recurits were supportaive of the Nazi system
 - d. Trained to be brutal and accept their tasks
 - e. Uniforms were supposed to be liliaristic and intimidating
 - f. 800 thousand SS men
8. Took over policing and setting up concentration camps in germany
 - a. Presented as rehabilitation camps
 - b. Originally sent political opponents
9. Also involved in Einsatzgruppen - killing squads
10. Were guards in the camps
11. SS were taught to be brutal and break down the individual
12. German citizens knew about the camps
13. Did not feel sympathy was they were left wing people

Gestapo

1. Led by heydrich
2. Ruthless

3. Tasked to locate and destroy enemies
4. Could arrest anyone who was an opponent without legal ramifications
5. A lot of ordinary Germans helped the Gestapo to arrest people, informed on neighbours

Victims of Nazi Terror

1. Leftists
2. Asocials - homeless, alcoholics, juvenile delinquents, prostitutes, burdens on the state
3. Homosexual
4. Disabled - they participated in Nazi Euthanasia
5. Religious objectors
6. Roma and Sinti
7. Jews - not arrested in large number until the war years

Propaganda

1. Joseph Goebbels
2. Ministry of propaganda was enormous
3. Propaganda surrounded everyone
4. People were expected to show support
5. Used Hitler salute to show devotion
6. Hitler Youth
 - a. Crucial group in Society
 - b. Girls - League of German Girls
 - c. 7-15
 - d. Like Boy Scout with Nazi ideas
 - e. Racial indoctrination, loyalty to Hitler
 - f. Not quite brainwashing, heavily influenced
7. Also appealed to women
 - a. Hitler wanted them to return to the home and have children
 - b. Women lived the regime and wanted to support the home
 - c. Some became guardians of the family
 - d. Women were not victims of the regime but were perpetrators and made it more popular
 - e. Gave medals to mothers who had more than 4 children

Terror, love and death

1. Nazi regime demanded devotion through terror and love
2. A state that led to war and a construction of death camps

Haffner

1. He was a failure in his early life
2. For 30 years he was an obscure failure then overnight a local celebrity then a man whose world's policy revolved around
3. Personal life remained poor
4. He was made by history then he made history
5. He had no children or wife, no friends
6. Had little formal education
7. Never had a formal occupation prior to politics
8. Was not a devoted public servant

9. He was a member of his own personality cult
10. He was a good orator
11. He was good at organizing talent and dominating power machines
12. After he took power the violence that was produced was less than expected so people were not outraged
13. After the original take over of power there was a transition to near normality, with a little background terror
14. This meant he was both intimidating but did not drive people into direct opposition
15. Created an economic miracle of employment
16. Financial wizard was Hjalmar Schacht
17. Isolated the good German economy by preventing outside trade
18. Prevented workers unions
19. Created a strong military which was a sense of national pride
20. Employment created was not just in the military but also in civilian jobs
21. The build up of the military invalidated Versailles
22. Created an armoured tank division which proved very successful
23. He won over the majority that had voted against him - at least 90% supported him

Welch

1. Nazi party offered an alternative to the Weimar system
2. Propaganda preached to those who were partially converted by reinforcing their existing attitudes
3. Claimed that allied propaganda was the downfall of Germany in WW1
4. Saw propaganda as a vehicle of political salesmanship
5. Propaganda was directed to the masses
6. Goebbels was a skilled propagandist
7. Established newspapers to push propaganda further
8. Promoted anti-parliamentarianism and anti-semitism
9. Had many demonstrations and got All Quiet on the Western Front banned
10. They swayed the protestant rural middle class supporters - Mittelstand

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 - ii. Included members of the paramilitary
 - iii. About 15 thousand people there, he claimed it was 1 million
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6. 50 million would die
7. Hitler was helped and supported by many people
8. Not simply a devil or monster
9. No evidence that he was crazy
10. He was very secretive and hid details of his life - created an image for himself
11. Helped by heinrich himmler the architect of the final solution
12. Idea that the nazis brainwashed the germans has been debunked
 - a. Promised them specific solutions and promised them things that they would want
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 - a. Create a world where there were no divides between classes or genders, that they would be one german people
15. Racial policy - germany was an aryan nation and that they were under attack by non-germans, mostly jews
16. Restore economic stability
17. Glorification of the military and nation

Rise of Hitler and National Socialism

1. Born in Braunau Austria 1889
2. Dies 1945 in a bunker in Berlin
3. From a middle class background - writes he grew up poor
4. Father was a brutal and domineering man

- a. Customs official
 - b. Married three times
 - c. First two wives died, third wife was his comesum
 - 5. Mother had a hard life
 - a. 6 children, 4 of them died
 - b. Devout, shy, kind, catholic
 - c. Hitler loved his mother very much
 - 6. As hitler grows up he begins to emulate his father
 - 7. Hitler was a loner, loved history and art
 - 8. Moved to vienna
 - a. From 18-24
 - b. Very antisemetic city, hitler liked the leader of the city
 - c. His mother dies in 1907 and this intensified his isolation
 - d. Rejected by the vienna academy of art twice
 - e. He did traditional art, almost old fashioned, rarely put human figures in his art
 - f. Becomes a loner, lives in men's shelters, hates jews and socialists
 - 9. Emotionally cold, sexually inhibited, liked to talk about sex a lot
 - 10. Obsessed with being healthy, vegetarian, non-smoker, rarely drank
 - 11. Becomes obsessive about political ideas
 - 12. Gell Raubel
 - a. Niece
 - b. He was 19 years older
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 - d. She complained to friends that he was possessive and she wanted to leave him
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 - 14. He didn't show a great deal of love to the women in his life
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 - 3. Sent to the western front in WW1
 - 4. Dispatch runner
 - 5. Wins iron cross first and second class
 - 6. Saw war as glorious
 - 7. Saw war as a struggle for supremacy and survival of the fittest
 - 8. Male struggle where killing is necessary and just
 - 9. Promised to fight on for germany

10. Belied they were betrayed by people in the homefront - jews, socialists, pacifists
11. Hitler found his purpose here

WW1 and Germany

1. Conditions after the war created economic, political and social instability
2. Versille created shame and anger
3. These give hte naxis a change to gain power

Hitler as an INformant

1. Asked to spy for the bavarian army to look at extreme right parties in munich
2. Spied on the german workers party (DAP)
3. Small nationalistic and right wing movement
4. He jumped up and spoke spontaneously about his own opinions
5. German workers party became the NSDAP and became known as the Nazi party
6. By 1921 he demanded he be made the leader of the party
7. Began designing the flags and paraphernalia of the party - swastika flag was the most influential
8. Swastika was already being used by right wing racial purity movements

NSDAP 1919-1932

1. Stormtoupers protected the leaders of the party
2. Originally people thought it was a joke

Beerhall Putsch

1. Nov 8-9 1923
2. Attempts to seize power
3. Marched through munich to begin revolution
4. Police and bavatrian army came out and fired on them
5. Hitler later turned himself into the police and was tried for treason
6. Judge was sympathetic and hitler was given 5 years and would only serve 9 months
7. Realized he could not gain power through force
8. He wrote mein kampf in prison

The Creation of the Nazi Dictatorship

1. Wrote mein kamph in 1925 while in prison
2. Political testament
3. Contained ideas on race, history, propaganda and the need to expand german territory and create an empire
4. Also talked about his life, all the information was false
5. Not an easy read, few germans read the entire book
6. He was a terrible writer
7. Essential ideas
 - a. Racial purity or destruction - preserve the arayan race
 - b. Germany needed to expand their living space though expanding territory in the east through war
 - c. They had to win over the masses then destroy democracy
 - d. Best way to win them over was to have propaganda that appeals to emotions and a one sided big lies
 - e. Lots of antisemitism

- i. Part of a world conspiracy for power
 - ii. Agents of capitalism and greed
 - iii. Agents of bolshevism and marxism
 - 1. Argued that the russian revolutionaries were jewish
 - iv. Carriers of disease (rats)
 - v. Racial eneim that would ruin their genes
 - vi. Sexual predators- immoral, trying to rape german women
- 8. Fed upon existing antisemitism that had existed in germany for years
- 9. Promotes to get living space, wage war, great third reich, destroy democracy

Nazis Win Elections 1930-33

- 1. Why
 - a. Depression hits and was a tremendous problem
 - b. Propaganda put the NSDAP as the only party that could solve it
 - c. Political conflict between the left and right - germans wanted stability
- 2. 1928 - won 2.6% of the vote
- 3. 1930 - 18.3%
- 4. 1932 - 37.5%
- 5. Every section of german society gave support the the nazis (even some jews)

Nazi Messages

- 1. Get rid of versailles
- 2. Improve economy
- 3. Create unity like was seen in WW1
 - a. Volksgemeinschaft - one people's community
- 4. Promised to restore glory
- 5. Bash the left
- 6. Deal wit the jews
- 7. Presented as being a savoir

1933

- 1. Hitler was appointed chancellor
- 2. Fire in the reichstag - used as a pretext for bringing in marshall law
- 3. July 1933 - prohibition of political parties
- 4. System of state sponsored terrorims
- 5. Most germans said nothing about the changes that were happening

Nazi Terror and Appeal

- 1. Nazi dictatorship was popular amound germans
- 2. Terror was not the only tool that the nazis used to get support
- 3. When he became chancellor the SS also took over the police
- 4. Created the SS state
- 5. Leader of the SS was Himmler
 - a. Odd ambitious person, strange ideas about race and the german people
 - b. Hard working and loyal
 - c. Organizes the final solution
 - d. Regected chritianity
 - e. Was very antisemetic

6. The SS became the predominant group rather than the SA
7. Recruits were heavily indoctrinated
 - a. Had to prove that they were racially pure
 - b. Had stature in the Nazi system
 - c. SS recruits were supportive of the Nazi system
 - d. Trained to be brutal and accept their tasks
 - e. Uniforms were supposed to be militaristic and intimidating
 - f. 800 thousand SS men
8. Took over policing and setting up concentration camps in Germany
 - a. Presented as rehabilitation camps
 - b. Originally sent political opponents
9. Also involved in Einsatzgruppen - killing squads
10. Were guards in the camps
11. SS were taught to be brutal and break down the individual
12. German citizens knew about the camps
13. Did not feel sympathy as they were left wing people

Gestapo

1. Led by Heydrich
2. Ruthless
3. Tasked to locate and destroy enemies
4. Could arrest anyone who was an opponent without legal ramifications
5. A lot of ordinary Germans helped the Gestapo to arrest people, informed on neighbours

Victims of Nazi Terror

1. Leftists
2. Asocials - homeless, alcoholics, juvenile delinquents, prostitutes, burdens on the state
3. Homosexual
4. Disabled - they participated in Nazi Euthanasia
5. Religious objectors
6. Roma and Sinti
7. Jews - not arrested in large number until the war years

Propaganda

1. Joseph Goebbels
2. Ministry of propaganda was enormous
3. Propaganda surrounded everyone
4. People were expected to show support
5. Used the Hitler salute to show devotion
6. Hitler Youth
 - a. Crucial group in Society
 - b. Girls - League of German Girls
 - c. 7-15
 - d. Like boy scout with Nazi ideas
 - e. Racial indoctrination, loyalty to Hitler
 - f. Not quite brainwashing, heavily influenced
7. Also appealed to women

- a. Hitler wanted them to return to the home and have children
- b. Women lived the regime and wanted to support the home
- c. Some became guardians of the family
- d. Womens were not victims of the regime but were perpetrators and made it more popular
- e. Gave medals to mothers who had more than 4 children

Terror, love and death

1. Nazi regime demanded devotion through terror and love
2. A state that led to war and a construction of death camps

Haffner

1. He was a failure in his early fire
2. For 30 years he was an obscure failure then overnight a local celebrity then a man who the worlds policy revolved around
3. Personal life remained poor
4. He was made by history then he mad history
5. He had no children or wife, no friends
6. Had little formal education
7. Never had a formal occupation prior to politics
8. Was not a devoted public servant
9. He was a member of his own personality cult
10. He was a good orator
11. He was good at organizing talent and dominating power machines
12. After he took power the violence that was produced was less than expected so people were not outraged
13. After the original take over of power there was a transition to near normality, with a little background terror
14. This meant he was both intimidating but did not drive people into direct opposition
15. Created an economic miracle of employment
16. Financial wizard was Hjalmar Schacht
17. Isolated the good german economy by preventing outside trade
18. Prevented workers unions
19. Created a strong military which was a sense of national pride
20. Employment created was not just in the military but also in civilian jobs
21. The build up of the military invalidated versailles
22. Created an armoured tank division which proved very successful
23. He won over the majority that had voted against him - at height 90% supported him

Welch

1. Nazi party offered an alternative to the Weimar system
2. Propaganda preached to those who were partially converted by reinforcing their existing attitudes
3. Claimed that allied propaganda was the downfall of germany in WW1
4. Saw propaganda as a vehicle of political salesmanship
5. Propaganda was directed to the masses
6. Goebbels was a skilled propagandist

7. Established newspapers to push propaganda further
8. Promoted anti-parliamentarianism and anti-semitism
9. Had many demonstrations and got All Quiet on the Western Front banned
10. They swayed the protestant rural middle class supporters - Mittelstand

Module 3 Week 2 - Nazi Dictatorship

1. Understand the origins and planning for the Final Solution
2. Consider the methods of terror and killing in Death Camps
3. Learn more about the experiences of the prisoners
4. Learn more about resistance and rescue during The Holocaust
5. Auschwitz-Birkenau
6. Treblinka
7. Sobibor
8. Bergen Belsen
9. Anne Frank
10. The Wannsee Conference
11. Night of Broken Glass (Kristallnacht)
12. The Final Solution
13. The Einsatzgruppen
14. Zyklon B
15. Dr. Joseph Mengele
16. Kapos
17. Lodz Ghetto
18. Warsaw Ghetto
19. Irena Sendler
20. The Warsaw Ghetto Uprising
21. What were the main points of Hitler's racial "worldview" and his fear of the Jews?
22. In Zelkowicz's account of the deportation to Auschwitz, how did the Jews of the Lviv ghetto respond to the horrific demands of the Nazis?
23. What sort of world does he reveal in this excerpt from his diary?

Bergen, "War and Genocide"

1. Hitler wanted a pure race and more space for them to live
2. Poles, Russians and Jews were a threat to the race
3. Used the vague aryan term so that the category could be broad enough to get international support
4. Aryan was just the opposite of jew
5. Considered bad elements of culture and politics to be the fault of the jews
6. Those who supported hitler had a religious fervor
7. His condemnations of the jews were full of contradictions - effeminate, but sexual predators, stupid but cunning
8. Sense of impending doom and action needed to be taken against the jews immediately
9. Claimed he was going to restore women to their rightful place in the home
10. Women had a powerful position as mothers and protectors of the race
11. He focused power on himself

12. Didn't like democracy
13. His ideas were nothing new

Old fighters and true believers - the inner circle

1. Membership of the inner circle changed frequently
2. Showered appointments on Hermann Goring
 - a. He was the minister of propaganda
 - b. Always trying to play a larger role
 - c. Committed suicide when Hitler did
3. Heinrich Himmler became Hitler's right hand man
 - a. The head of the SS
4. No women in Hitler's inner circle or in direct power

Zelkowitz, "Days of Nightmare"

1. By August 1944 the last town was being cleansed of the Jews
2. Lodz ghetto was one of the best documented as it has journals and writings from many of its citizens
3. Idea that surrendering the few would preserve the many, but this did not happen and many died and were taken
4. 60,000 died in the ghetto, 130,000 were deported and murdered, left 800 behind to clean up the ghetto, and many were still there when the Russians liberated it
5. About 10,000 were alive after the war
6. If the ghetto police refused to participate in the roundup then their own children would be deported, if they cooperate they had to victimize their fellow Jews and neighbours

Friday September 4th 1942

1. Jewish people are used to being forced to pack up
2. They knew they were being sent to die
3. The children being taken do not understand what is happening
4. Nobody lives for the future
5. Some people try to rationalize why they need the Jews and they won't be all sent away
6. The Jewish officials who participated had their families spared
7. Children and old people were seen as a hindrance
8. They agreed to carry out the order themselves to avoid the worst of the removal violence
9. The chairman tried to save as many people as possible
10. They felt the collective pain of the Jewish community

Saturday September 5th 1942

1. They started with the old people's home where they would meet the least resistance
2. Met the most resistance taking children
3. Everyone collectively feels the pain
4. The Jewish police are not to be envied, they were bribed to commit these actions

The Seizures

1. The police have to serve their quota so they cannot show mercy
2. If they cannot find a person they have come to take then they take someone else instead
3. The Jewish police can be bought out, but the Nazis cannot

Sunday September 6th 1942

1. Everyone is candidates for being taken

2. Even if you did not experience immediate loss you experience communal loss

The Origins of the Final Solution

Anne Frank

1. Hid in amsterdam from 1942-1944
2. Hid in an annex of a business building where she wrote her diary
3. Anne did not know about the realities of the death camps, but she knew deportation was a bad and scary thing
4. She wondered why there was so much anti semitism
5. Family was betrayed and she died in Bergen-belson in march 1945 of typhus

The Holocaust and History

1. Holocaust come from old testament called the burnt suffering offered to god, or catasphoy
2. Genocide of jews, roma, gay men, russians, eastern europeans
3. Death camps ghettos, mass shooting
4. 1.5 million shooting of the einsatzgruppen (mobile ss shooting squad)
5. Children were some of the targets

When did it happen

1. During ww2 first death camps constructed in 1941
2. Coincided with nazi invasion of russia
3. Most victims were soviet, eastern european jews
4. Not possible for them to shoot all the victims there were too many
5. A more efficient way of killing
6. Death of 6 million jews
7. 220,000 romas
8. 15,000 gay men
9. 2-3 million european, eastern european, and russians prisoners
10. 200,000 victims of euthanasia, disabled people
11. By 1941 they controlled almost the entire continent and opponents were russian and britain
12. This allows them to set up many death camps
13. Many were set up in poland
14. In death camps there were no labour areas, killed upon arrival, little survivors
15. The other camps had people in labor battalions to work them to death, and some people survived

What does it mean for history

1. It is a difficult thing to study
2. Camps were chaotic places of destruction
3. Anyone could die
4. There was no why or logic
5. Purely meant to destroy
6. The history of this is essential because we need to know what happened
7. Important for the world to know about the lives that ended
8. The holocaust was only possible in the modern time, reliant on modern technology and modern organization

Anti Semitism

1. Not possible without prejudice against jews
2. It has existed for centuries
3. A hostile image, they are an outsider
4. Chritian communities had shunned the jews because they believed that the jews had killed christ
5. Jews were therefore heretics
6. They were forced to live in other areas, one of the only jobs they could have is money lenders
 - a. This makes them very powerful
 - b. This causes resentment
7. With the enlightenment they begin to gain more rights
8. They started to be described as a race as per darwin
 - a. They were thought of as inferior
 - b. There is no jewish race
 - c. Racial antisemitism occured
9. Nazi saw them as a racial threat
10. Anti Semitism was widespread at this time

Planning for the Final Solution

1. Hitler demand planning for the jewish solution
2. It was not planned originally that they were going to create camps, solutions became more and more radical
3. German jews were stripped of their rights slowly
 - a. Nuremberg laws
 - b. 1938 - night of broken glass
 - i. After this they realized that they needed to get out
 - ii. It was difficult to get out as many countries were unwilling to accept them as refugees
4. During the war they were forced to wear a star, living in specific housing, small window of time to go out, worked in difficult jobs
5. They were then deported to camps in the east
6. The situation changes when the war begins as they suddenly get many more jews
7. Himmler and Heydrich plan final solution in 1941
8. Going to heydrich prepare a total solution
9. Used euphemism to prevent germans from getting specifics
10. German citizens eventually figured out somewhat what was happening, but they likely did not know specifics
 - a. Other europeans also knew
11. Himmler prohimited jewish emigration from occupied europe - clear that they plan to murder them
12. Heydrich holds Wannsee conference and announces the creation of death camps and work camps to an assembled group of military and governmental figures

The Death Camps

1. Machinery of death with many collaborators, both german and non-german

2. Complicated organization system to get all the jews to the camps
3. Major camps were operational by 1942
4. There where ghettos in nazi-oxxupeiidd poland
5. Polish and other jews were sent there on route to the death camps
6. They often died in the ghettos because the conditions were terrible
7. Illnesses, starvation, cramped in
8. Thousands of ghettos across europe
9. Auschwitz was the deadliest camp, but had 200,000 survivors, lots by many
10. Death camps were only for killing, did not have labour portion

The Death Camps

1. Auschwitz was a labour camp
2. There were more survivors than the nazis had planned
3. People buried written marital in canisters in the death camps
4. It was well located in terms of railway lines and well connected to all parts of europe
5. Most were brought by train
6. There were horrible conditions on these trains
7. There is confusion, and chaos
8. They did not know what was happening to them
9. Inadequate ventilation, cramped into cattle cars, not enough food, no windows
10. Train journeys took severals days
11. Only had pails to use the bathrooms
12. Significant numbers died before they arrived at the camps
13. Trains would arrive and at the railway station there were deceptive trips, like fake clocks, signis like it was any other railway station
14. Tried to prevent rebellions and guards were outnumberers
15. They would be given a speech when they arrived that was full of deception so they wouldn't riot
16. They didn't riot as they were unhealthy and were not in the right frame of mind, did not have weapons
17. Some jewish prisoners tried to warn the incoming prisoners about what would happen
18. Told to be over 14 so that they would be labourers rather than immediately killed
19. Told the mothers to give the children to grandparents os that the mothers would be survived
20. They raised a lot to tell people about the conditions

Process of death

1. Men and women were separated
2. Oer 14 and under 40 would be put to work
3. Children, adults over 4, ill, mothers were sent to death
 - a. They did not know they were being sent to death
 - b. They were sent to a line to the right
4. Process was very fast
5. Killed mothers with children because they figured if they separated them there would be an outcry and a riot

Chosen to work

1. Survived but only for a while
2. Sent to barracks, uniform, shavings, tattoos
3. The ground was very cold in the winter so the poor clothing often meant death
4. Ss made them all look alike and made them look like criminals
5. Those who were skilled, barbers, carpenters, shoemakers were wanted
6. Could work to repair the camp or work in the factories
7. Krupp made weapons for the war
8. Intellectuals did not help as they did not value them
9. Some musicians survived to play concerts for the guards
10. Languages could be helpful to translate for the guards
11. There were many factories and they made profits off of their factors
12. It was very hard labour and they had little food
13. Prisoners became skeletal

How they broke down the prisoner

1. No possession
2. In isolation, placed with strangers speaking different languages
3. Humiliation
4. Individuality was taken away, dehumanized
5. Difficult to maintain an identity
6. Terror constantly
7. Saw people dying all the time
8. Illness and fatigue
9. KAPOs - prisoners were assigned as supervisors, rebel against the KAPO no the ss
 - a. Were usually non-jews, or were previously in prisons
 - b. Had to be brutal or would be removed from position
10. Tortured them

Experimentation

1. Dr Mengele was one of the most famous
2. Idea was to strengthen troops in the war
3. They were experimenting without consent and killed them
4. Chose twins and dwarfs
5. Appeared to prisoners at first as a kindly person
6. He would give children candy and promise that they would be okay, and then he would murder them
7. Escaped to Brazil, died in old age

Gas Chambers

1. Most victims were tricked and told they were going to showers
2. Went to changing rooms to remove clothes
3. Placed in windowless rooms where Zyklon B was going to be poured out
4. Kill in 15-20 mins
5. In other camps carbon monoxide was used
6. 4 crematoriums
7. 9,000 deaths a day in 1942
8. Painful deaths

9. Could hear outside the chambers

Who survived

1. The lucky
2. Entered the camps late and could wait it out
3. Skilled workers
4. Support from others and help to avoid selections
5. Women in particular often formed groups of camp sisters
6. Made people feel human
7. Those who had a will to live, faith in religion or political cause
8. Protected by SS or KAPO
9. People bodies were so broken that it was hard to survive even after liberation

Rescue and Resistance

1. Jews did have some resistance against the nazis
2. Tried to maintain their lives, fought when they could, took place in uprisings
3. Resistance is not only violent attacks, also includes maintaining culture and religion
4. Also education provided for children in ghettos
5. It was difficult to resist physically and were weak physiologically, did not have weapons
6. Uprising in death camps that resulted in some escapes, they were often recaptured
7. Some got out by emigrating before the war but there were barriers
8. Warsaw ghetto uprising - as conditions were getting worse young jews planned for a violent uprising.
 - a. Knew they were going to die but wanted to die on their own terms
 - b. 1000 took part
 - c. Held the SS off for over a month
 - d. They had minimal weapons
 - e. In the end they failed and the SS set fire to the ghetto
 - f. Others were inspired by this uprising
9. They also maintained their cultures and religions in camps and ghettos
 - a. Keep their sense of dignity alive
 - b. Celebrated religious holidays in the camps
10. They also hid out in forests in the east
 - a. Lithuanian, belarus
 - b. Bilsky brothers camp
11. Also resisted by surviving the camps and ghettos

Rescuers

1. There were not many, but were some
2. Had to have money and connections
3. Irena sendler- polish social worker - in zegota in the underground resistance
 - a. Saved children from warsaw ghetto
 - b. She went in with a truck full of coffins and boxes
 - c. Children were sedated and placed in the truck
 - d. Taken out and placed with families
 - e. She kept their names so they could be reconnected with families after the war
 - f. Nazis underestimated her but she was very smart

- g. Saved 2,500 children
- h. At one point she was arrested, but she never gave up any names
- i. Recused from execution by the zegota
- 4. Denmark 1943
 - a. Jews were well-integrated within danish society
 - b. Citizens mounted a reaction
 - c. Put the jews on boats and sent them to sweden

Last year of ww2

- 1. Hitler was in a bunker and stayed there until he committed suicide in april
- 2. Insistent that even if the war was going to be lost that the jews should still be killed, top priority
- 3. January 1945 auschwitz was shut down as society advanced
- 4. Marched inmates to germany
- 5. Death marches were brutal - 700,000 jews marched, 250,000 were killed on the march
- 6. April 30th hitler commits suicide april 7th the war ends
- 7. Jan-may 1945 allies begin to liberate camps
- 8. The survivors barely looked human

Conclusions

- 1. Terror originated with hitlers racial ideas and was fed by widespread prejudice, hatred and antisemitism
- 2. Accompanied by the germans lie of the Fuhrer and the third reich
- 3. war and modern technology led to the holocaust
- 4. Antisemitism and intolerance continue today

Module 4 Week 1 - Cambodian Genocide

- 1. Gain more knowledge about Cambodian history, the Khmer Rouge, and the Cambodian genocide
- 2. Understand how the Khmer Rouge came to power
- 3. Analyze the roles that foreign nations and geopolitical rivalries played in the genocide
- 4. Explore the Democratic Kampuchea's methodology, ideology, and instrument of terror
- 5. Consider the factors and conditions that would lead ordinary individuals to participate in genocides
- 6. Angkor Kingdom
- 7. French Indochina
- 8. Pol Pot (Saloth Sar)
- 9. Khmer Rouge
- 10. Old People
- 11. New People (April 17th People)
- 12. Democratic Kampuchea
- 13. Angkar
- 14. Lon Nol
- 15. Norodom Sihanouk
- 16. US Secret Bombing
- 17. Toul Sleng

18. Who were the "Old People" and "New People"?
19. What role did Norodom Sihanouk play in the rise of the Khmer Rouge?
20. What was the impact of United States military intervention on Cambodia?
21. Why was there so much doubt in the West about the genocidal nature of the Democratic Kampuchea?

Maguire, "Do Not Kill"

1. April 17th 1975 the capital of Cambodia was surrendered to the Khmer Rouge forces
2. Since 1970 the US backed Lon Nol and waged a war against cambodian communists
3. After a secret american bombing was discovered by congress american support was abruptly suspended
4. The 5 year civil war had already cost 250,000 cambodian lives
5. Khmer Rouge was a xenophobic clique of disenfranchised, radical so-called intellectuals with a hatred for the cambodian people
6. The communist experiment lasted for 3 years 8 months and 20 days
7. Cost a million lives, most dying from starvation, exhaustion, disease, with some being executed
8. They made virtues of experience and ignorance because they were poor and blank
9. The war was dangerous for western reporters and after Khmer rouge invaded the capital they holed up in the french embassy
10. Khmer Rouge evicted 20,000 hospital patients from their beds and sent them on a death march
11. Peasant boys invaded and stole cars, with death at their fingertips they behaved like spoiled brats
12. The ousted deputy prime minister refused asylum in the US because he considered them to have betrayed cambodia, and was refused shelter by the red cross because his presence would threaten the other cambodians
13. He was allowed into the french embassy but was later surrendered and decapitated on the tennis court
14. Khmer Rouge claimed they were not communists and that they only wanted to install a peoples democracy

II

1. Prince Norodom Sihanouk was born in 1922 and was appointed king by the french in 1942
2. He would negotiate cambodian independence, and soon after would abdicate the throne
3. He broke off relations with the US after their repeated incursions and he established relations with them in 1969
4. He was ousted by pro-american military chief Lon-nol in a coup on march 20th 1970
5. The king traveled to beijing and allied with the Khmer rouge
6. He was a deity in the eyes of 80% of cambodians
7. When the US invaded cambodia it sparked an intense round of student protests
8. The cambodian war grew increasingly brutal and bizarre as it crept closer to Phnom Penh
9. American secret campaign became known in August 1973 after their bombing killed 137 civilians

- a. This was the final straw for democrats in congress
 - b. American bombs killed from 5,000 to 500,000 cambodians
 - c. Bombing pushed the vietnamise further into cambodian territory and tired cambodian peasants into zealous revolutionaries
- 10. Pol Pot/Saloth Sar lived in secret and preferred to work behind the scenes
- 11. He was heavily influenced by marxist politics
- 12. Those in the inner circle got their though murderous power struggles
- 13. The soldiers only knew what they were fighting against, not what they were fighting for
- 14. American policy had created the political situation in cambodia and had a moral obligation to work out a solution
- 15. Soldiers were cannibalistic and this was on both the government and comunist sides
- 16. 10,000 people lived in underground bunkers and after their food ran out they established hunting parties to eat Khmer Rouge soldiers
- 17. Death sentences were relatively common although they were not all public executions
 - a. Often charged with espionage
- 18. There was mention of the evacuation of towns and state controlled collectivism based on a reduced population

III

- 1. They had a punitive edge to their plans - buddist monks were made to plow fields, pagodas were turned into killing centers, muslims were force-fed pork, national library was turned into a pigsty, books were used to start fires
- 2. All private property and money was abolished
- 3. They wanted to eliminate all high ranking officials
- 4. Early accounts told by people who had escaped to Thailand read like if George Orwell had written them to satirize life under a dictatorship of the proletariat
- 5. There were slave labour vaps
- 6. Lived under the mysterious and all-powerful leadership of Angkar
- 7. They seperated families
- 8. Beat people to death
- 9. Made sex before marriage a capital offence
- 10. They were threatened by all expressions of love
- 11. Most people were simply worked to death
- 12. They would have public executions to provide an example to the children, if the children were relatives of the prisoners then they would kill the children too
- 13. Academics who had drawn attention for american atrocities during the vietnam war tied themselves in knots trying to dismiss the cambodian refugee accounts of the Khmer rouge atrocities
- 14. They portrayed the refugees as disgruntled oppressed as they were from wealthy, urban, educated and military backgrounds
- 15. Porter and Hildebrand painted a positive portrait of the Khmer Rouge regime
 - a. Chomsky and Herman supported this
 - b. Attacked the veracity of the reports emerging

IV

- 1. China defended them international

2. Invited delegations to reveal to cambodia and see a set script of places
3. Accused the western media of being the real culprit
4. Americans rejected ideas that they were killing cambodians on a massive scale

“Introduction: April 17, 1975—the Beginning of Four Years of Terror”

1. Khmer Rouge soldiers entered Phnom Penh
2. This signified the end of the cambodian civil war
3. These soldiers were young and bedraggled
4. At first the cambodians were realized as the war had destroyed their livelihoods
5. They realized within hours that their cyrus had just begun
6. They were told to evacuate as they were told that the government and the US were going to bomb the city
 - a. They were driven out of the city
7. 20-25% of the population died
8. They called themselves the democratic Kampuchea
 - a. This regime lasted from 1975-1979

“The Kingdom of Cambodia before the mid-20th c” (video, 10:31)

1. A predominantly buddist country
2. South east asia
3. Bordered by vietnam, thailand and laos
4. 1/6 the size of ontario
5. Ancient angkor kingdom lasted for 6 centuries and this is a tourist attraction
 - a. Foundation was the indian idea of the divine rule of kings
 - b. The kin was a reincarnation of the hindu god shiva
 - c. Notable king was Jayavarman VII
 - i. Built hospitals and roads
 - ii. These roads made it easier for the thai army to invade and destroy them
 - d. Adther the collapse it was overshadowed by neighbors vietnam and siam
 - e. They had to serve the interests of both rulers, this was humiliating and called a two-headed bird
 - f. They continued to dominate until the 1800s
 - g. 1963 they became a french protectorate
 - h. Laos, Camboaidn and vietnam became known as french indochina

French Rule of Cambodia

1. They interfered little with village life
2. Cambodian monarch remained a potent symbol
3. Monarchy remained intact but had little power
4. The people respected the monarchy
5. French relied on vietnamise civil servants to administer cambodia, feeling resentment towards vietnamise
6. France did not invest in modern education in cambodia
 - a. 1944 - only 80,000 primary students, 1,000 secondary students
 - b. b y 1954 only 144 had a bachelor's degree

“Emergence of the Khmer Rouge” (video, 14:46)

1. Nationalist movement had taken place in cambodia after WW2

2. One anti-colonial movement was Khmer Issarak - received support from Thailand
3. Khmer People's revolutionary party - received support from vietnamese communist
4. The royal family was also active
5. France was occupied by a war in vietnam (first indochina war)
6. Vietnamese activist formed the independent league known as the viet minh, the communist were leading
7. Because france was occupied they granted independence to cambodia in 1953
8. Head of state became Norodom Sihanok - he was king, abdicated, then won the election
9. Ousted in a coup in 1970
10. As prime minister he played a large role in shaping their history
11. KR prioritized economic and social justice, when formed they wanted independence, but also a communist revolution

Sihanouk's Role in the rise of the Khmer Rouge

1. State repression destroyed moderate and liberal opponents
 - a. Urbanites had very few options to participate, they went underground or turned to the communists
2. Emoniated moderate communists allowing more radical communists like Pol Pot to thrive
3. Neglected peoples welfare leading to peasant dissatisfaction and rebellions
4. Decision in 1970 to ally with the communists
5. There was a coup by general Lon Nol and this overthrew Sihanouk
6. Lon nol was supported by the US as he allied them to be on cambodian soil
7. Sihanouk allied with the KR
 - a. Thought he could control the movement after they overthrew
 - b. After they overthrew the government he was placed on house arrest
8. His coalition government with the KR had a tremendous impact as they were able to say they were bringing the king back to the power
9. Villagers still saw him as a god king and this swayed villagers to join the KR

"The Impacts of the Vietnam War and US intervention" (video, 11:11)

1. Vietnamese peace treaty divided into two region -communist north, non-communist south
2. US supported south
3. Soviet union and china supported North
4. Some of the fighting spilled into cambodia
5. Communists and non-communists did not respect cambodian neutrality
6. Ho Chi Minh Trail was used by troops, but they cut through cambodia
7. Southern communist headquarters were on the border of cambodia, and then moved into cambodia
8. US had bombing campaigns to destroy the troops but these were on cambodian territory
9. Lon Nol allied with the US and allowed the US to bomb the military bases within cambodia and the border went further into cambodia as the conflict continued
10. 1969-1973 there were intense and relentless US bombing
11. 500,000 tons of bombs were dropped
12. 10% were on unknown or no target

13. KR used the terror of these strikes to gain support
14. KR were fighting against american imperialism
15. This bombing was a war crime and a form of state terrorism
16. By 1970 it turned into a civil war between the government and the KR

Module 4 Week 2 - Cambodian Genocide

1. Year Zero
2. Indochinese Communist Party (Vietnamese-led), 1930
3. Khmer People's Revolutionary Party (founded in 1951) = Workers' party of Cambodia (1960) = (Khmer/Cambodian Communist Party (1966)
4. Son Ngoc Minh & Tou Samouth
5. China's Great Leap Forward (1958-62) & the Cultural Revolution (1966-76)
6. Year Zero
7. Indochinese Communist Party (Vietnamese-led), 1930
8. Khmer People's Revolutionary Party (founded in 1951) = Workers' party of Cambodia (1960) = (Khmer/Cambodian Communist Party (1966)
9. Son Ngoc Minh & Tou Samouth
10. China's Great Leap Forward (1958-62) & the Cultural Revolution (1966-76)
11. How did the Democratic Kampuchea characterize its political identity?
12. How were ethnic Vietnamese portrayed in the Black Paper?
13. How was 'difference' manufactured (ie the enemy) at Toul Sleng?
14. How does Hinton explain the excessive violence perpetrated at Toul Sleng?
15. How were terror and fear instilled into inmates at the work camp?
16. What strategies could inmates employ to optimize their chances of survival?
17. How valid are the guards' explanations for their actions at Tuol Sleng?
18. How did the Democratic Kampuchea perceive the role of terror and violence at detention centres such as Toul Sleng?
19. Why was it so essential for Toul Sleng interrogators to get prisoners to confess when it was clear they were going to be killed anyway?

The Khmer Rouge Killing Machine

1. Accounts from the guards of the prison camps
2. They feared for their own lives
3. Only 30 guards out of 100 survived
4. Used a variety of measure to get confessions
5. While they were told not to kill they often did and it was expected
6. The prisoners suffered horrible conditions

The Killing Fields, directed by Roland Joffé, 1985

1. He tried to escape numerous times
2. The children were taught to abandon their families
3. Those who had had easy lives being educated were disappeared
4. They had to do hard manual labour
5. Constant surveillance
6. He saw many dead on his escape

They are Murderous Thugs, But We Won't Let That Stand in Our Way

1. Americans had a meeting in regards to the ASEAN countries
2. They had just won the vietnamese war, but it was messy
3. Working on a way to rebuild relations in the region and get the military vehicles out
4. They wanted cambodia to be on their side and remain stable so that the region would remain stable and not become communist again

Hinton, Why Did They Kill?

1. Constructions of belonging were at the center of the genocide
2. Dehumanized and stereotyped the victim groups
3. Perpetrators manufacture difference by turning their victims into caricatures
4. Dehumanized groups are particularly brutalized and controlled
5. Once difference is manufactured genocide is seen as a justifiable purification
6. Who are we speech created a clear line between the us and the enemy
7. Friends and enemies are distinguished by political consciousness
8. Some former enemy sws were allowed to transform into revolutionaries
9. Key trait of the enemy was a strong private stand and draw to private property
10. Group had a hatred for the enemy and a love for the nation
11. Created a self-implicating and communal political identity
12. Told to follow the regime without question
13. Killing enemies was the honorable thing to do
14. Orientalist myth of cambodia as a gentle land
15. Claimed that the vietnamese had swallowed cambodian lands
16. Legend of the master's tea was put forward in the Black Paper
 - a. Talked about the evil nature of the vietnamese
 - b. Refers to them as Yuon meaning savage
17. Thousands of ethnic vietnamese were massacred
18. After the vietnamese helped to overthrow the DK regime they felt a sense of gratitude towards them
 - a. However during the UNTAC period political factions attracted support by competing to be the most racist
19. Obsession with enemies from within
20. Began disputing over disputed coastal lands
21. Even before purges they were singled out for persecution
22. All vietnamese in a village were eradicated
23. They were not able to convert as they were evil
24. They used racist terms to demonize them
25. Everyday life served as a index of political consciousness
26. Cambodians remained mute as part of a buddet profesy and learned it was better to play dumb and only stand out by working extra hard
27. Members of different groups were given different statuses and this empowered or dehumanized them
28. Made the people they didn't like gaunt and emaciated to further demonstrate their their impurity
29. Thought a person's consciousness could be revealed through confessions

30. Most of people persecuted were former colleagues
31. Arrest meant the loss of markers of human identity
32. Made them like objects or animals to be used and abused
33. After confessions they had to acknowledge they supported america and vietnam and realize that they are traitors
 - a. Had to bow to images, compared to dogs
34. They killed them after confession
35. Perpetrators believed they were just following orders
36. Indoctrination was intensified by exhaustion, sleep deprivation, and hunger
37. Discipline was strict and they feared their superiors
38. Combination of doing politics and torture
39. Kept them alive a long time to extract answers
40. Emotionally manipulated them
41. Experienced fear, confusion and disorientation
42. Guards have leeway to act within constraints but still used torture with abandon
43. Had a sadistic zeal
44. Admitted to killing prisoners before obtaining confessions
45. Small number could be categorized as sadistic
46. Orgianru people are transformed into perpetrators that derive pleasure from domination
47. Buddhism discourages violence
48. Violence against the enemy is legitimised through conversion efforts
49. Desensitization makes dehumanization seem more normal
50. They had a duty to interrogate and torture
51. Confession is obtained through prescribed institutional practices
52. They experienced atomization and fear
53. Personal relationships were subordinated to politics and they were fearful of forming relationships as they would be under suspicion
54. Never knew if the confessions would be considered correct
55. They knew the pain if they were wrong and arrested
56. Greatest source of anxiety is the threat of non-being when self-identity is under attack
57. Though they were part of something larger, symbolized in Angkar
58. Turner's theory says that symbols condense, unify and poliaize, have an ideological pole and a sensory poll
59. They split off unwanted thoughts and feelings and project them onto other beings
60. Perpetrators fear of annihilation could be obliterated by destroying the individuals who this is projected on
61. Suffering emerged from ignorance and desire

Year of Zero - Starting from Scratch

1. Under the rule of Pol Pot/Saloth Sar 1925-1998
 - a. Had many alliances
 - b. Ecmocratic cambodia (DK)
 - c. Tried to create a communist rural utopia
 - d. Regime claimed no alliance with any existing political philosophy
 - e. Claimed to draw inspiration from akar philosophy

2. Angkar - organization of the party
 - a. People must love and obey Angkar
 - b. He provided political leadership and social guidance
 - c. Take place of family, school and church
 - d. Announced in 1976 that they were beginning a new age, thus it became year zero
3. Tried to overturn the social structure and created 3 new classes
 - a. The old people/base people - they got full rights
 - b. Candidate people - might rise to become full rights people
 - c. April 17th people - new people - lived in cities, intellectuals, rich people, not given rights also called deposited people
 - d. Party members were above everyone else
4. They banned everything that was considered foreign or modern
 - a. Banned market, private property, currency
 - b. Schools were shut down
 - c. Shut down all foreign embassies and foreign relations
 - d. Journalists were expelled
 - e. Rejection of international aid and aid workers
 - f. Western medicine was rejected
5. Did not tolerate religion, including buddhism
 - a. Temples and monks were destroyed or repurposed
6. Evacuated towns and cities
 - a. 2 million evacuated from phnom penh and 1 million from other cities
 - b. 20,000 died in the evacuation
 - c. They were told the americans were going to strike
7. At the new settlement the new people were out to work
 - a. They were told to produce 3x the amount of rice that could be produced per hectare
 - b. They had little to eat, but there was no lack of food
 - c. Food was saved for party members and shipped elsewhere
 - d. Many people died
 - e. Families were separated
 - f. Children were taught to distrust their parents
 - g. Affection between people was suspicious
 - h. Encouraged to expose and denounce those around them
8. Many died from political purges
 - a. Killed civil servants, soldiers and those with government connections
 - b. Went after intellectuals, foreign people or people with connections, wealthy
 - c. Many killed for their ethnicity - vietnamese, chinese, chinese muslims
 - d. 250,000 were killed in these purges
 - e. Evidence can be found at 300 mass grave sites
9. As time went on the party began purging within their own ranks
 - a. Felt that party members were plotting against leaders
 - b. Felt the vietnamese were in on these plots
10. When people were arrested they would often name random people as their accomplice

11. These mass graves are now tourist sites
12. They kept meticulous records of the people killed
 - a. Most infamous detention center was Tuol Sleng
 - b. There are about 4000 confessions, most are made up
 - c. They were killed anyway

Pol Pot and his Inner Circle

1. KPR was founded in 1951 with the help of vietnamese communists
 - a. Before this they participated in the indochina communist party founded in 1930
 - b. Organization dominated by vietnamese
 - c. Worked under this umbrella until separating in 1951
2. Founding members were khmer that had close relationships with vietnamese
3. By 1970s the relationship became less cordial as pol pot began to gain power
4. Pol pot came from a wealthy family
 - a. Smart, got a scholarship from the royal family
 - b. Studied electrical engineering in paris
 - c. In paris he became involved in left wing politics
 - d. Chinese communist party established their regime
 - e. He met up with other cambodian students who joined the ranks
 - f. More interested in politics than his studies
 - g. Failed his courses and lost his scholarship
 - h. They were close to influential politicians in the capital
 - i. When he got married the government helped him to secure real estate
5. He and his friends were teachers so they had a lot of influence over students and children
 - a. Teachers were highly respected
 - b. Students become teachers in the rural areas so they influenced further
6. Nuon Chea - deputy secretary of the central committee
 - a. Educated in bangkok
7. Ieng Sary - deputy PM and minister of foreign affairs 1975-1978
 - a. Also went to paris on a scholarship
 - b. Joined french communist party
 - c. Also was a school teacher
 - d. Wife was sister in law to Pol Pot
8. Son Son - minister of defense
 - a. Educated in paris
 - b. Director of the teaching institute
 - c. When he was considering defecting he was assassinated
9. Khieu Samphan - head of state
 - a. Also in france
 - b. PhD in economics
 - c. Elected to national assembly twice
 - d. Went into hiding when left was being cracked down on
 - e. Claimed later he didn't have a lot of power
10. All well educated from privileged backgrounds, had elite connections

Influences on the Khmer Rouge

1. Communism - a beacon of hope
2. Marx and Friedrich - industrialized capitalist society, claimed that this would be good for a proletarian revolution
3. Lenin claimed that imperialism was the highest stage of capitalism and thought that this revolution could happen in less industrialized countries
 - a. Thought agrarian societies were being exploited through colonialism
4. Communism was an ideology against oppression and imperialism
 - a. Modern and scientific organizational model
 - b. Victory in Russia meant that communist movements were supported by Russian government
 - c. Communist international supported communist parties to form
5. Chinese communist revolution
 - a. Created Maoism
 - b. Peasants in the lead role, not urban workers
 - c. Led a communist revolution made on peasant support
 - d. Peasants were thought to have knowledge and experience that urban people did not
 - e. Disdain for intellectuals
6. The Great Leap Forward (1958-1961)
 - a. Tried to industrialize without the help of urban or educated
 - b. Wanted China to catch up to the West
 - c. This didn't work out
 - d. 30-40 million died, most of starvation
 - e. Experimented with communal living
 - f. Family life was discouraged and they were seen as antisocial
7. Great Proletarian Cultural Revolution
 - a. Wanted to get back into power in the party
 - b. Mobilized young people in a campaign against tradition
 - c. They destroyed things that belonged to the old period
 - d. Four Olds- thoughts, cultures, habits and customs must be destroyed
 - e. Encouraged to denounce parents if they were counter-revolutionary
8. Chinese communism was very similar to what the DK did
 - a. Called their economic development program the Great Leap
9. Vietnamese communists provided moral and financial support but later there was a great deal of tension

Module 5 Week 1 - Canadian Colonialism

1. The Indian Act
2. The Reserve System
3. Potlatch
4. The Pass System
5. Resiliency
6. Status and Non-status
7. Self Government

8. What did the Canadian state seek to accomplish with the Indian Act of 1876, and following amendments to it, especially in the period prior to 1951?
9. What effects did these policies have on Indigenous Peoples?
10. What are some of the ways in which Indigenous Peoples resisted these policies and the broader impact of Canadian colonialism?
11. What do you think Belcourt was seeking to communicate in this video?
12. Why do you think she made this piece?
13. How does her video compare to other commemorations and rhetoric surrounding the 150th anniversary of confederation in Canada?

Living Tradition: The Kwakwaka'wakw Potlatch on the Northwest Coast

1. Kwakwaka'wakw believe that powerful and rich people are the ones who give stuff away
2. Potlatch means to give
3. Comes from Chinook - trade jargon on west coast
4. Marks important occasions in their life
5. A time for pride and joy

Palmer Indian Act Genocide

1. First nations have a connection to the land
2. Settler governments want to wipe out indigenous people in order to get access to their land and reduce their financial obligations to them
3. Focused more on eliminating them rather than assimilating them
4. Non-status are excluded

Canada's Genocidal History

1. Created reserves to contain them
2. Genocide is defined as
 - a. Killing members of the group
 - b. Causing serious bodily and mental harm
 - c. Deliberately inflicting conditions calculated to bring destructions
 - d. Imposing measures to prevent births
 - e. Transferring children of the group to another group
3. Decolonization means Canada needs to acknowledge the history of Canada
4. Often had legalized murder of indigenous people for financial reward
5. Death toll in residential schools is staggering

Eliminating the "Indian Problem" in Canada

1. Indian Act contains laws to define, control and eliminate federally recognized Indians in Canada
2. Right to administer and control Indigenous people is under federal jurisdiction
3. Registered Indian is also called as status Indian, those who are denied registration status are called non-status Indians
4. Often excluded indigenous women, illegitimate children and adoptees
5. Created the one parent rule where you could only get status if your father had status
6. Double mother clause where if male Indians were only provided status by their mothers marrying into it then they could be denied status at 21
7. Loss of Indian status upon marriage was permanent
8. Bill C-31 included sweeping changes and eliminated the second generation cut off rules

9. Bill C-3 created new forms to discrimination

Extinction by Policy

1. SCC found the Inuit to be Indians, but Canada amended the Indian Act to exclude them from registration
2. Métis people who took the status are also excluded
3. Eliminated legal presumption that for unstated paternity the father was considered Indian
4. Sixties Scoop adopted children out making it hard for them to claim status
5. Band lists often excluded many people

Why does Indian Status Matter

1. Non-status are denied band membership, and are discriminated against for not being Indian enough
2. Federal recognition has become a form of identity
3. Impact their economic, political, and legal rights and excludes them from programs
4. Usually seek registration to regain a connection with their culture
5. Reserves have held communities together in the face of brutal genocidal policies
6. When status Indians are legally extinct so is the financial obligation to them
7. Often suffer from identity problems for not being white or Indian enough

Lecture Part 1

1. Movements for change have been growing
2. No downside to justice
3. This is a story of resilience, survival and resurgence
4. Examining the Indian Act and the attempt by the Canadian state to destroy Indigenous communities
5. Canada's past and present has reset on colonialism
6. Simply talking about reconciliation does not address colonialism

Lecture Part 2

1. Indian Act dictates who can receive treaty rights and who can't
2. Introduced in 1876 and amended many times after
3. Meant to manage Indigenous people as children, control them and make them disappear
4. Saw it as a legitimate means to control Indigenous people
5. Not associated to or agreed to by Indigenous nations
6. Imposed on them
7. The people given status were treated as inferior and needing assimilation
8. Tried to take away their rights and land and define who they were
9. Control, divide, contain and assimilate
10. Wanted Canadian settlement to grow and use their lands
11. Push them onto smaller and smaller reserves that the government could then control
12. Created a relationship based on control
13. Intended to destroy their nations
14. Most oppressive parts continued until 1951 but the effects have persisted
15. Administered through federal government and Indian agents
16. Imposed on nations that had made treaties with the Crown

17. Treaties were never about giving up traditional territory or sovereignty, but they were deceived
 - a. Increasingly marginalized them on their own lands and territories
18. Through establishment of reserves they pushed them into smaller areas of land
19. Indian act labeled some as status indian
 - a. Were wards of the state
 - b. Were either citizens or indians
 - c. Barred them from voting, travelling, giving gifts, hiring lawyers
20. Government had authority over the reserves
21. Those with status could not have any political power
22. John A Macdonald - nations duty to assimilate them
23. Assimilation became the justification or intrusion into their lives
24. Undermined their self government
 - a. Had highly sophisticated systems prior to europeans
 - b. Stripped them of this in order to control them
25. Indians status is an administrative category, not an identity
26. Created a variety of ways for them to lose their status
27. Tried to repress traditional ceremonies or traditions
28. Undermine the economic viability of their communities

Lecture Part 3

1. Even on reserves they found their land was not safe
2. They were confiscated by governments
3. They took more and more land away
4. Amended in 1906 to make the taking of land easier
5. Some were forced to sell their land off
6. They regened on an redefined treaty agreements to suit their economic agendas
7. They would try to relocate reserves
8. Reserves only make up 0.2% of canada
9. They have a connection to the land and the land is not a commodity - it contrones their culture, languages and keeps them alive
10. Indignaous people resisted this in any way they could
11. Government pursued colonization not only through seizure of land but also through their cultural practices
12. 1884 amendment made it a crime to participate in the potlatch
13. By 1895 they banned any festivals dances, ceremonies or giveaways
14. In 1914 they made the wearing of regalia illegal
15. Used extortion to pry their regalia and sacred items away from them
 - a. Appropriated these things and sent them to museums
16. Authorities have difficulty preventing these ceremonies and many defied it openly
17. These bans were only removed in 1951
18. Also south to repress the sundance in the west as they saw it as a threat to colonialism
 - a. Created the pass system - temporary measure where they needed a pass to leave their reserve and prevent them from visiting other reserves
 - b. Violated their treaty rights to hunt and trap

- c. Prevented their freedom of movement
- d. Aim was racial segregation
- 19. When political organization became larger in the 1920s they prevented them from hiring lawyers and fighting their rights in the Canadian system
- 20. Judge Scow - it prevented the passing down of their histories, languages and cultures

Lecture Part 4

- 1. Indian act sought to eliminate cultures and people
- 2. Tried to get them to surrender their identity
- 3. Dehumanized them as personhood was refused
- 4. Defined them as inferior and sought to control their relationships
- 5. Defined what reserves were - lands reserved for Indian use - owned by the crown
- 6. Assimilation and control were the main objectives
- 7. 3 functions
 - a. Define who was an Indian
 - b. To civilize
 - c. Manage Indian people and their lands
- 8. Attempt to eliminate them, detach them from communities, and get their land
- 9. Has had several amendments and revisions
- 10. After 1951 they started to loosen restrictions slightly
- 11. Has been described as a form of apartheid
- 12. The government controls status
- 13. It is inherently racist and paternalistic
- 14. It however affirms their unique relationship in Canada
- 15. Efforts to abolish it, such as the white papers, have been met with widespread resistance
- 16. They would rather live in bondage than surrender their rights
- 17. Many differing opinions on how to amend it
- 18. Indigenous people must be the leaders in establishing any new laws

Module 5 Week 2 - Canadian Colonialism

- 1. The Indian Residential School System
- 2. The Truth and Reconciliation Commission
- 3. The Indian Residential School Settlement Agreement
- 4. Cecilia Jeffrey Indian Residential School
- 5. Chanie Wenjack
- 6. Dr. Peter Bryce
- 7. Russell Moses
- 8. Truancy Officers
- 9. Starvation Experiments
- 10. Tuberculosis
- 11. Why did the Canadian settler state establish residential schools?
- 12. What conditions did children and youth face at the schools? What are some of the legacies of the schools?
- 13. What are some of the issues and challenges that lie behind the idea of reconciliation?

Lecture 2-Part A

- 1. Russell Moses

- a. Taken from family and community and put in a residential school
 - b. His father and grandfather had been there before him
 - c. Experiences go worse the longer that it was open
2. Calling them schools and students is misleading
3. Tool in which they sought to remove their culture
4. Terror can be systemic, and can be perpetrated by a democratic nation
5. Nationalist narratives often deny the legacy of colonialism
6. At 33 he wrote a letter to the Indian Affairs commission
 - a. Described his childhood there as full of sadness, pain and misery
 - b. Fed inadequately
 - c. Physically and sexually abused
 - d. Forced to work long hours rather than being taught
 - e. He stated that the situation should be divided among the church, state and the canadian population
 - f. He stated it was the story of the canadian state
7. Many were killed through the system, directly and indirectly
8. Indigenous people have nothing to reconcile or atone for - the canadian state and public must

Statistics

1. 150 years of operation
2. 150,000 students attended
3. 6,000 children died
4. 67% run by Roman Catholic Church, 20% by Anglicans, 10% by United Church, 3% by Presbyterian
5. 1996 - last school closed
6. 7000 interview with survivors for the TRC
7. 6 volumes in TRC report
8. People knew about the horrific conditions in these schools
9. Children were underfed at the schools
10. Schools spread TB
11. Prevented visits or communication from parents
12. 1 in 25 were their odds of dying

History Today

1. People claim that the government or the public was unaware
2. People do not want to claim this history

Chanie Wenjack

1. Story told in 1967 from Mcleans

Prof. Miron, Lecture 2-Part B

1. Kill the indian to save the child
2. Developed a full country residential school system
3. Compulsory attendance
4. Had to send their children out of their communities
5. Erase ethnic identity, and replace it with christianity
6. Seperate children from their families

7. Government funded a church-run system
8. The government ignored and tolerated evidence from their own files about abuse

Problems of the Schools

1. Unsafe
2. Underfunded
3. Disease and malnutrition were rampant
4. Poorly constructed schools
5. Abuse was perpetrated by school employees and officials
6. There was ordinary terror in these schools
7. Children were buried without ceremony or grave markers
8. 1907 - peter bryce documented death at 60% and linked these to the conditions in these schools
 - a. Received less health care
 - b. They fired him and tried to hide his report
 - c. He published a book on the topic of his report
 - d. The government did nothing to address these issues
 - e. Some public outcry but then concern subsided
9. Persistence food shortages
10. Clothing for the winter was initiate
11. The teachers were not sufficient
12. Spawned long-term health problems as they did not receive a healthy diet when they were growing
13. They did experiments on the children
14. Most extreme form of abuse was tearing children out of their homes
 - a. They did not experience a normal family life
 - b. They could not interact with siblings at the school

Prof. Miron, Lecture 2-Part C

1. Foundation was assimilation and genocide
2. Survivors learned few parenting skills at the schools
3. Eugenic legislation in BC and Alberta was passed and allowed the sterilization of any Residential school habitants
4. Many recent accounts of coerced sterilization in the recent years
5. Last school closed in 1996, some attempts to have knowledge of this increased across canada
6. 2005 - residential school settlement announced
7. 2008 - harper apologized for this

Truth and Reconciliation Commission (TRC)

1. Tried to locate bodies of missing children
2. Survivors told their stories
3. Legal action had to be taken against federal government to get documents released
4. Getting a settlement was a difficult and traumatic experience
5. Government is fighting against these survivors in courts
6. It may continue in the child-welfare system

Prof. Miron, Lecture 2-Part D

1. Canadians elive myths of the land being unoccupied and unused
2. Some believe the relationship between indigenus people were peaceful and just
3. Late 19th century the government embarked on an aggressive colonial process
4. Shift in relations between the newcomers
5. When settlers originally arrived they were still in power, and were never militarily defeated
6. They signed treated as equal nations and never signed their sovereignty away
7. the y implemented starvation politics to force them into making treaties
8. The federal government failed to uphold their side of the treaty
9. Europeans tried to prevent the land as empty (terra nullius)
10. Communities were forced to move and were relocated
11. 2015 call to action is put the promise to uphold treaties in the oath of citizenship
12. To move forward canada must address their past and the current issues

Talaga Why Chanie Ran

1. Do not have clean water and have high suicide rates
2. The TRC travelled across the country
 - a. They learned about illness, poor nutrition, uncared for diabetes, sicivde epidemics, sexual base
3. Chanie Wenjack
4. Indigneus people were given terriotes and promised goods, cash, and protection of hunting and fishing rights
5. Indian act kept indienous people on their reserve land
6. Sent them to schools to break their ties to their language and culture
7. If they assimilated them all they wouldn't have a financial or legal obligation to them
8. Schools were overcrowded, filthy, and unsanitary
9. They were not given proper medical care
10. Most indienous languages were wiped out
11. The government destroyed files and documents of the schools
12. Wanted to christianize them through teaching them reading and writing
13. They had substandard education
14. Many students ran away from the schools
15. Children were resisting assimilation
16. Chanie went missing
17. He started later at the school because he was sicily
18. Many students ran away but most were brought back
19. The older children would form their own abusive cycles
20. They ran away, stayed in a farmhouse, and then went to his friends uncle
21. He left to try to go home and was found dead beside the train tracks
22. There was an inquest into his death but the family was neve told
23. Called for children to be boarded in private homes and with their siblings