

GROUPTHINK, COLLECTIVE EVIL, AND THE HOLOCAUST

A MORAL LESSON FROM THE PAST

Sal Mangione, MD*
Thomas Jefferson University
Philadelphia - Pennsylvania

<https://www.youtube.com/watch?v=jnmERJ4tYNc>

<http://library.jefferson.edu/librarynews/?p=8588>

*Disclosure of relevant financial relationship in the past 12 months:

I have no financial relationships with commercial entities producing health-care related products and/or services.

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IMPLICATIONS FOR HEALTH CARE

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Contemplating Medicine During the Third Reich: Scaffolding Professional Identity Formation for Medical Students

Shmuel P. Reis, MD, MHPE, and Hedy S. Wald, PhD

Abstract

Problem The moral failures of physicians and the medical establishment in Germany and Austria during the Third Reich challenge medicine and medical education in a way few other events do. They compel medical educators to ensure that lessons learned from contemplating medicine during the Third Reich be integrated into current and future physicians' professional identities. Most health professions education programs, however, have not adopted this study domain in their curricula.

Approach The authors describe a new curriculum module—"The Holocaust and

Medicine"—and its implementation in October 2013 at Bar-Ilan University Faculty of Medicine in the Galilee, Safed, Israel, as a requirement for all medical students (starting with the class of 2017). The innovative module integrates historical facts, guided reflection, flipped classroom pedagogy, and program evaluation efforts. It spans 20 months of the preclinical curriculum, embedded within a doctoring course and a medical humanities longitudinal course and integrated within the clinical sciences blocks.

Outcomes The evaluation approach will seek to measure changes in learners' knowledge and attitudes, capture their experience

with the module, and assess the module's contribution to their identities as future healers.

Next Steps This module aims to sensitize learners to medicine's fundamental dilemmas (e.g., prejudice, assisted reproduction and suicide, physicians in war), ideally enhancing critical reflection on the potential danger of "slippery slopes." The authors propose that contemplation of medicine after the Holocaust and the implications for contemporary practice should be an integral component of health professions education to promote humanistic, ethically responsible practice.

The visit to Treblinka made me realize that medical education must always have as its foundation the creation and nurturing of the identity of the healer.
—David Sliam, "A House for Reflection"

Problem

The moral failures of physicians and the medical establishment in Germany and Austria during the Third Reich challenge medicine and medical education in a way few other events do. They compel medical educators to ensure that lessons

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of medicine's most egregious violations of medical and professional ethics¹ be integrated into current and future physicians' professional identities. With this goal in mind, pedagogic efforts to support positive professional identity formation can extend to incorporate reflection on key concepts including compassion, cultural humility, the potential for abuse of power, and professionalism, as well as reflection on the question "How would I have behaved in such circumstances?"^{2,3} Moreover, lessons of medicine after the Holocaust (i.e., the post hoc examination of medicine during the Third Reich) have distinct relevance for current and future health care professionals because more recent examples of abuse of power and moral failures (e.g., the role of physicians in the Guantanamo Bay detention facility and in capital punishment in the United States) and profound ethical dilemmas (e.g., physician self-interest within growing privatization of medicine and challenges of genomics and technology expansion) abound.

Lessons of medicine after the Holocaust can serve as powerful vehicles for nurturing students' humanistic

qualities—that is, their "deep-seated convictions about one's obligations to others, especially others in need"^{4,5,6,7,8,9,10} with "humanism" defined as the passion that animates professionalism.¹¹ The professional identity formation literature, including work on the shaping of a humanistic practitioner's conscience, resilience, and professionalism,¹²⁻¹⁴ lends a crucial theoretical foundation to the instructional approach of contemplating medicine after the Holocaust. The professional identity formation curriculum objective, therefore, is to scaffold identity transformation through guided reflection¹⁵ on personal and core professional values, leading to the integration of the bioethical imperatives of the Nuremberg Code and its Helsinki iterations, within the emergent professional identity. (Scaffolding is one of the steps in the cognitive apprenticeship model, which describes the gradual diminishing involvement of a mentor with the mentee.)¹⁶

Professional identity includes such

abilities as moral reasoning and reflective judgment.¹⁷ Sharing and reflecting on moral choices can help reduce feelings of isolation and difficulty in resolving

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3

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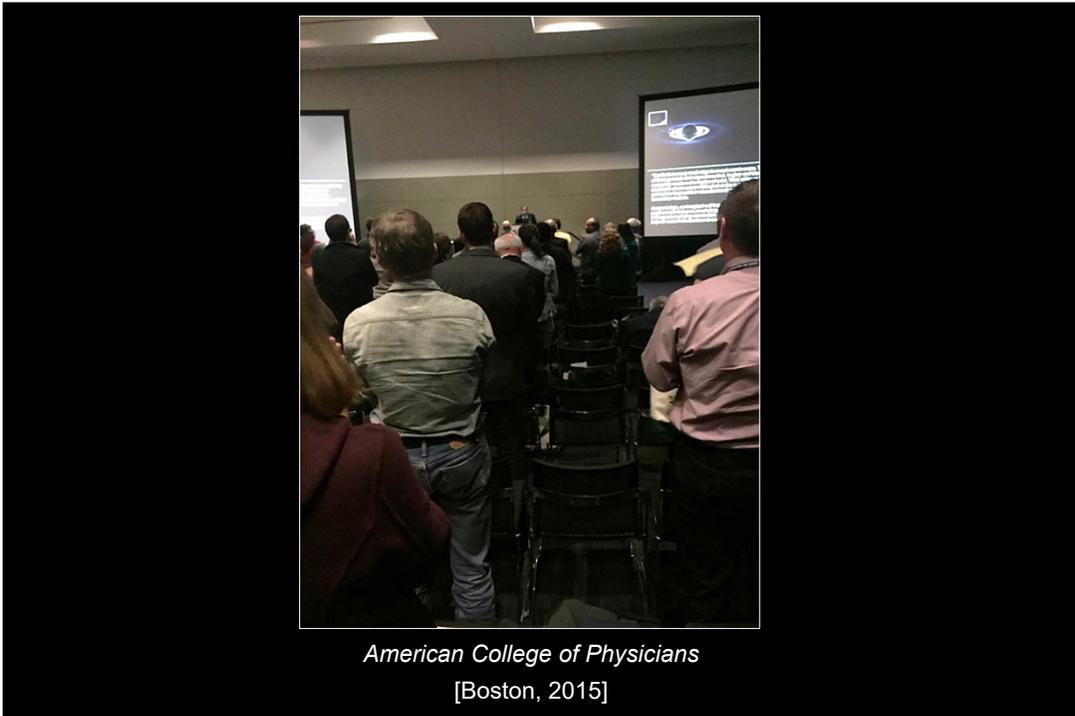
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American College of Physicians
[Boston, 2015]

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DEgli STUDI
di PADOVA

**CORSO DI LAUREA IN MEDICINA E CHIRURGIA,
MEDICAL EDUCATION**

**INTERNATIONAL HOLOCAUST REMEMBRANCE DAY
A MORAL LESSON FROM THE PAST**
Wednesday, January 27, 2021 - 3:00 PM

"Groupthink, Collective Evil, and the Holocaust"

Prof. SALVATORE MANGIONE, Thomas Jefferson University

Zoom - Webinar ID: 863 5933 2308 Passcode: 967086
 Link: <https://unipd.zoom.us/j/86359332308>

Seventy-six years after the liberation of Auschwitz the horror of the Shoah remains as haunting to mankind as ever, as indicated by countless books, documentaries, and monographs dedicated to the subject. Recent attention has gradually shifted away from "perpetrators" and focused instead on the "rescuers" - those few courageous souls who chose to risk their lives so that others could live. As the epitome of altruism for the betterment of mankind one would expect physicians to have been both rescuers and resisters during the Holocaust. Yet, German doctors were the most nazified profession in Hitler's Reich, with every second male physician becoming a party member. In fact, many were perpetrators who not only provided "scientific" legitimization and manpower to domestic campaigns of sterilization and euthanasia, but who themselves participated in pseudo-scientific experiments on concentration camp prisoners. Hence, the need to revisit the topic.



Salvatore Mangione, MD, is a clinician-educator with a long interest in physical diagnosis, medical history, community service and the role of the humanities in medicine. His innovative programs and engaging teaching style have been recognized by multiple teaching awards. He is the author of the book "Secrets in Physical Diagnosis".

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 Maria Luigia Randi, Alberto Zanatta

ZOOM HOSTS:
 Alberto Zanatta, Giovanni Magno



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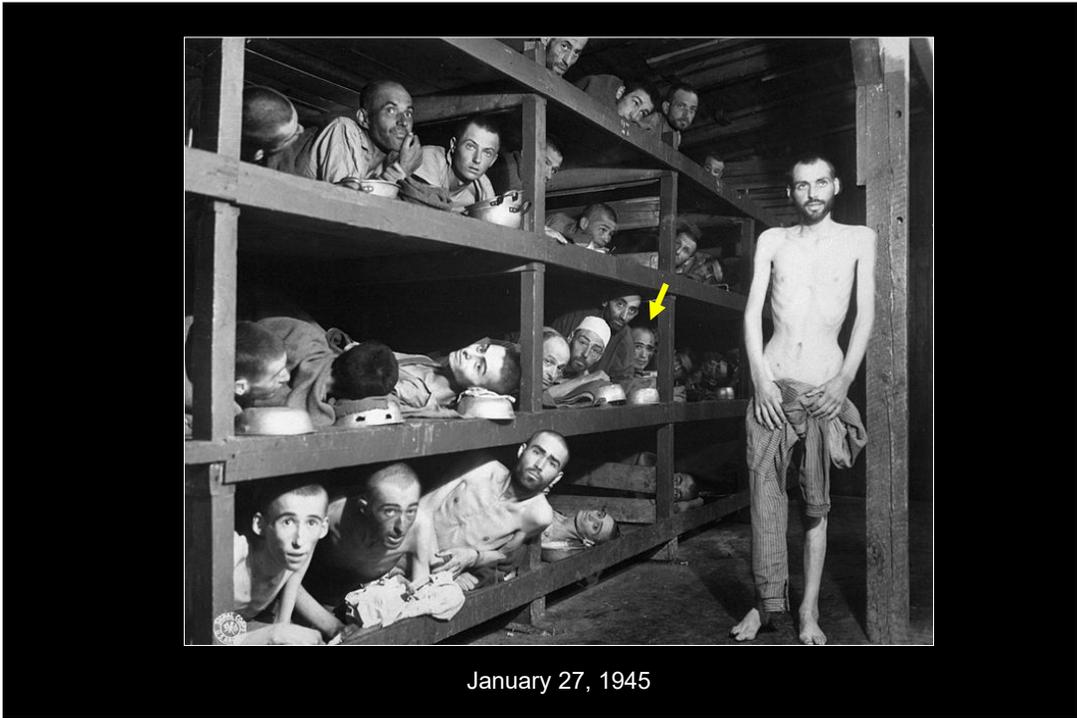




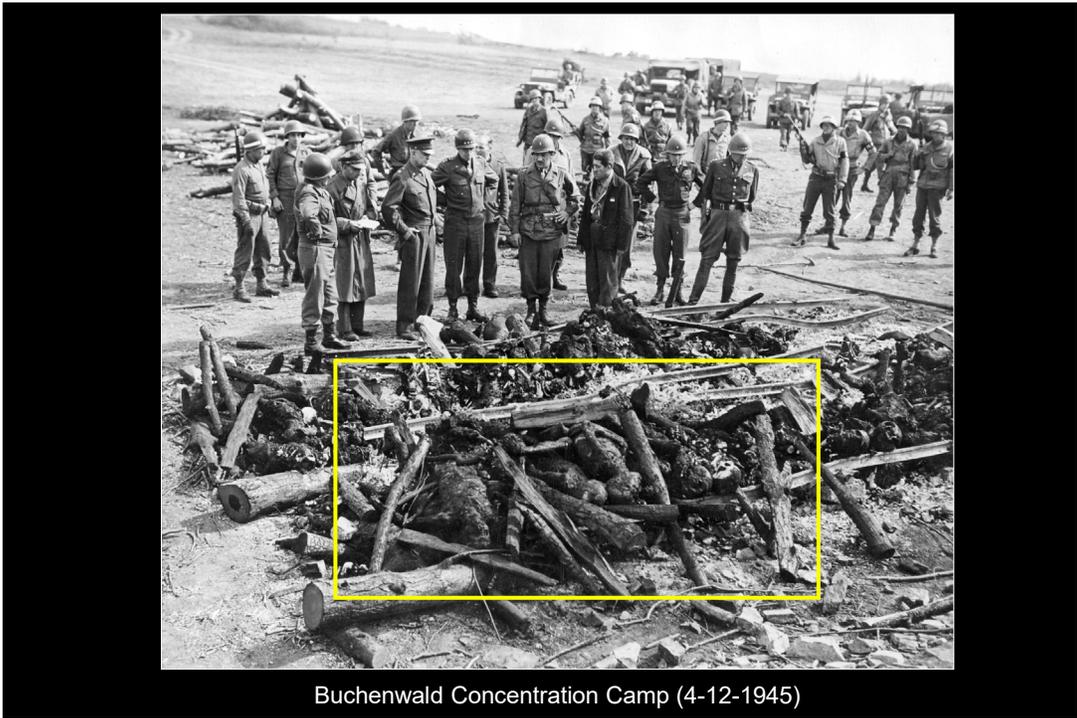


CAM
Centro di Assistenza
per il Medico

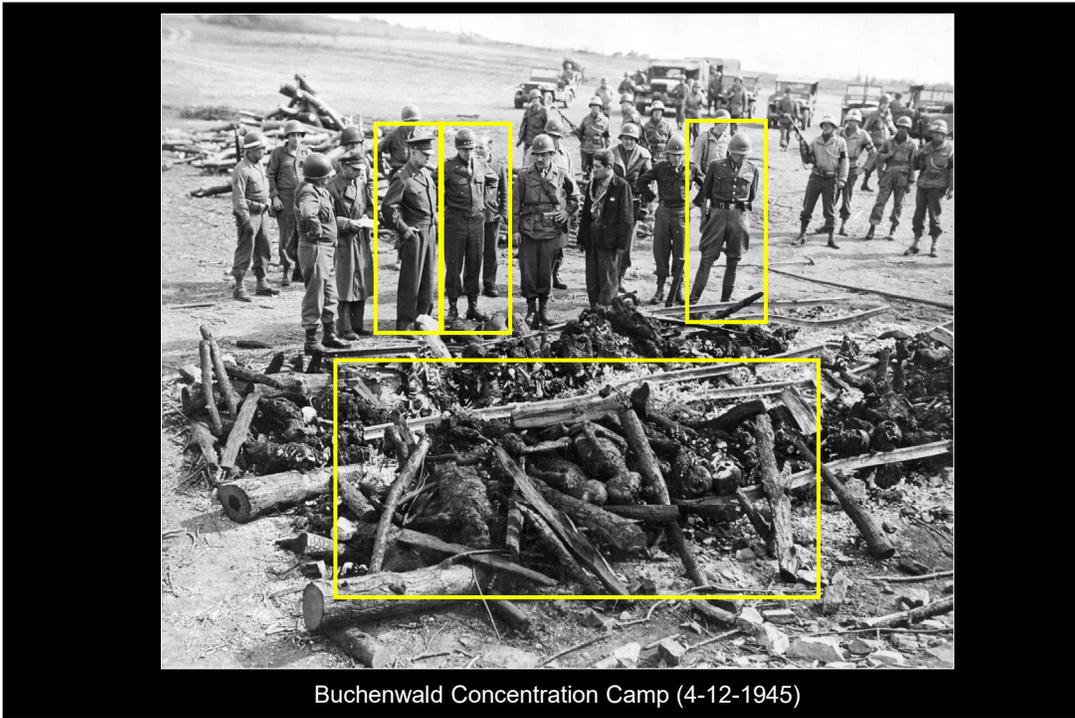
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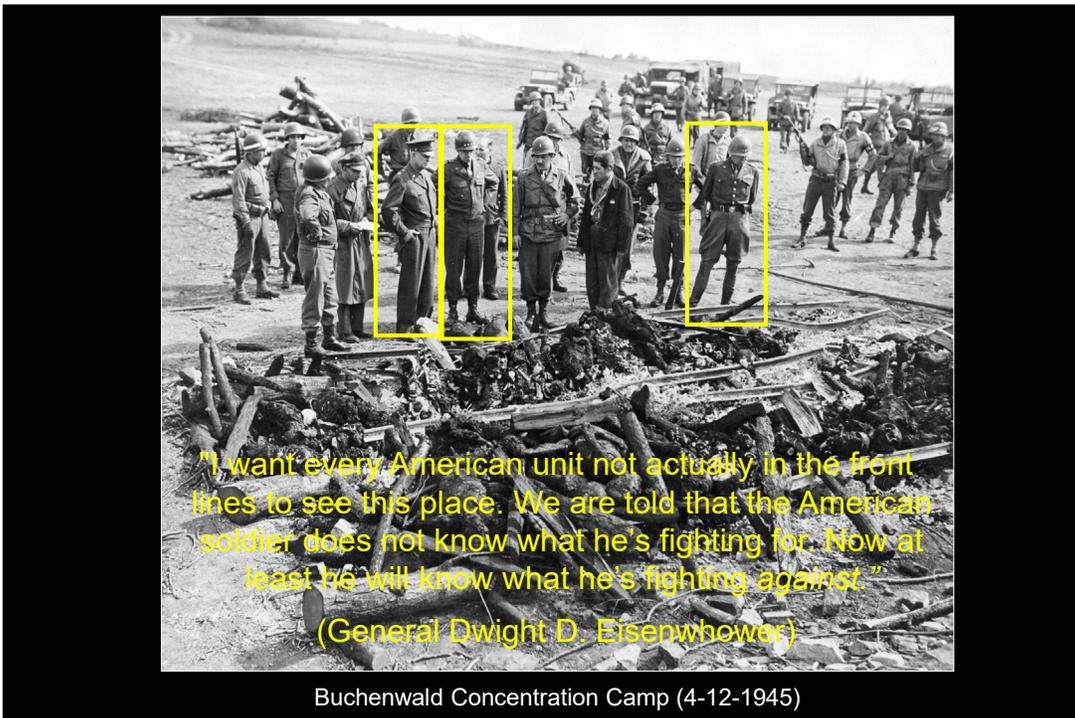
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12



Albert Camus
(1913-1960)

“...the plague bacillus never dies completely.

It can lie dormant for years and years in furniture and linen-chests; it can bide its time in bedrooms, cellars, trunks, and bookshelves; and perhaps the day will come when, for the bane and the enlightening of men, it will rise up its rats again, and send them forth to die in a happy city.

... and that's because *what is natural is the microbe*. All the rest — health, integrity, purity (if you like) — is a product of the human will, and of a vigilance *that must never falter*. The good man, the man who infects hardly anyone, is the man who has the fewest lapses of attention.”

“*La Peste*”, 1947

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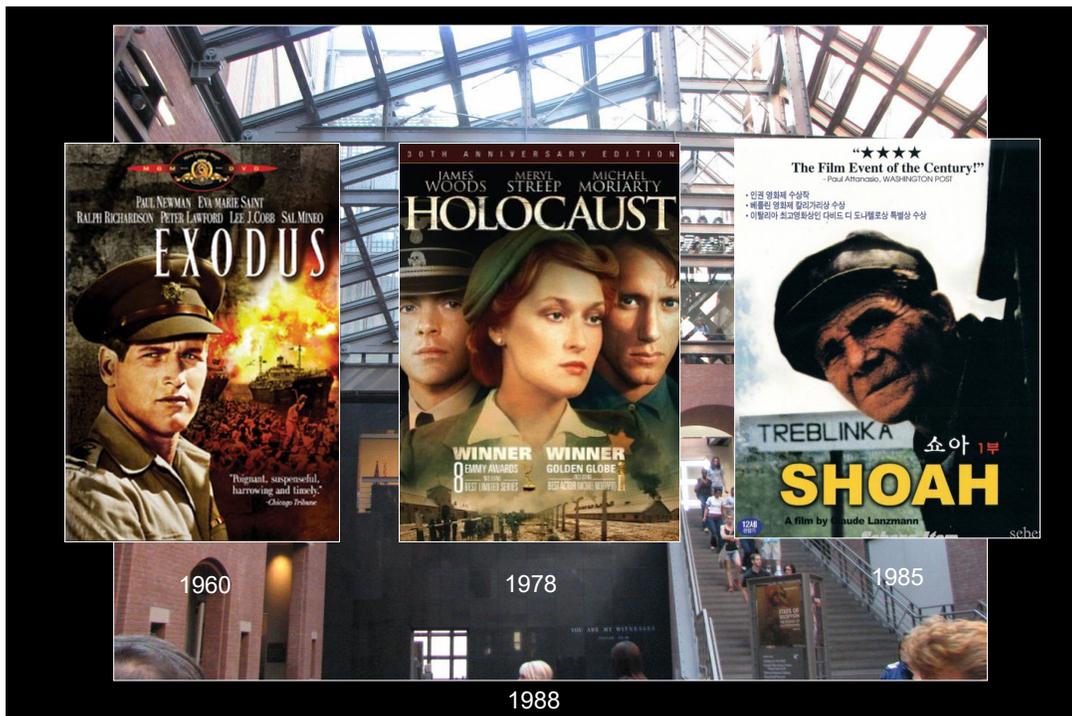


May 23 1960

14



15



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17



18

TOPICS

- The Holocaust *not* as an aberration.
 - Why human beings do this.
 - Why physicians may choose the wrong path.
 - *What can we do to prevent another Holocaust.*
-

19

HOLOCAUST FATIGUE

- So bleak and overwhelmingly negative.
 - It shatters our beliefs in God, in Humanity, in Governance, in Altruism.
 - It reminds us of a World without limits, with no ethical restraints, no religious restraints, no decency, and no checks-and-balances.
 - It reminds us that human beings are capable of doing *anything* to each other.
 - It reminds us that given the right circumstances it can happen again, any time and anywhere.
-

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"... On this Earth there are sunrises, stars, skies, and friendly faces, and yet the planet is driven by a Force not invincible but perverse, which prefers disorder to order, medley to purity, knots to parallelism, rust to iron, and stupidity to reason. It seems that the world is heading for disaster, and we limit ourselves to hope that its advance is slow."

(Primo Levi – "If This Is a Man")

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“...There is nothing that can be learned from the Holocaust.
Nothing. Absolutely nothing!”

(Melvin Jules Bukiet)*

*Professor of English, Sarah Lawrence College - From “Auschwitz, Inside The Nazi State” BBC, 2005

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“...It will be enough for me, however, if these words of
“...There is nothing that can be learned from the Holocaust.
mine could be used by those who want to understand
clearly the events that happened in the past, and which,
Nothing. Absolutely nothing!
being human nature what it is, will, at some time or other
(Melvin Jules Bukiet)*
and in much the same ways, *be repeated in the future.*”

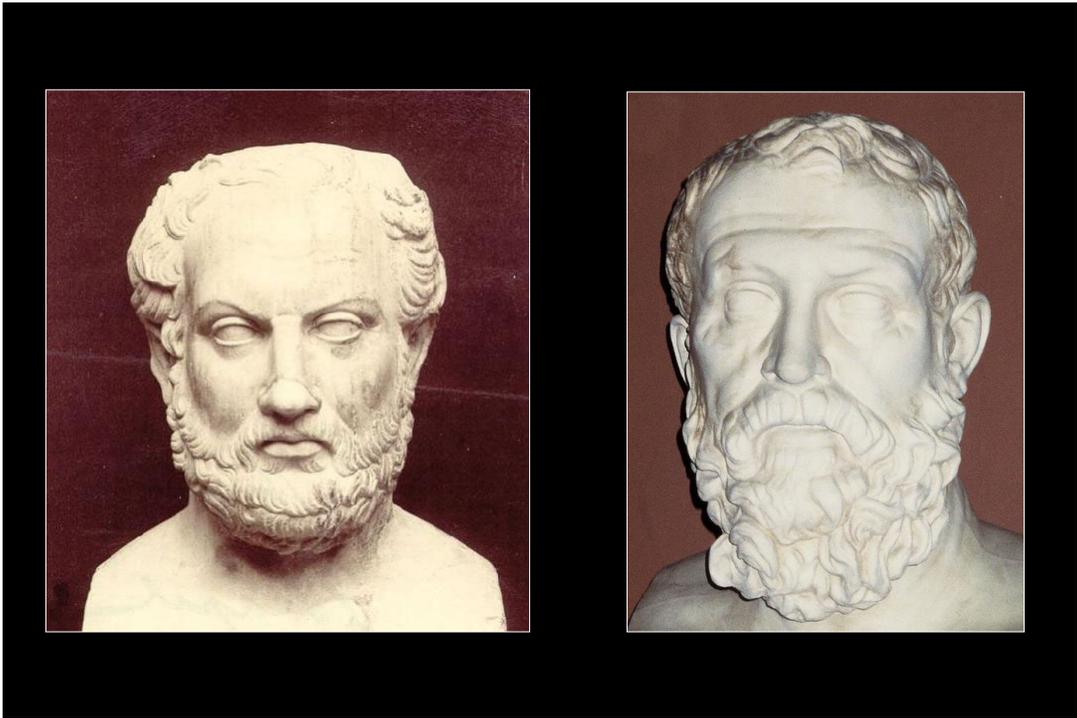
(Thucydides, *History of the Peloponnesian War*)

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25



26

“How do people get to the point when they’re murdering the grandmother next door?”

How does that happen?

If we can start to understand it, then maybe we can figure out how to address the signs earlier.”

(Angelina Jolie)



27

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* 17 millions, including
disabilities, homosex

of war, people with
s opponents

28

Tell your children of it,
And let your children tell their children,
And their children to another generation.

- Joel 1:3

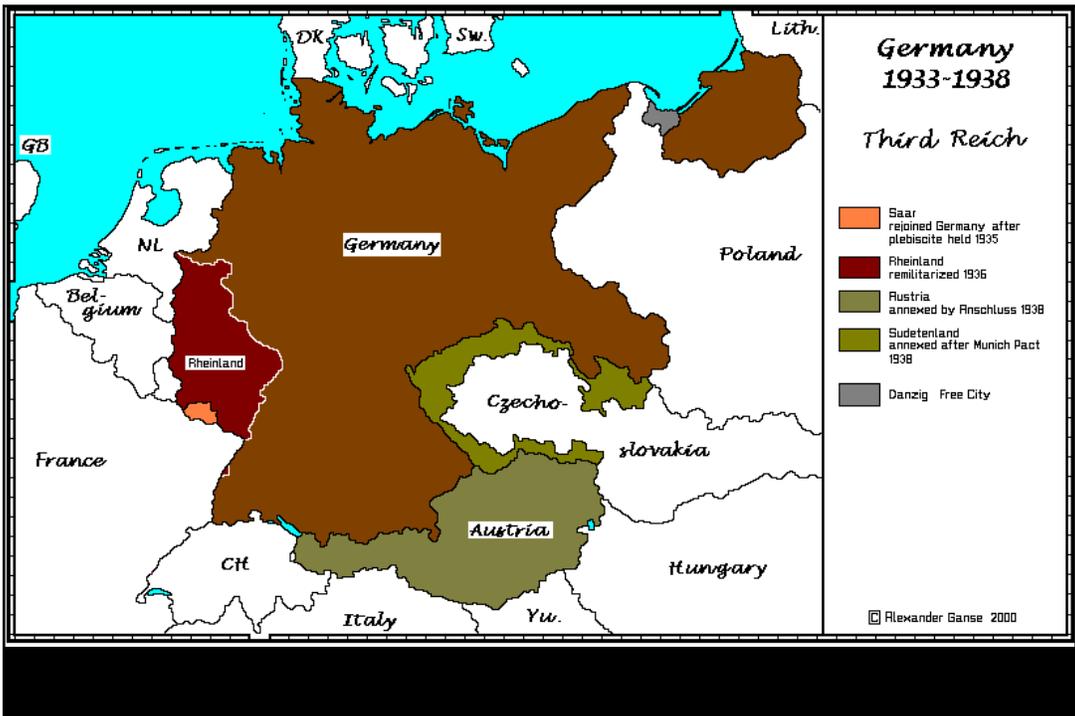
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NEVER AGAIN!

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31



32

NEVER AGAIN!

33



Liberation of Auschwitz (January 27, 1945)

34



Capture of Berlin (May 1, 1945)

35



Capture of Berlin (May 1, 1945)

17 million German
uprooted
Central and
Europe.

36



Photo: Maleski for The New York Times

Radoslaw Czej, a city employee in Malbork, Poland, at work on Monday at the site of a mass grave filled with the skeletal remains of about 2,000 people presumed to be Germans.

- 17 million German civilians uprooted across Central and Eastern Europe.
- More than 2 millions eventually killed or died of disease/starvation.

37



Soviet soldiers harassing a German woman, Leipzig 1945

- 17 million German civilians uprooted across Central and Eastern Europe.
- More than 2 millions eventually killed or died of disease/starvation.
- 2 million German women raped by the Red Army – many repetitively (like Helmut Kohl's wife).
- Russians eventually sat at Nurenberg as Judges.
- Half of Europe delivered to 50 years of slavery.
- World War II not a victory but a stalemate.

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NEVER AGAIN!

39

THE NEVER AGAIN DEATH

[Just in the 20th century human beings killed more than 200 millions of their own]

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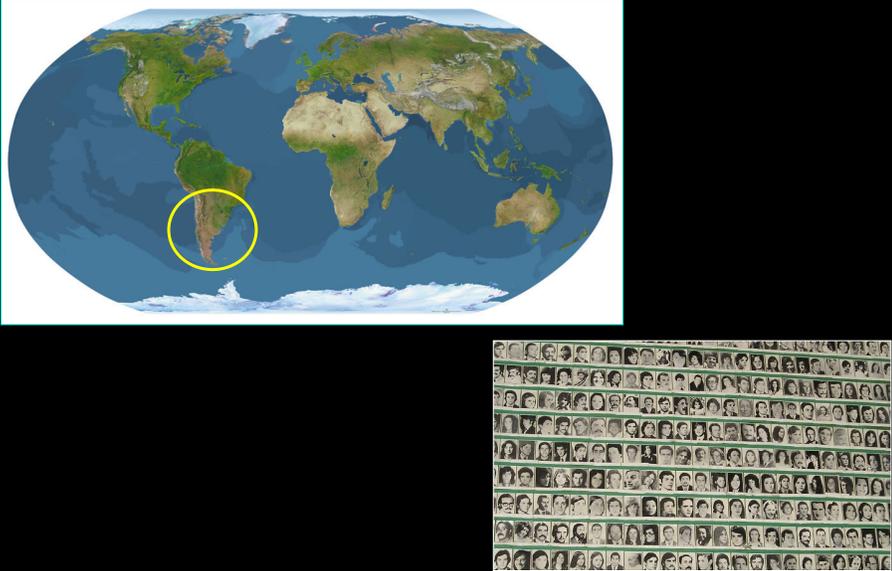
Armenian Genocide (1915-1917): 1.5 million dead

41



Cambodian Killing Fields (1975-1979): 2 million dead
(one fourth of the population)

42



Argentina's *Dirty War* and *Operation Condor* (1976-1983)
 60,000 people "neither dead nor alive, but *disappeared*"
 (Half in Argentina, the rest in various South-American countries)

43



Sabra and Chatila Massacre (1982)
 3,000 Palestinian men, women and children slaughtered in Lebanese refugee camps by Christian Arab Phalangists. Women raped, bodies mutilated, boys castrated, some scalped, a few with the Christian cross carved on their bodies. Declared a "genocide" by the U.N.

44



45



46



Srebrenica

Bosnian Genocide (1992-1995): 200,000 people killed (12,000 being children), 2.2 million forced to flee their homes, and up to 50,000 women raped.

(Srebrenica Massacre 8,000 killed – the largest mass murder in Europe since WWII)

47



Srebrenica

that art can devise and industry can execute

(Karl Schmitt, *Nazi Jurist and Theorist*)

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“...What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns and prosperous farms, and filled with all the improvements that art can devise and industry can execute?”

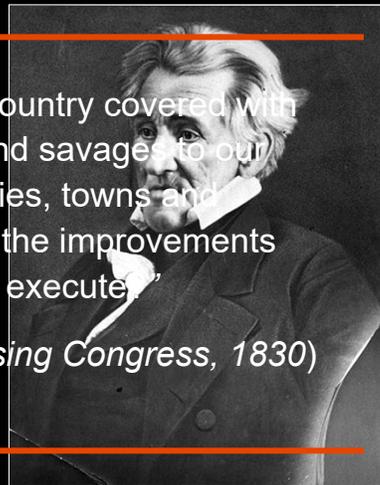
(President Andrew Jackson's Address to Congress, 1830)

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- Over the next several years, Jackson's idea of "manifest destiny" seized millions of acres of Indian lands in the southeast, eventually removing five nations of Native Americans from their homes.

“...What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns and prosperous farms, and filled with all the improvements that art can devise and industry can execute.”

- Although some Indian nations chose to fight, in the end, most of the tribes were removed against their will.
- In fact, the U.S. Army forcibly removed more than 15,000 Cherokees and marched them westward to "Indian Territory" in Oklahoma, a journey the Cherokee called the "Trail of Tears."



Andrew Jackson
(1767-1845)

50



Wounded Knee Massacre (1890)

[More *Medals of Honor* awarded for action at Wounded Knee than for any other engagement in the history of the US Army.]

51



THE CONQUEST OF THE AMERICAN WEST (1890)

[More *Medals of Honor* awarded for action at Wounded Knee than for any other engagement in the history of the US Army.]

52



THE CONQUEST OF THE AMERICAN WEST = ETHNIC CLEANSING

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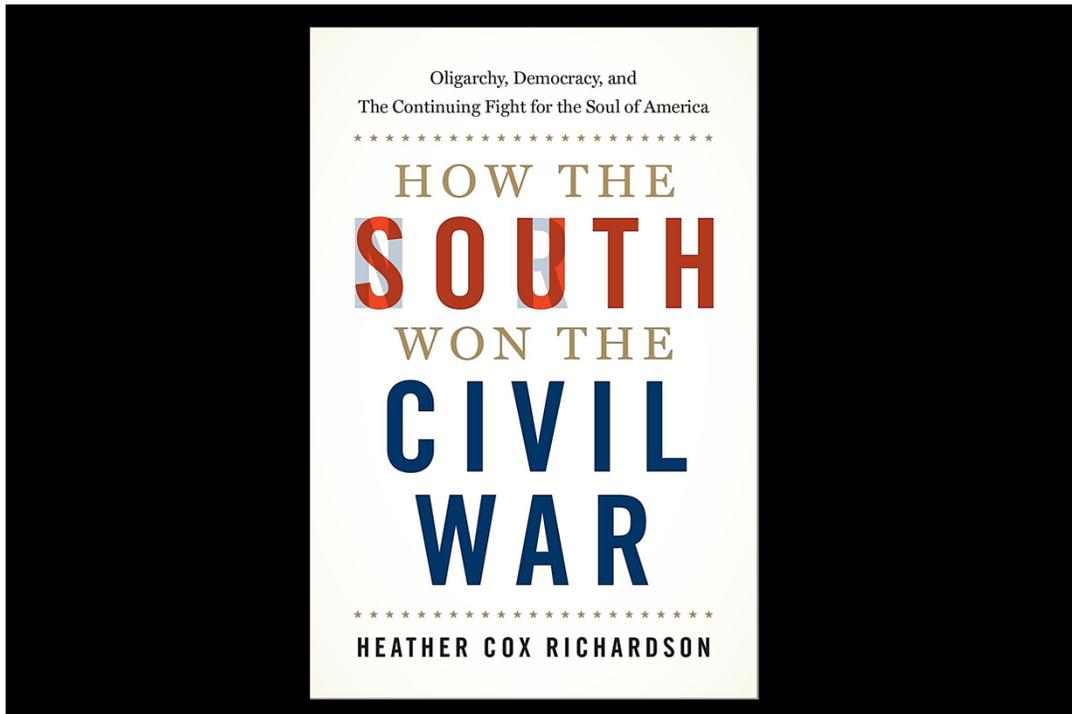
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“...the reduction of the North American Indian population from an estimated 12 million in 1500 to barely 237,000 in 1900 represents a vast genocide . . . the most sustained on record.”

(Ward Churchill, Professor of Ethnic Studies at The University of Colorado)

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Chinese Exclusion Act (1882)



59



"Drug dealers, criminals, rapists" (D. Trump)



60



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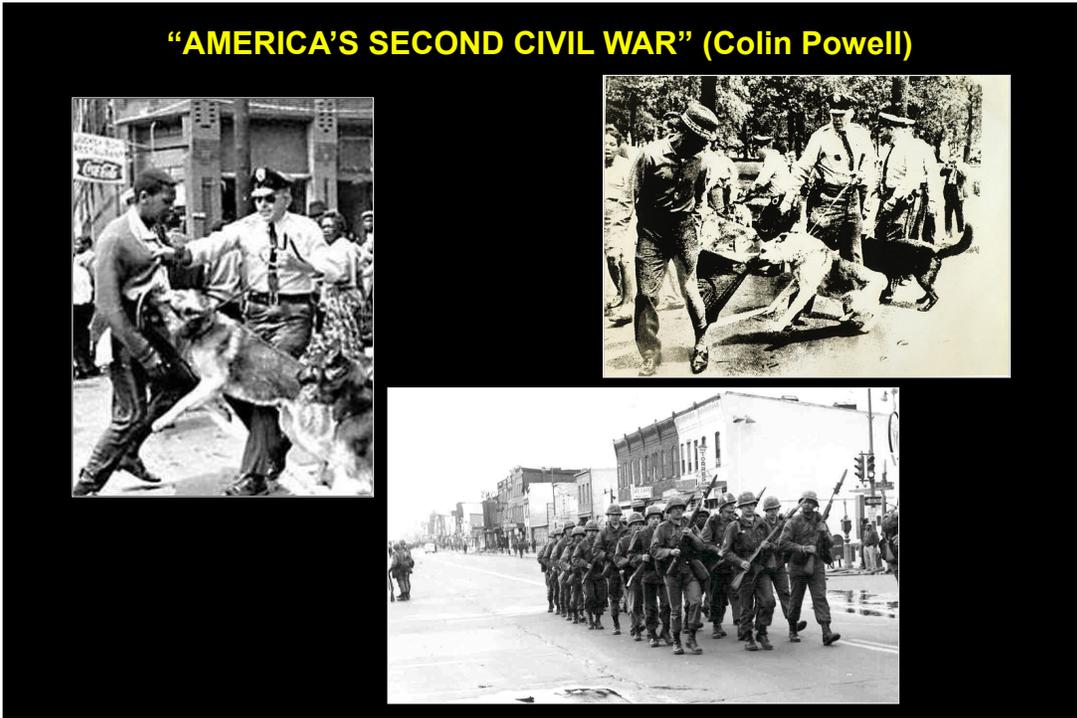


Department Store, Mobile, Ala., 1956

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64

BLACK LIVES MATTER



65

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September 18, 2010

Message to Muslims: I'm Sorry

By NICHOLAS D. KRISTOF

Many Americans have suggested that more moderate Muslims should stand up to extremists, speak out for tolerance, and apologize for sins committed by their brethren.

That's reasonable advice, and as a moderate myself, I'm going to take it. (Throat clearing.) I hereby apologize to Muslims for the wave of bigotry and simple nuttiness that has lately been directed at you. The venom on the airwaves, equating Muslims with terrorists, should embarrass us more than you. Muslims are one of the last minorities in the United States that it is still possible to demean openly, and I apologize for the slurs.

I'm inspired by another journalistic apology. The Portland Press Herald in Maine published an innocuous front-page article and photo a week ago about 3,000 local Muslims praying together to mark the end of Ramadan. Readers were upset, because publication coincided with the ninth anniversary of 9/11, and they deluged the paper with protests.

So the newspaper published a groveling front-page apology for being too respectful of Muslims. "We sincerely apologize," wrote the editor and publisher, Richard Connor, and he added: "we erred by at least not offering balance to the story and its prominent position on the front page." As a blog by James Poniewozik of Time paraphrased it: "Sorry for Portraying Muslims as Human."

I called Mr. Connor, and he seems like a nice guy. Surely his front page isn't reserved for stories about Bad Muslims, with articles about Good Muslims going inside. Must coverage of law-abiding Muslims be "balanced" by a discussion of Muslim terrorists?

Ah, balance — who can be against that? But should reporting of Pope Benedict's trip to Britain be "balanced" by a discussion of Catholic terrorists in Ireland? And what about journalism itself?

I interrupt this discussion of peaceful journalism in Maine to provide some "balance." Journalists can also be terrorists, murderers and rapists. For example, radio journalists in Rwanda promoted genocide.

I apologize to Muslims for another reason. This isn't about them, but about us. I want to defend Muslims from intolerance, but I also want to defend America against extremists engineering a spasm of religious hatred.

Granted, the reason for the nastiness isn't hard to understand. Extremist Muslims have led to fear and repugnance toward Islam as a whole. Threats by Muslim crazies just in the last few days forced a Seattle cartoonist, Molly Norris, to go into hiding after she drew a cartoon about Muhammad that went viral.

And then there's 9/11. When I recently compared today's prejudice toward Muslims to the historical bigotry toward Catholics, Mormons, Jews and Asian-Americans, many readers protested that it was a false parallel. As one, Carla, put it on my blog: "Catholics and Jews did not come here and kill thousands of people."

That's true, but Japanese did attack Pearl Harbor and in the end killed far more Americans than Al Qaeda ever did. Consumed by our fears, we lumped together anyone of Japanese ancestry and rounded them up in internment camps. The threat was real, but so were the hysteria and the overreaction.

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January 23, 2012

How to Integrate Europe's Muslims

By JONATHAN LAURENCE
Chestnut Hill, Mass.

TWO weeks ago, dozens of cars were set alight in the French city of Clermont-Ferrand after a 30-year-old truck driver, Wissam El-Yamni, was roughed up and then died while in police custody. The uproar underscored the hostility of young minority men toward authority across communities in Europe, an antipathy that has at times led to deadly violence.

The failure of Islamic integration in Europe is often attributed — especially by right-wing parties — to an excess of tolerance toward the large-scale Muslim immigration that began in the mid-1970s. By recognizing Muslim religious requirements, the argument goes, countries like France, Britain and the Netherlands have unwittingly hindered assimilation and even, in some cases, fostered radicalism. But the unrest in gritty European suburbs stems not from religious difference, but from anomie.

Europeans should not be afraid to allow Muslim students to take classes on Islam in state-financed schools and universities. The recognition and accommodation of Islamic religious practices, from clothing to language to education, does not mean capitulation to fundamentalism. On the contrary, only by strengthening the democratic rights of Muslim citizens to form associations, join political parties and engage in other aspects of civic life can Europe integrate immigrants and give full meaning to the abstract promise of religious liberty.

The rise of right-wing, anti-immigrant parties has led several European countries to impose restrictions on Islamic dress, mosque-building and reunification of families through immigration law. These policies are counterproductive. Paradoxically, people for whom religion is otherwise not all that important become more attached to their faith's clothing, symbols and traditions when they feel they are being singled out and denied basic rights.

Take, for example, the French debate over whether to recognize the Jewish Day of Atonement, Yom Kippur, and the Muslim festival of Eid al-Adha as official holidays. Yes, the French state clings to the principle of "laïcité," or secularism — but the state's recognition of Easter and Christmas as official holidays feels, to some Jews and Muslims, like hypocrisy. It is Islam's absence in the institutions young European Muslims encounter, starting with the school's calendar, classroom and canteen, that contributes to anger and alienation.

In the last few months, there have been some signs that the right-wing momentum has slowed. A French bill to ban headscarves from day care centers was killed in committee. The Dutch Parliament voted down a bill to outlaw Islamic animal slaughter. And Germany's most populous state helped offset a judicial ban on school prayer by announcing equal access to religion courses for Muslim students.

European countries could use a period of benign neglect of the Islam issue — but only after they finish incorporating religion into the national fabric. For too long, they have instead masked an absence of coherent integration policy under the cloak of "multiculturalism." The state outsourced the hard work of integration to foreign diplomats and Islamist institutions — for example, some students in Germany read Saudi-supplied textbooks in Saudi-run institutions.

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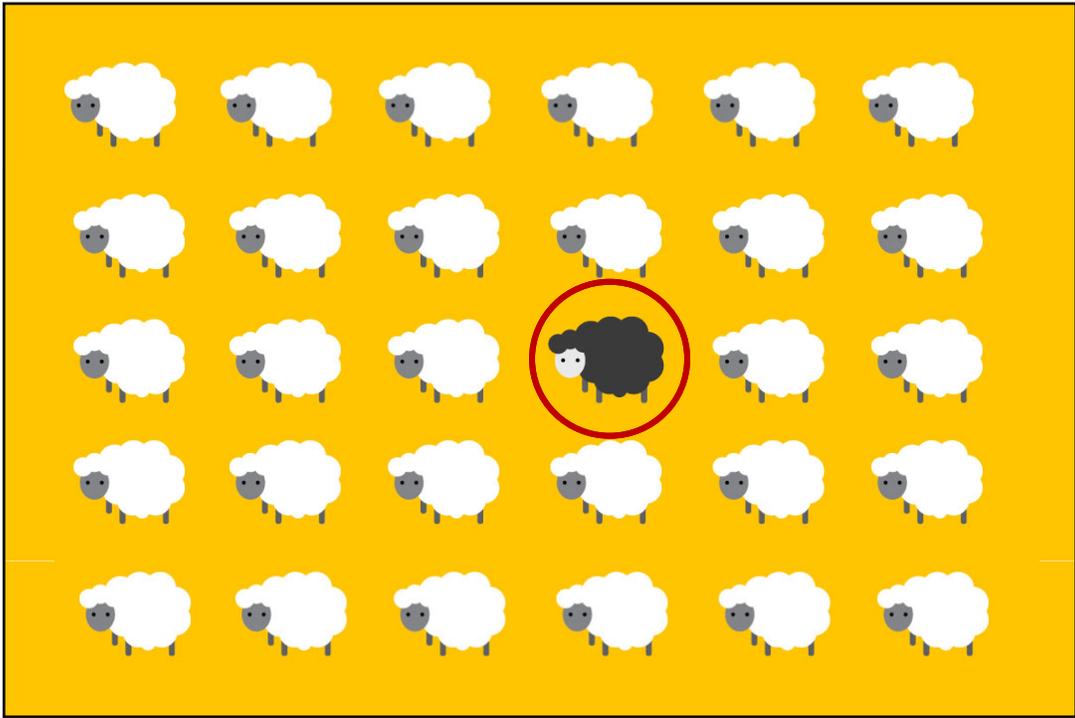


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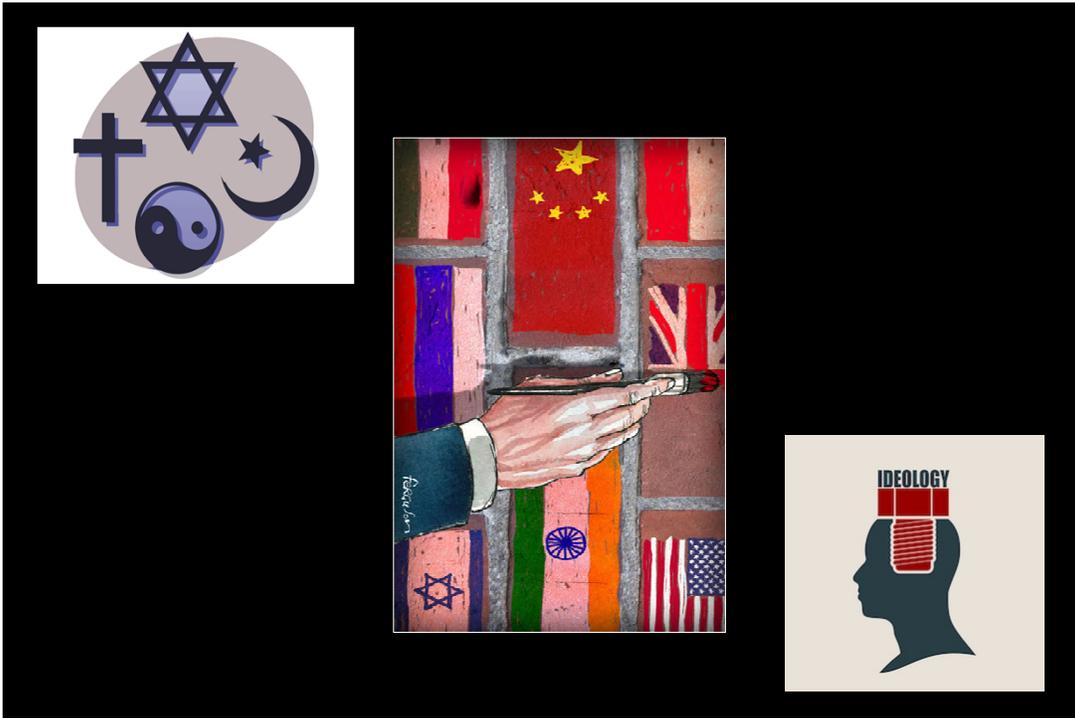


“The French government’s deportation of Roma people is a disgrace” (EU Deliberation)

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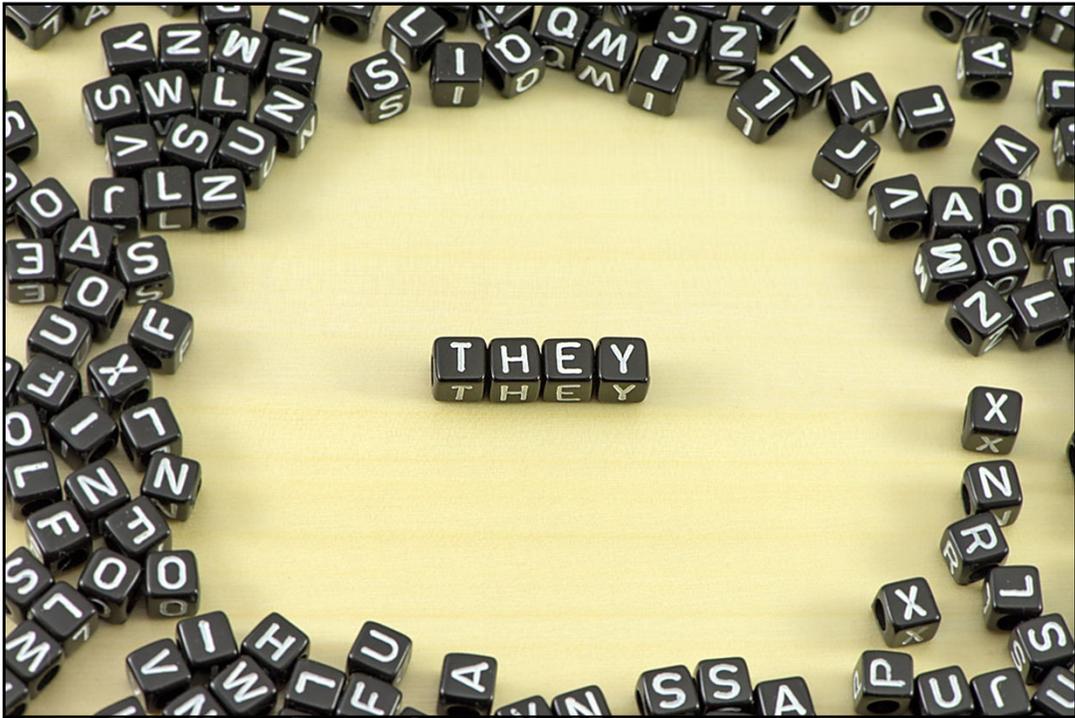
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75

 **Join the National Rifle Association**
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330 million people and 400 million personal weapons...

76

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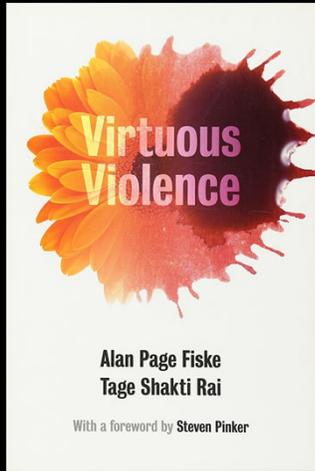


*"They use **their** media to assassinate real news...
They use **their** schools to teach children that their president is another Hitler...
They use **their** movie stars and singers to repeat **their** narrative over and over again."*

77



78

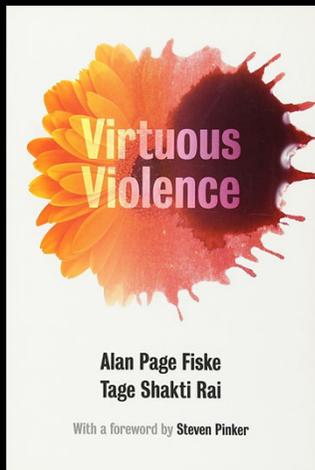


“Violence is considered to be the essence of evil. It is the prototype of immorality.

Yet, an examination of violent acts and practices across cultures and throughout history shows just the opposite.

When people hurt or kill someone, they usually do it because they feel they ought to: they feel that it is morally right or even obligatory to be violent.”

79



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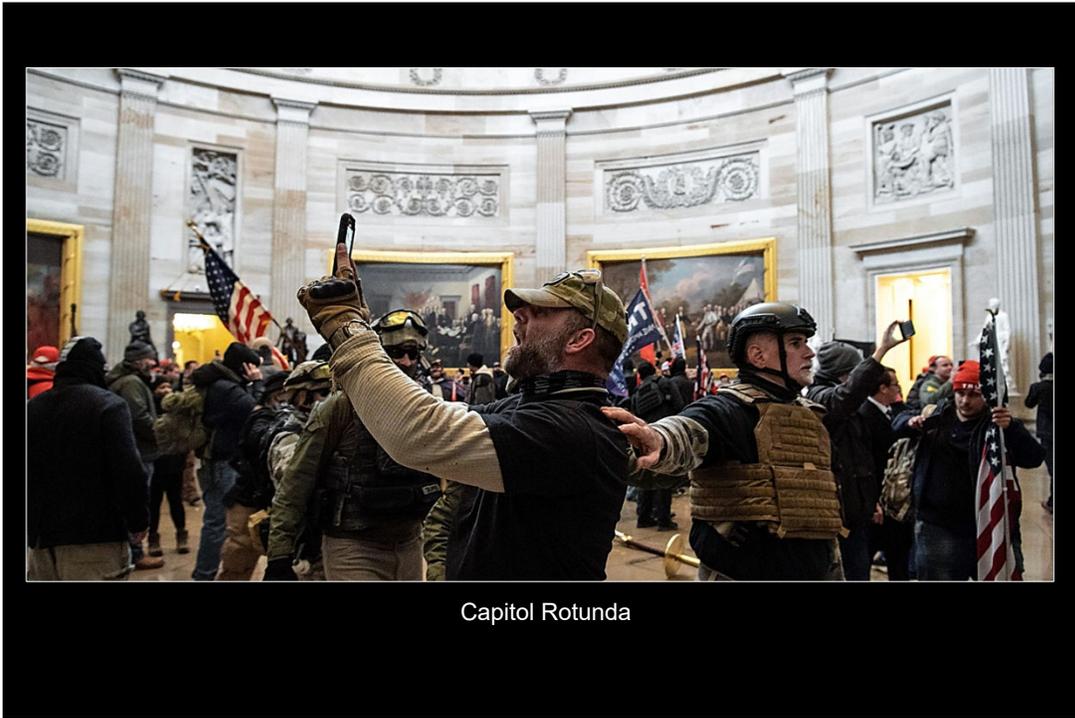
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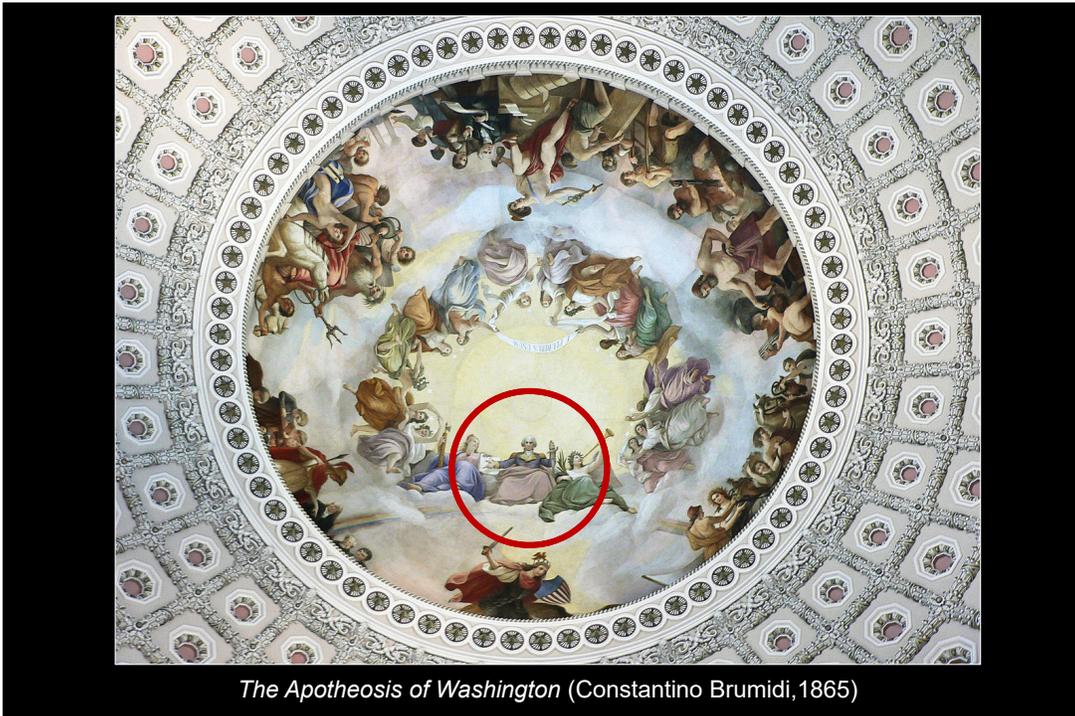


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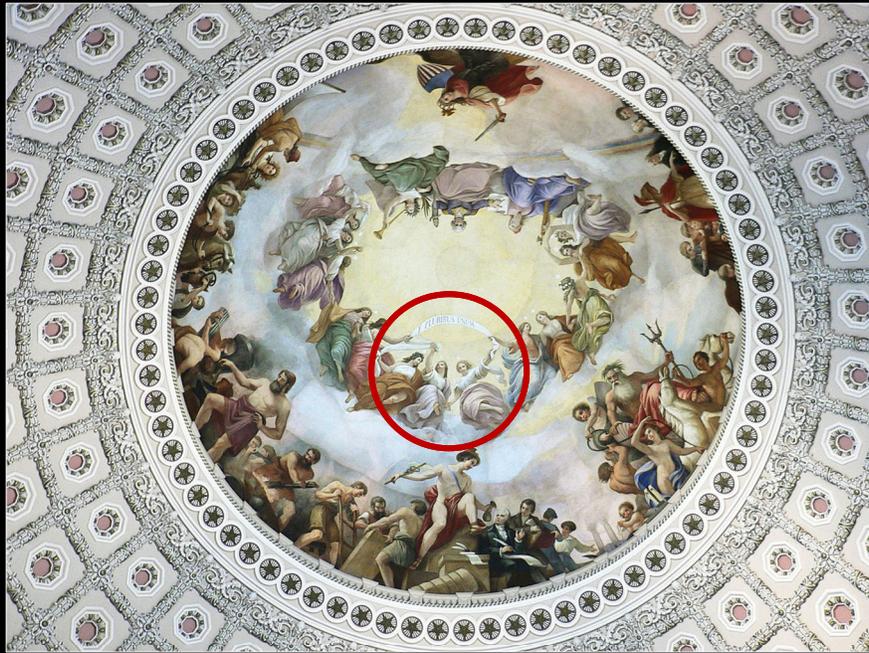
Capitol Rotunda

83



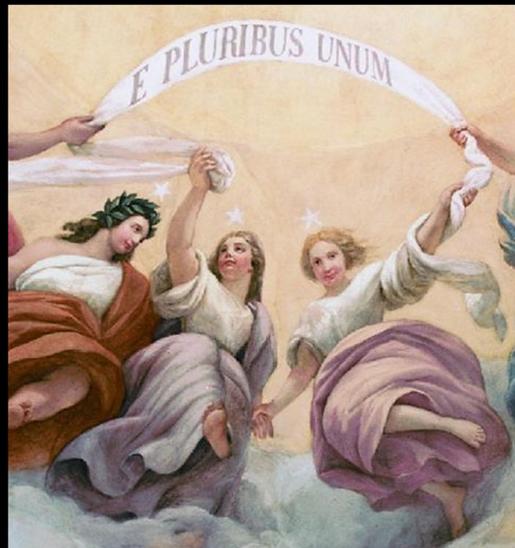
The Apotheosis of Washington (Constantino Brumidi, 1865)

84



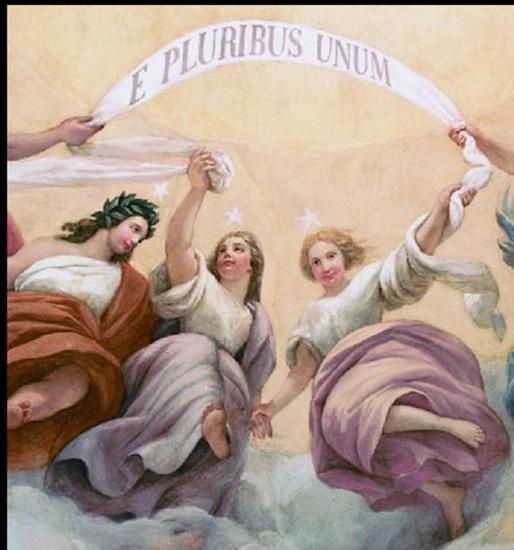
The Apotheosis of Washington (Constantino Brumidi, 1865)

85



How to Create One from Many...

86



"We must learn to live together as brothers or
perish together like fools" (MLK)

87



88

“ITALIANI BRAVA GENTE”



THE GOOD GUYS AND THE BAD GUYS

- During the 1935-1936 invasion of Ethiopia the Italian army deployed between 300 and 500 tons of mustard gas. At last 30,000 Ethiopians were killed as a result.
- Yet, the deployment was not restricted to the battlefield, as civilians were also targeted as part of an attempt to terrorize the local population (300,000 dead).

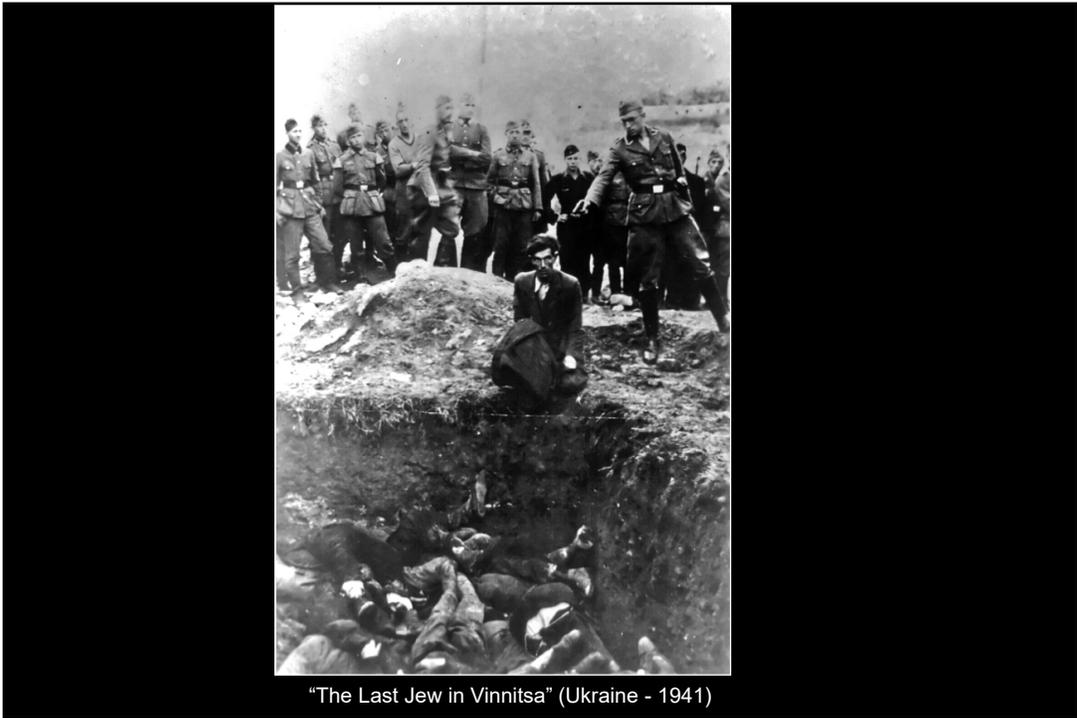
89

“ITALIANI BRAVA GENTE”



- The Italians also carried out gas attacks on Red Cross camps and ambulances, and this despite having signed the 1925 Geneva Protocol.
- Many Italian troops had themselves photographed around chests full of decapitated heads or next to cadavers hanging from gallows.

90



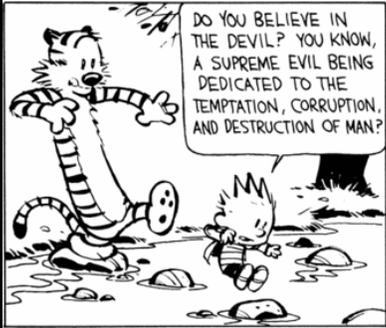
"The Last Jew in Vinnitsa" (Ukraine - 1941)

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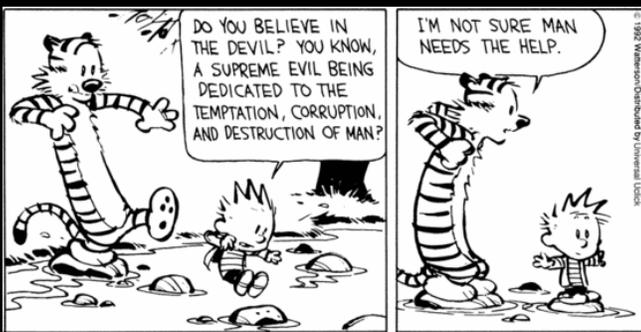


General Nguyen Ngoc Loan summarily executing Nguyen Van Lem (Saigon, February 1968)
(Pulitzer Prize Winning Photo)

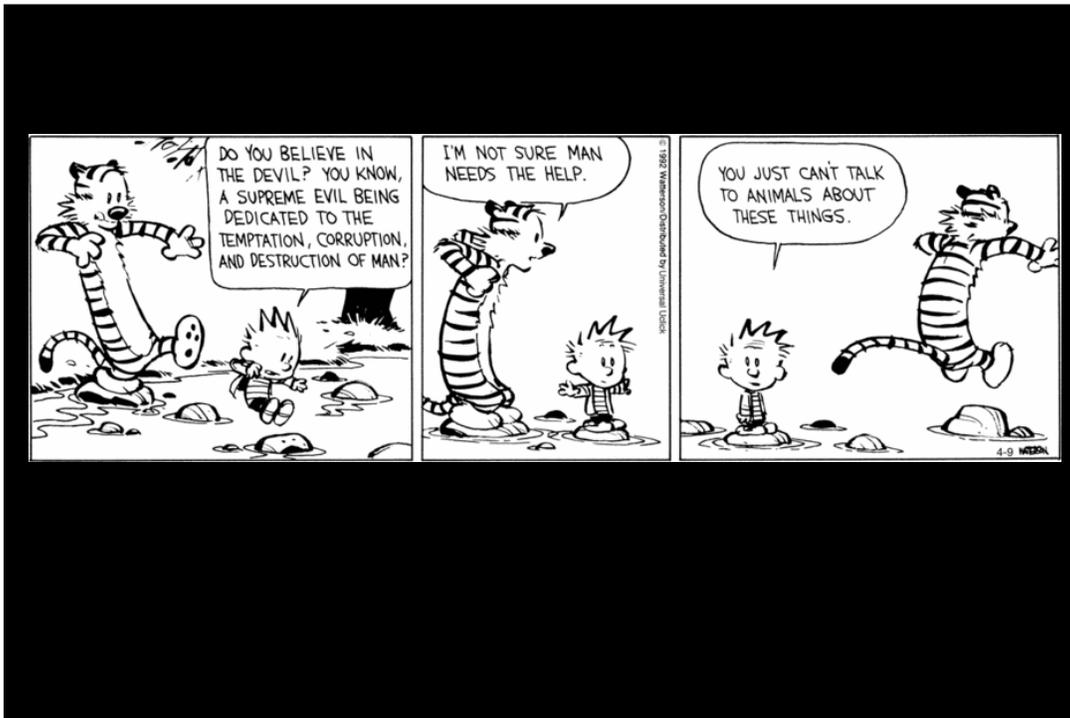
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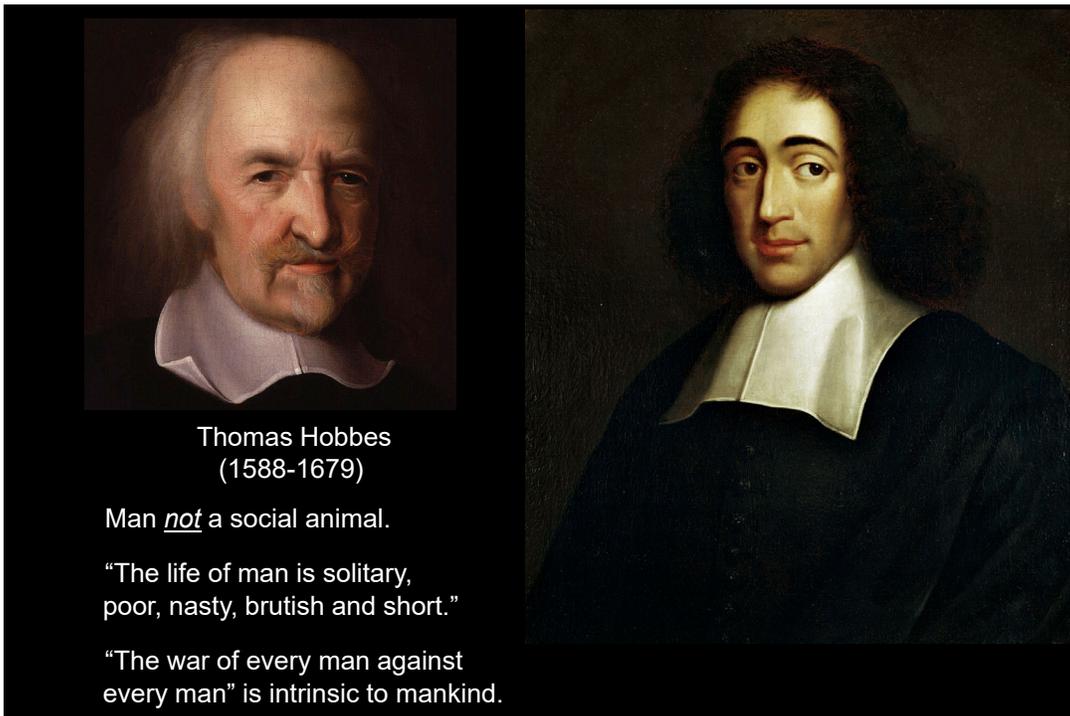
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99

"The individual is capable of both great
compassion and great *indifference*.

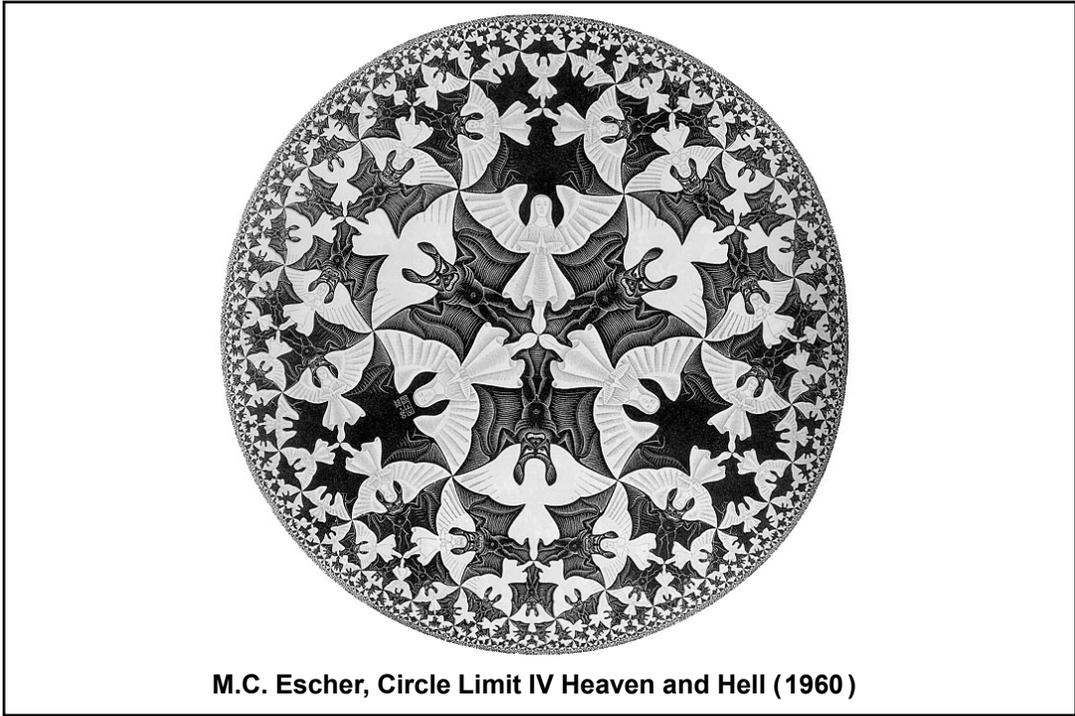
He has it within his means to nurture the
former and outgrow the latter."

– Norman Cousins

100

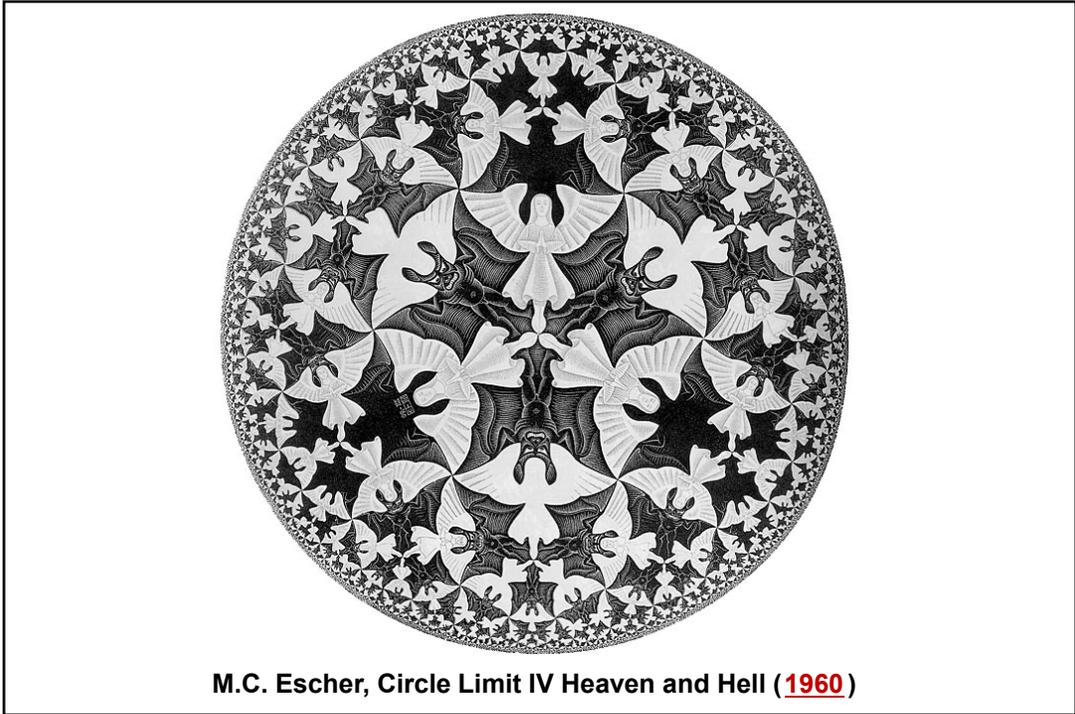


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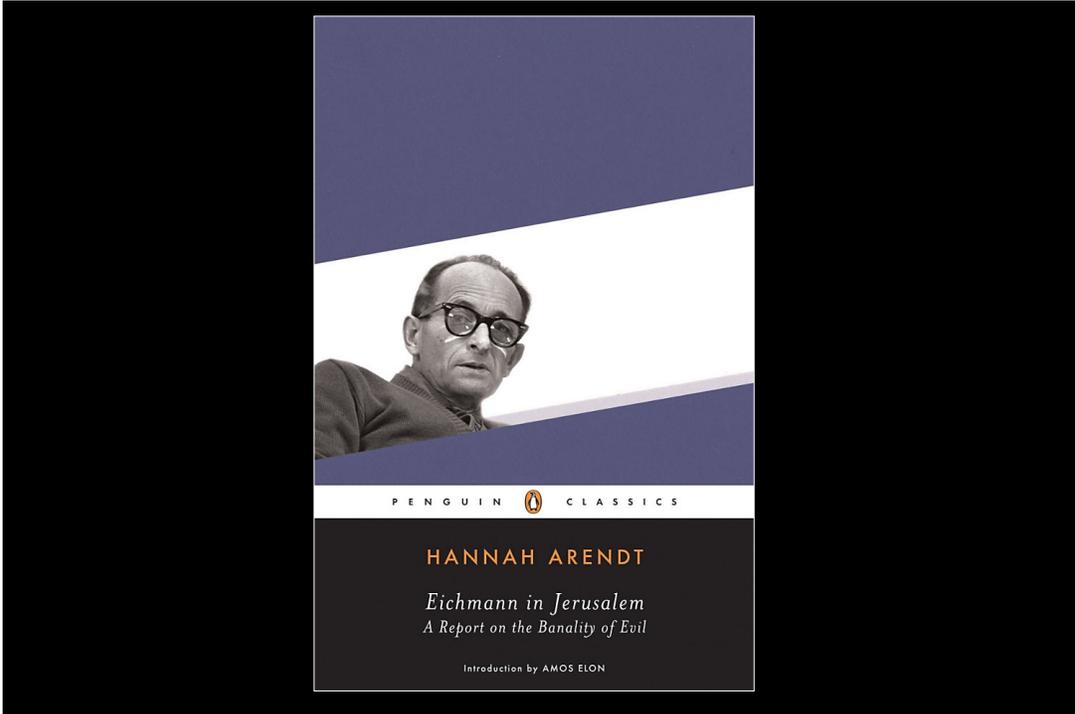
M.C. Escher, Circle Limit IV Heaven and Hell (1960)

102



M.C. Escher, Circle Limit IV Heaven and Hell (1960)

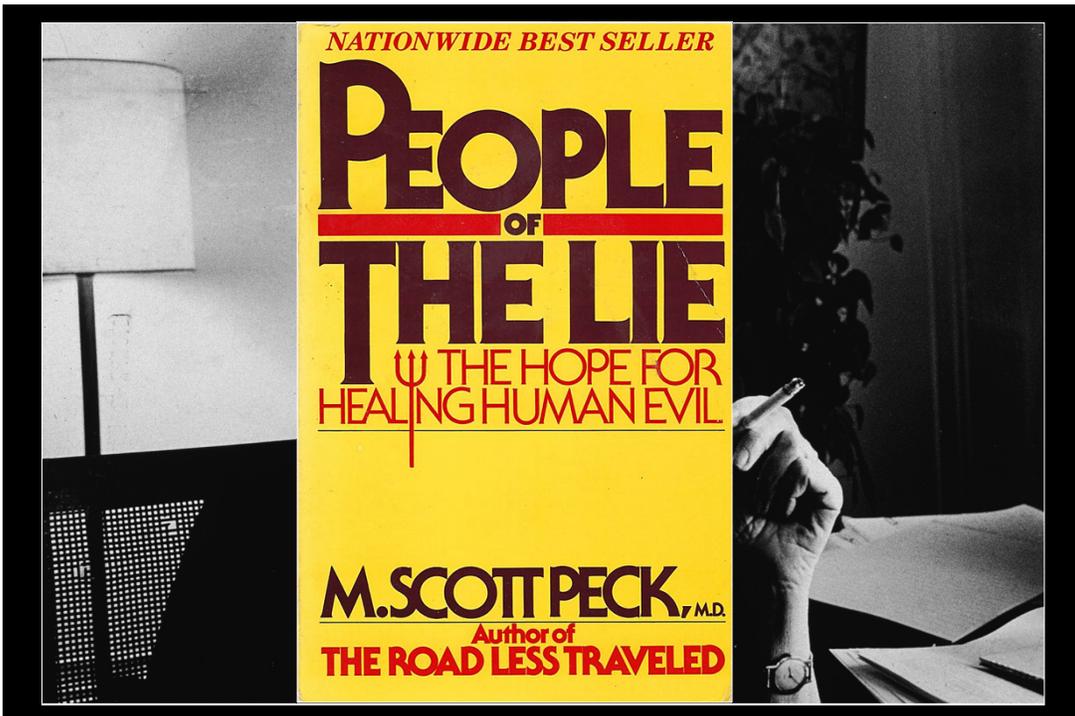
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105



106

From Darkness to Light

107

Behavioral Study of Obedience

Stanley Milgram
(1963)

This article describes a procedure for the study of destructive obedience in the laboratory. It consists of ordering a naive S to administer increasingly more severe punishment to a victim in the context of a learning experiment. Punishment is administered by means of a shock generator with 30 graded switches ranging from slight shock to Danger: Severe Shock. The victim is a confederate of the E. The primary dependent variable is the maximum shock the S is willing to administer before he refuses to continue further. 26 Ss obeyed the experimental commands fully, and administered the highest shock on the generator. 14 Ss broke off the experiment at some point after the victim protested and refused to provide further answers. The procedure created extreme levels of nervous tension in some Ss. Pretest, waiting, trembling, and sweating were typical expressions of this emotional disturbance. One unexpected sign of tension... was the frequent occurrence of nervous laughter which in some Ss developed into uncontrollable giggles. The variety of interesting behavioral dynamics observed in these experiments, the reality of the situation for the S, and the possibility of punishment variables within the framework of the paradigm, point to the fruitfulness of further study.

OBEDIENCE is as basic an element in the structure of social life as one can point to. Some system of authority is a requirement of all communal living, and it is only the man dwelling in isolation who is not forced to respond, through defiance or submission, to the commands of others. Obedience, as a determinant of behavior, is of particular relevance to our time. It has been reliably established that from 1933-45 millions of innocent persons were systematically slaughtered on command. Gas chambers were built, death camps were guarded, daily quotas of corpses were produced with the same efficiency as the manufacture of appliances. These inhuman policies may have originated in the mind of a single person, but they could only be carried out on a massive scale if a

¹Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, 371-378.

STANLEY MILGRAM

1

Behavioral Study of Obedience

Individual Authority

Reprinted from September 1973

NAVAL RESEARCH REVIEWS

A Study of Prisoners and Guards in a Simulated Prison

Craig Haney, Curtis Banks and Philip Zimbardo¹
Stanford University



OFFICE OF NAVAL RESEARCH
DEPARTMENT OF THE NAVY WASHINGTON, D. C.

Institutional Authority

108

Behavioral Study of Obedience

Stanley Milgram
(1963)

This article describes a procedure for the study of dramatic obedience in the laboratory. It consists of asking a naive S to administer increasingly more severe punishments to a victim in the context of a learning experiment. Punishment is administered by means of a shock generator with 30 graded switches ranging from light shock to Danger - Severe Shock. The victim is a confederate of the E. The primary dependent variable is the maximum shock the S is willing to administer before he refuses to continue further. 26 Ss obeyed the experimenter's commands fully, and administered the highest shock on the generator. 14 Ss broke off the experiment at some point after the victim protested and refused to provide further answers. The procedure caused extreme levels of nervous tension in some Ss. Profuse sweating, trembling, and stuttering were typical expressions of this emotional disturbance. One unexpected sign of tension ... yet to be explained ... was the regular occurrence of nervous laughter which in some Ss developed into uncontrollable merriment. The variety of interesting behavioral phenomena observed in this experiment, the results of the situation for the S, and the possibility of parametric variation within the framework of the present study are the foundation of further study.

OBEDIENCE is as basic an element in the structure of social life as one can point to. Some system of authority is a requirement of all communal living, and it is only the man dwelling in isolation who is not forced to respond, through defiance or submission, to the commands of others. Obedience, as a determinant of behavior, is of particular relevance to our time. It has been reliably established that from 1933-45 millions of innocent persons were systematically slaughtered on command. Gas chambers were built, death camps were guarded, daily quotas of corpses were produced with the same efficiency as the manufacture of appliances. These inhumane policies may have originated in the mind of a single person, but they could only be carried out on a massive scale if a

very large number of persons obeyed orders.

Obedience is the psychological mechanism that links individual action to political purpose. It is the dispositional cement that binds men to systems of authority. Facts of recent history and observation in daily life suggest that for many persons obedience may be a deeply ingrained behavior tendency, indeed a prepotent impulse overriding training in ethics, sympathy, and moral conduct. C. P. Snow (1961) points to its importance when he writes:

When you think of the long and gloomy history of man, you will find more hideous crimes have been committed in the name of obedience than have ever been committed in the name of rebellion. If you doubt that, read William Shakespeare's *Rome and Fall of the Third Reich*. The German Oflag Camps were brought up in the most rigorous code of obedience ... in the name of obedience they were guilty to, and assisted in, the most wicked large scale actions in the history of the world (p. 24).

While the particular form of obedience dealt with in the present study has its antecedents in these episodes, it must not be thought all obedience entails acts of aggression against others. Obedience serves numerous productive functions. Indeed, the very life of society is predicated on its existence. Obedience may be enabling and educative and refer to acts of charity and kindness as well as to destruction.

General Procedure

A procedure was devised which seems useful as a tool for studying obedience (Milgram, 1963). It consists of ordering a naive subject to administer electric shock to a victim. A simulated shock gen-

Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, 371-378.

STANLEY MILGRAM | Behavioral Study of Obedience

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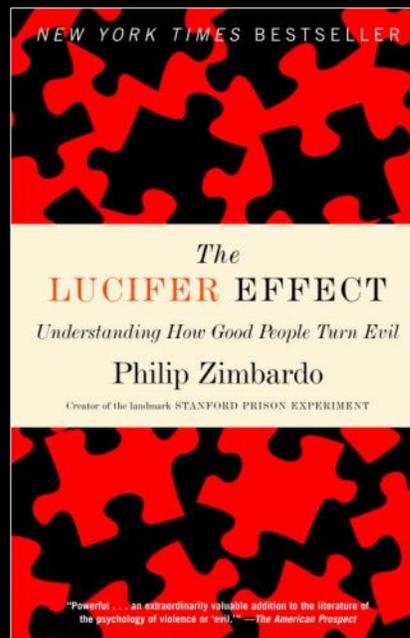
OFFICE OF NAVAL RESEARCH
DEPARTMENT OF THE NAVY WASHINGTON, D. C.

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109



Stanley Milgram
(1933-1984)



110



Stanley Milgram
(1933-1984)



Philip Zimbardo
(1933 -)

111



Class of 1950 -- James Monroe High School Bronx, NY

112

Public Announcement

**WE WILL PAY YOU \$4.00 FOR
ONE HOUR OF YOUR TIME**

Persons Needed for a Study of Memory

*We will pay five hundred New Haven men to help us complete a scientific study of memory and learning. The study is being done at Yale University.
*Each person who participates will be paid \$4.00 (plus 50c carfare) for approximately 1 hour's time. We need you for only one hour; there are no further obligations. You may choose the time you would like to come (evenings, weekdays, or weekends).
*No special training, education, or experience is needed. We want:

Factory workers	Businessmen	Construction workers
City employees	Clerks	Salespeople
Laborers	Professional people	White-collar workers
Barbers	Telephone workers	Others

All persons must be between the ages of 20 and 50. High school and college students cannot be used.
*If you meet these qualifications, fill out the coupon below and mail it now to Professor Stanley Milgram, Department of Psychology, Yale University, New Haven. You will be notified later of the specific time and place of the study. We reserve the right to decline any application.
*You will be paid \$4.00 (plus 50c carfare) as soon as you arrive at the laboratory.

TO:
PROF. STANLEY MILGRAM, DEPARTMENT OF PSYCHOLOGY,
YALE UNIVERSITY, NEW HAVEN, CONN. I want to take part in
this study of memory and learning. I am between the ages of 20 and
50. I will be paid \$4.00 (plus 50c carfare) if I participate.

NAME (Please Print)

ADDRESS

TELEPHONE NO. Best time to call you

AGE OCCUPATION SEX

CAN YOU COME:

WEEKDAYS EVENINGS WEEKENDS

500 Volunteers from Hartford, CT

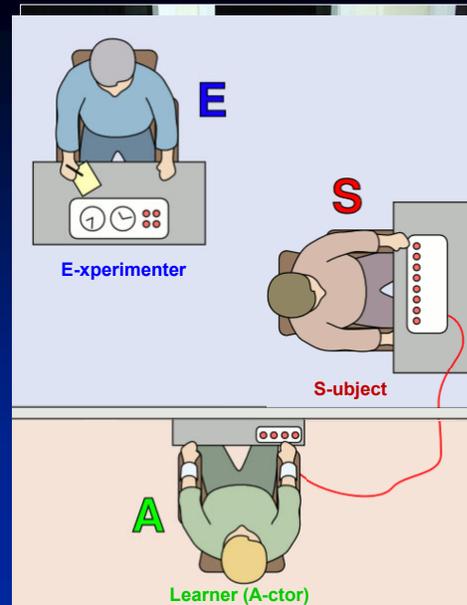
113

- The *Experimenter* (E) orders the *Subject* (S) of the experiment, to give painful electric shocks to a *Learner*, who is actually an *Actor* (A) and confederate.
- The *Subject* believes that for each wrong answer, the *Actor* is receiving actual electric shocks, though in reality these are faked.
- The goal, *the ideology*, is to improve memory, and thus seemingly sound.
- And the lab-coated authority is perceived as knowledgeable and just.

The Milgram Experiment – 1960s Yale

114

- After a number of voltage increases, the Experimenter (E) orders the Subject (S) of the experiment, to give painful electric shocks to a Learner, who is actually an Actor (A) and confederate.
- After much banging and complaints about his heart condition, all responses eventually cease.
- The Subject believes that for each wrong answer, the Actor is receiving actual electric shocks, though in reality these are faked.
- check on the Actor.
- The goal, *the ideology*, is to improve memory, and thus seemingly sound.
- If at any time the subject indicates his desire to halt the experiment, he is given a succession of verbal prods by the experimenter.
- And the lab-coated authority is perceived as knowledgeable and just.



The Milgram Experiment – 1960s Yale

115

1. Please *continue*.
 2. The experiment requires that you *continue*.
 3. It is absolutely essential that you *continue*.
 4. You have no other choice, you *must* go on.
- If after all prods the subject still wishes to stop, the experiment is halted.
 - Otherwise, it's only halted after the subject has been given 3 times the maximum 450-volt shock to an unresponsive learner.



The Milgram Experiment – 1960s Yale

116

- Before conducting the experiment, Milgram polled both senior students and 40 colleagues as to what would be the results.
- All respondents believed that only 1-2% of subjects would have progressed beyond a strong shock.
- In Milgram's first set of experiments, 65% of participants administered the experiment's final massive 450-volt shock.
- Similar experiments in different labs yielded similar results.



Stanley Milgram
(1933-1984)

117

- Milgram also investigated the effect of "locale" on obedience levels by experimenting in an unregistered, backstreet office in Bridgeport, CT.
- Obedience was the same.
- Women gave similar results.
- In meta-analysis studies 61–66% of participants were willing to inflict fatal voltages regardless of time or place.
- In Germany and among young individuals this increased to 85%.
- But in Australia only 28% obeyed.
- Still what made more of a difference was *authority*, and the subject's proximity to the authority figure.



Stanley Milgram
(1933-1984)

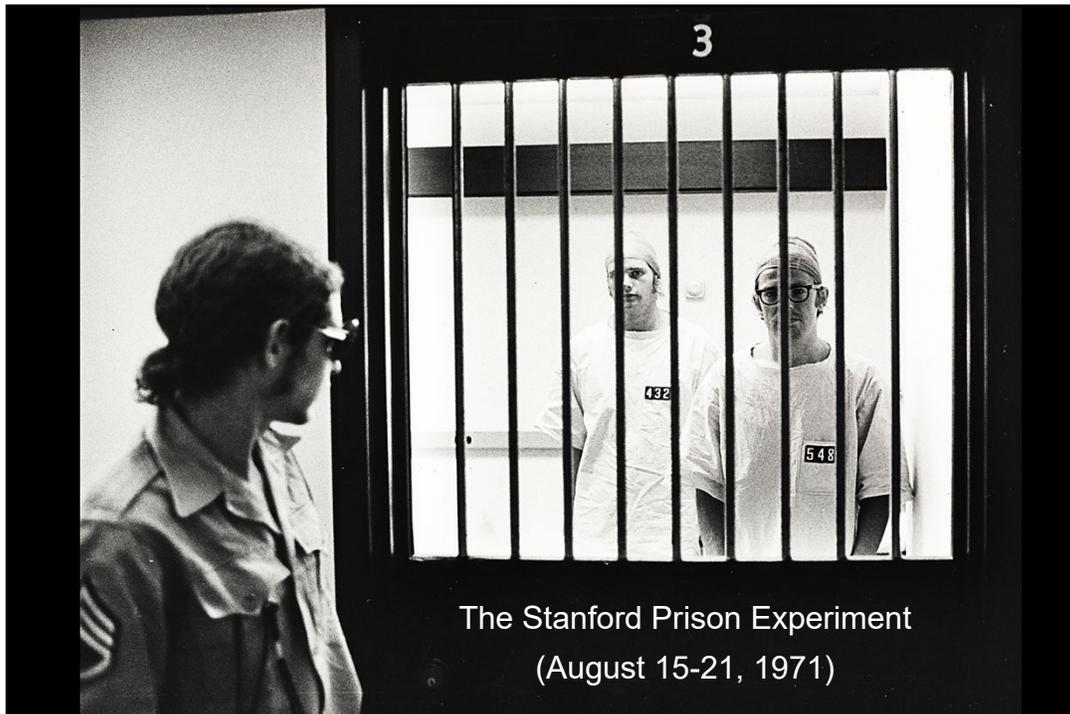
118

- Hence morality becomes obedience to authority.
- Milgram concluded that:
“...ordinary people, simply doing their jobs, and without any particular hostility on their part, can become agents in a terrible destructive process.”



Stanley Milgram
(1933-1984)

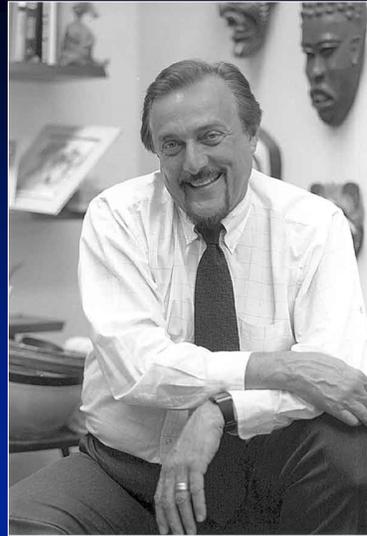
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The Stanford Prison Experiment
(August 15-21, 1971)

120

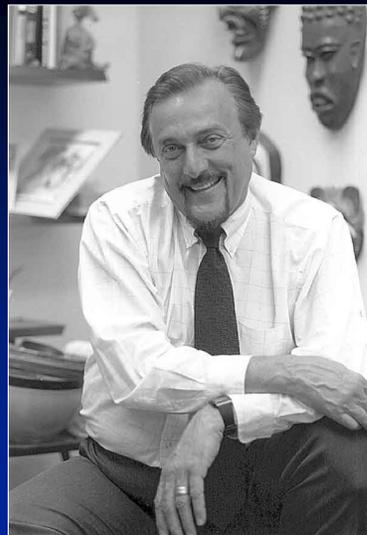
- A study of the psychological effects of being guard or prisoner.
- Hence, *institutional* evil.
- 24/75 undergrads were selected to play the roles of prisoners and guards, in a mock prison placed in the basement of the Stanford psychology building.
- The 24 students were mostly white and middle-class, and considered the healthiest and most psychologically stable.
- Roles were assigned at random.



Philip Zimbardo
(1933 -)

121

- Zimbardo set up a number of conditions to promote disorientation, depersonalization, *dehumanization*, *deindividuation*.



Philip Zimbardo
(1933 -)

122

- Zimbardo set up a number of conditions to promote disorientation, depersonalization, dehumanization, deindividuation.
- He provided “guards” with batons, and clothing that simulated that of a prison officer.
- He also provided them with mirrored sunglasses to prevent eye contact.



Philip Zimbardo
(1933 -)

123

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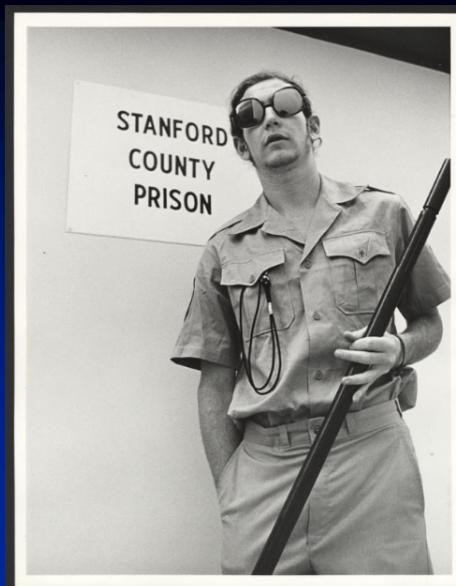
124

- Prisoners wore ill-fitting smocks and stocking caps, rendering them constantly uncomfortable.
- They also underwent degradation rituals, getting stripped, naked, and kept standing with bagged heads.
- Chains on their ankles reminded them of being prisoners.
- Guards called prisoners not by name, but by their assigned numbers, sewn on their uniforms.



125

- Zimbardo held an "orientation" session for guards the day before the experiment, during which he informed them that they could not physically harm the prisoners.
- *"...We're going to take away their individuality in various ways. In this situation we'll have all the power and they'll have none."*



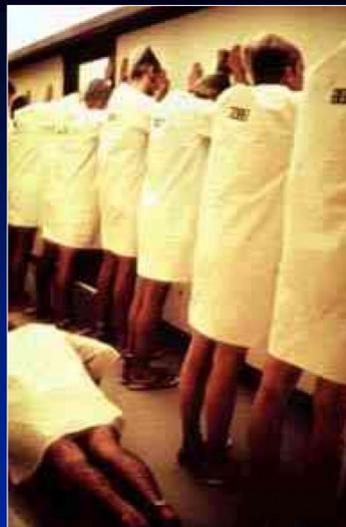
126

- ▣ Things soon grew out of hand. Zimbardo held an "orientation" session for guards the day before the experiment, during which he informed them that they could not physically harm the prisoners.
- ▣ Several guards became increasingly cruel.
- ▣ Eventually, one-third exhibited genuine sadistic tendencies.
- ▣ "We're going to take away their individuality in various ways. In this situation we'll have all the power and they'll have none" early (six days instead of the fourteen originally planned.)



127

- ▣ Prisoners suffered — *and accepted* sadistic and humiliating treatment.
- ▣ The high level of stress progressively led them from rebellion to inhibition.
- ▣ By the experiment's end, many had severe emotional disturbances.



128

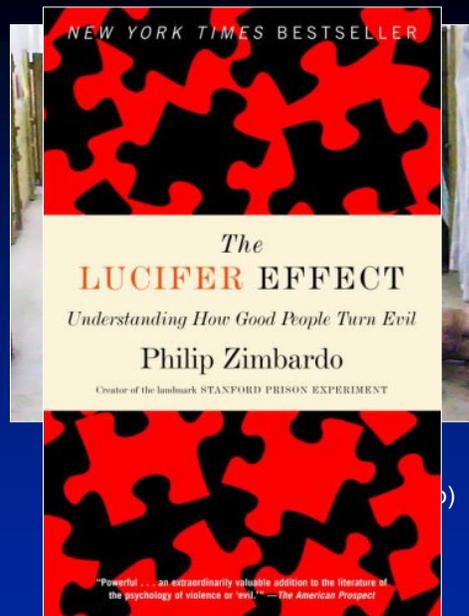
- The experiment demonstrated the impressionability/obedience of ordinary people when given a legitimizing ideology plus social and institutional support.
- The high level of stress progressively led them from rebellion to inhibition.
- It confirmed the power of authority.
- It also confirmed Milgram's study, insofar as ordinary people fulfilled orders to administer painful treatment to fellow human beings who had done nothing to them.
- It suggested that participants' behavior was more the result of the *situation* rather than their individual personality.



Stanford Prison Experiment (1971)

129

- When the Abu Ghraib scandal became known, Zimbardo immediately noticed the similarities to his experiment.
- Eventually, he defended prison guard Frederick F. Ramirez as all others on trial.
- It also confirmed Milgram's study, he was especially disappointed military/government efforts to shift the blame onto "a few bad apples" who had done nothing to them.
- It suggested that participants' behavior was more the result of the *situation* rather than their individual personality.



Stanford Prison Experiment (1971)

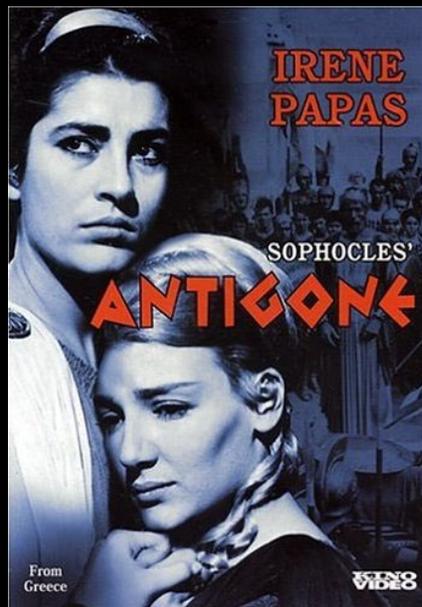
130

- When the Abu Ghraib scandal became known, Zimbardo immediately noticed the similarities to his experiment.
- Eventually, he defended prison guard Ivan Frederick, an army reservist as all others on trial.
- He was especially dismayed by military/government efforts to shift the blame onto “a few bad apples”.
- “The problem” said Zimbardo “is not bad apples, but bad *barrels*.”
- “In fact, sometimes the real problem is bad *barrel-makers*”.



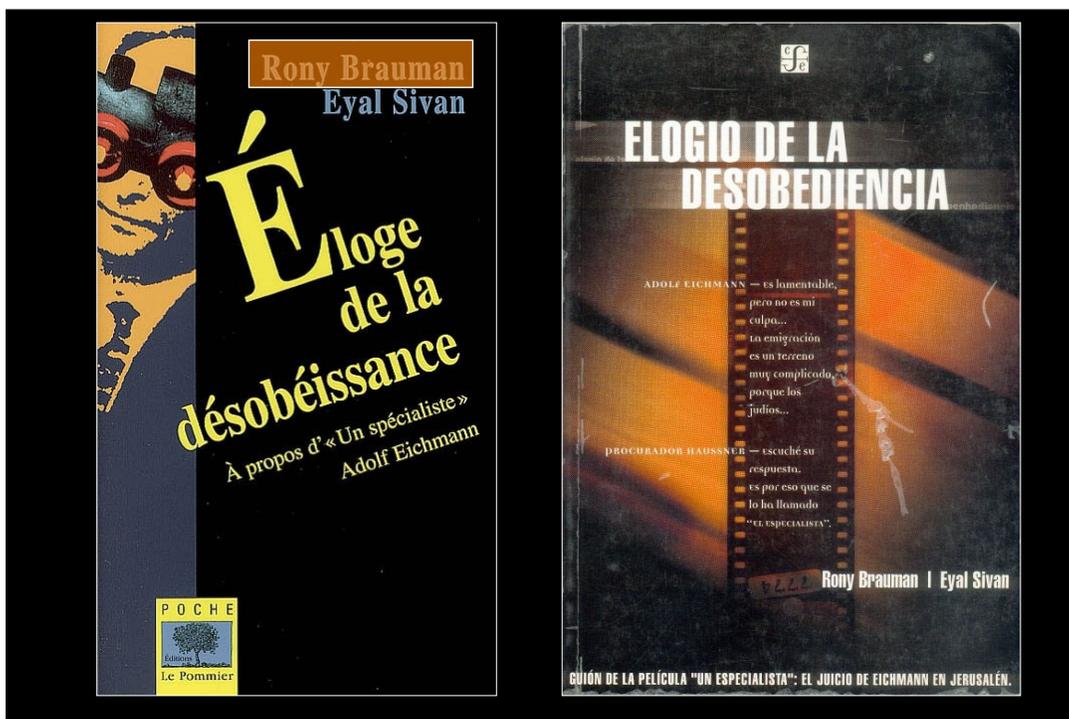
- Except for the sexual abuses, all other abuses at Abu Ghraib had been directly ordered by Secretary of Defense Donald H. Rumsfeld (Had her 21st birthday at Abu Ghraib)
- No officers went to trial.

131

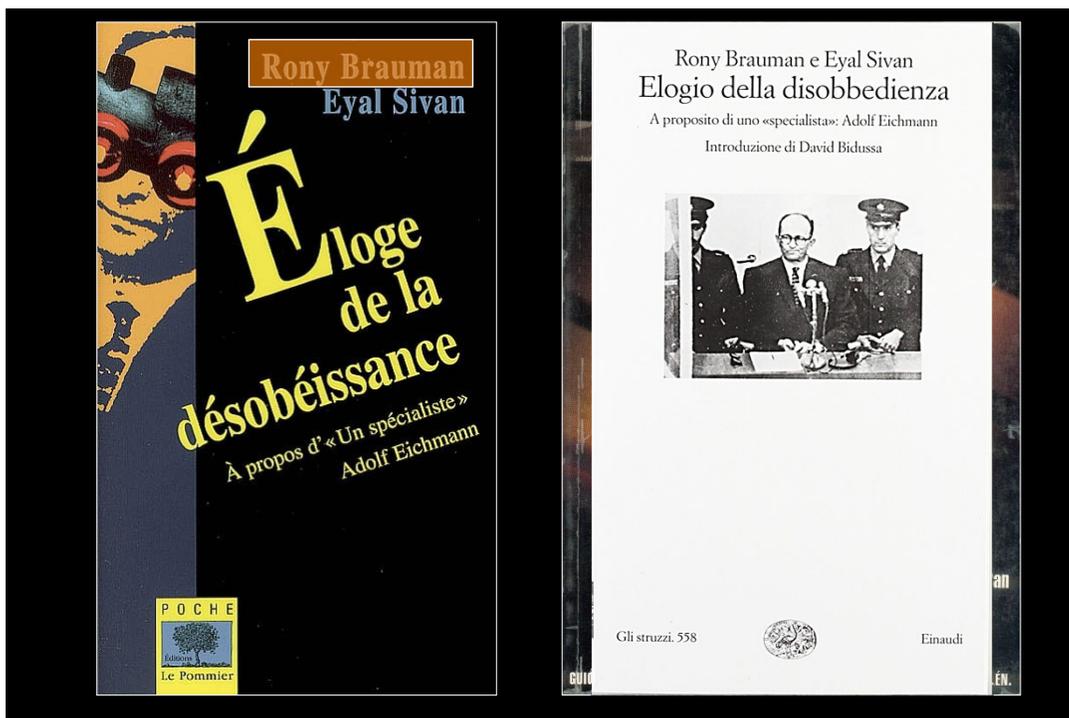


It's a moral obligation to resist immoral laws

132



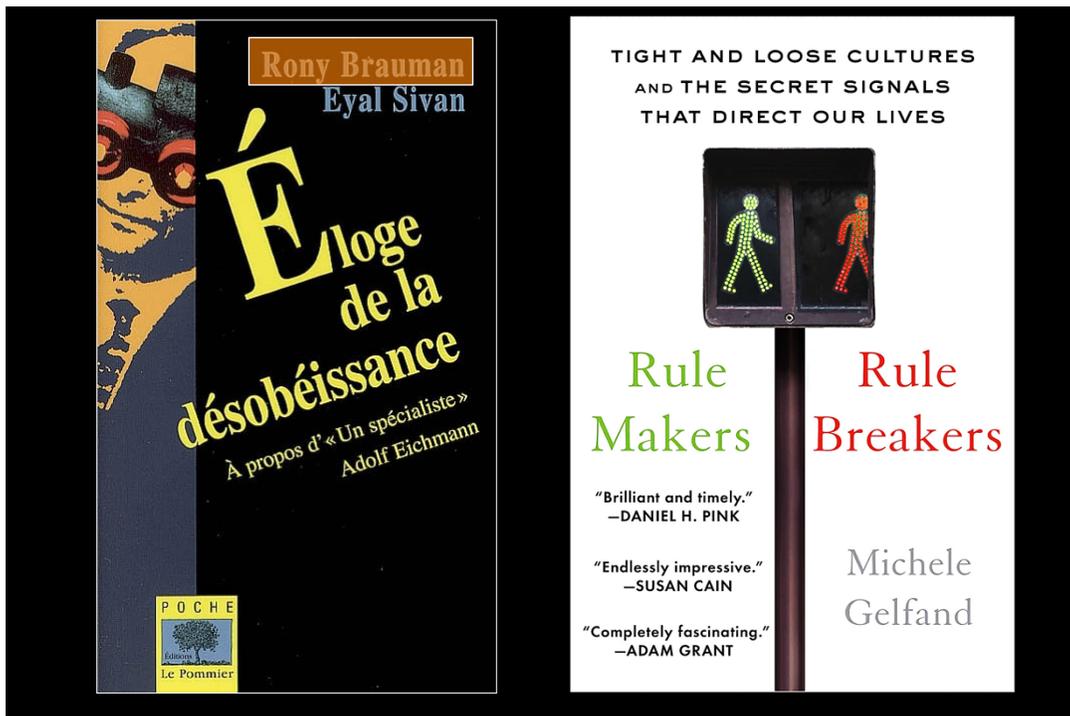
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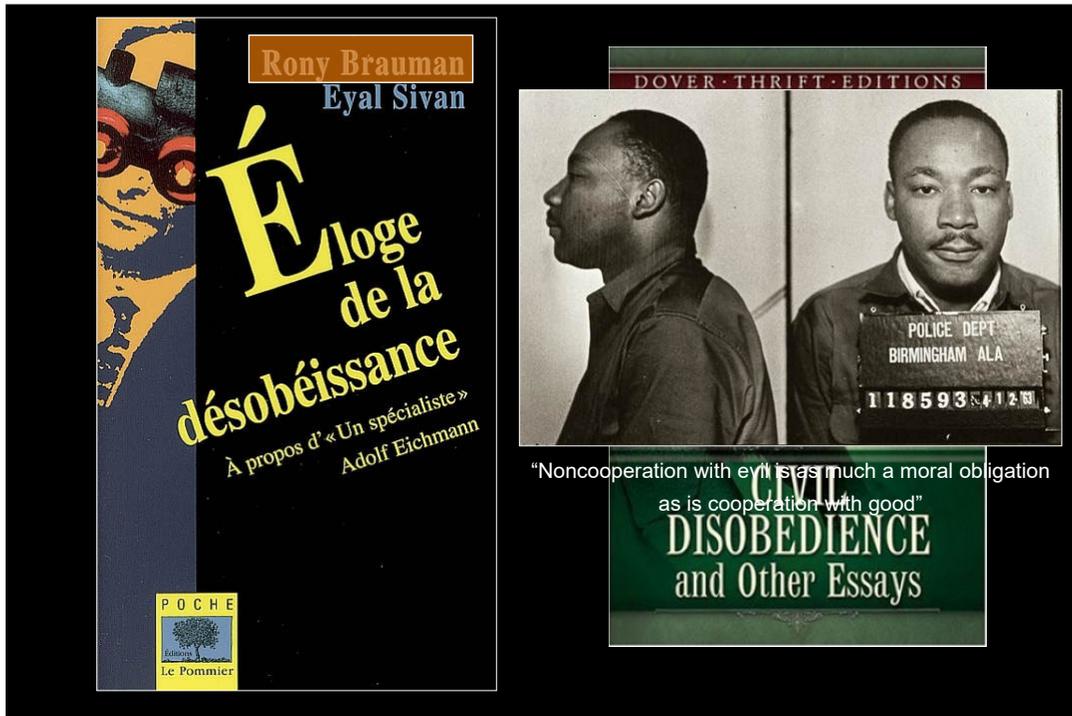
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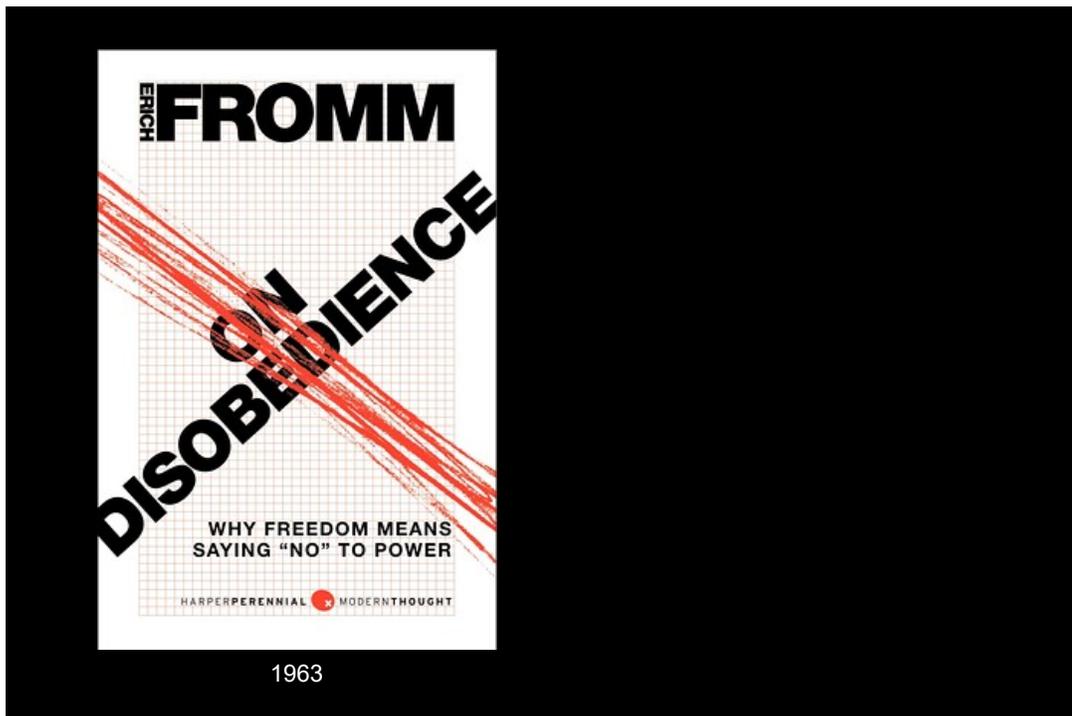
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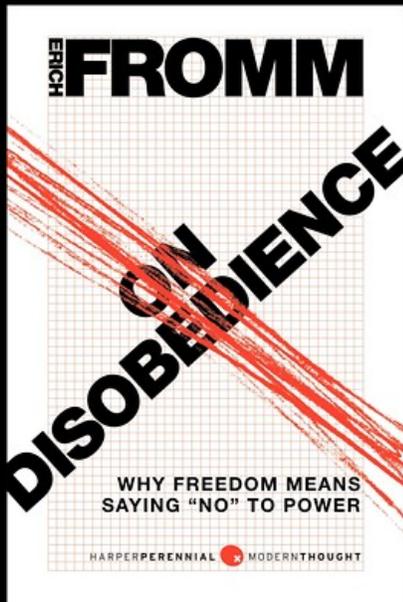
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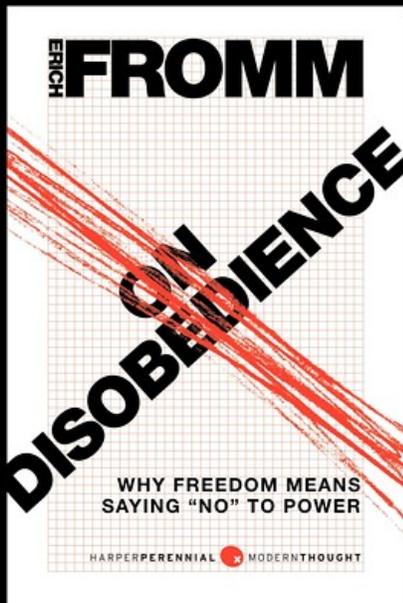
138



1963

“...Human history began with an act of disobedience, and it’s not unlikely that it will be terminated by an act of *obedience*.”

139



“In fact, at this point in history the capacity to doubt, to criticize and to disobey maybe all that stands between a future for mankind and the end of civilization.”

140



141



142



“I hate the bystanders.

I can't stand their whining of innocence.

I hold each of them accountable for the job that life asked of them and keeps asking daily. I hold them responsible for what they've done, and more importantly for what they have not done.

In this I'm merciless.

I can't waste my compassion, and I can't share my tears.

I'm a man of commitment, and thus loathe those who refuse to commit.

I hate the bystanders.”

Antonio Gramsci (1891-1937)

143

GENOCIDE AS DISEASE SOME PERSONAL DIAGNOSTIC CRITERIA

- Blind obedience to authority (Group, Herd, Flock Psychology).
- A humiliated or threatened nation.
- Dehumanized minority (“vermin, microbes, cockroaches & snakes”): the ‘other’ reduced to object rather than subject.
- Demagogic and evil leadership.
- A Savior...

144

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- Mass propaganda...

145

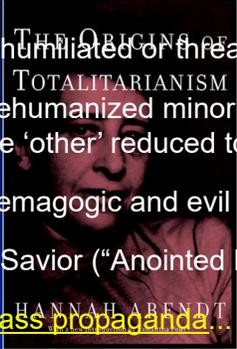
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- Mass propaganda...



"... The ideal subject of totalitarian rule is not the convinced Nazi or the convinced Communist, but people for whom the distinction between fact and fiction (i.e., *the reality of experience*) and the distinction between true and false (i.e., *the standards of thought*) no longer exist.

(Hannah Arendt)

147



1800s

148



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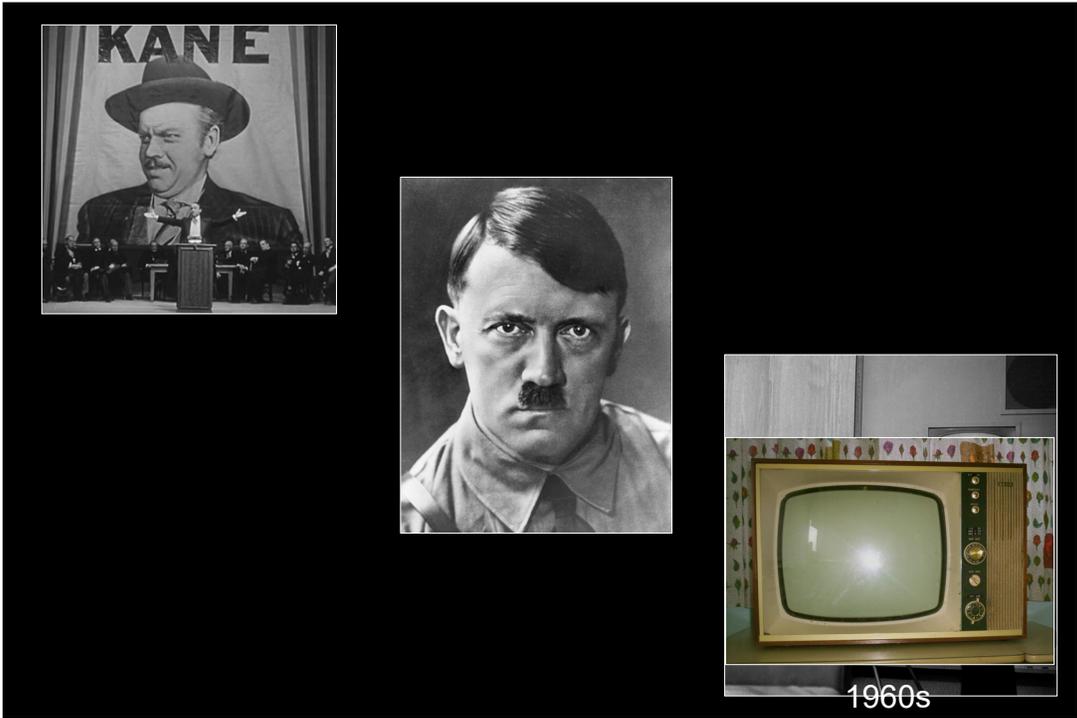
1930s

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1960s

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January 6, 2021

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Opinion

How Facebook Incubated the Insurrection

Right-wing influencers embraced extremist views and Facebook rewarded them.

DOMINICK MCGEE DIDN'T ENTER the Capitol during the siege on Jan. 6. He was on the grounds when the mob of Donald Trump supporters broke past police barricades and began smashing windows. But he turned around, heading back to his hotel. Property destruction wasn't part of his plan. Plus, his phone had died, ending his Facebook Live video midstream. He needed to find a charger. After all, Facebook was a big part of why he was in Washington in the first place.

Mr. McGee is 26, a soft-spoken college student and an Army veteran from Augusta, Ga. Look at his Facebook activity today, and you'll find a stream of pro-Trump fanfare and conspiracy theories.

But for years, his feed was unremarkable — a place to post photos of family and friends, musings about love and motivational advice.

Most of his posts received just a handful of likes and comments.

That changed after the presidential election, when he began posting about what he believed was suspicious activity around the vote.

He saw a sharp rise in engagement — more than 50 comments and nearly a dozen shares.

On Nov. 6, he wrote that he'd "rather die on my feet than live on my knees," garnering 106 comments and 134 likes.

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US edition

The Guardian

Tue 26 Jan 2021 06:08 EST

Facebook is bombarding rightwing users with ads for combat gear. See for yourself



▲ A rally organized by the Virginia Citizens Defense League near the state capitol in Richmond on 20 January. Photograph: Chip Somodevilla/Getty Images

According to a 2018 Pew study, seven in 10 US adults are on Facebook, and about half of all Americans check the platform every day. Those who have liked and shared pro-Trump posts, or who have mostly pro-Trump friends, are being bombarded with fear- and aggression-driven advertising warning them to stockpile weapons and accessories. Most of the paths presented lead deeper into the rabbit hole. Few lead out.

158

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You have all the other survival gear so why are you missing one of the most essential pieces of equipment for when SHTF?
This isn't just LIKE police and military armor this IS THAT ARMOR... See More



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The problem we face as a society isn't just fake news or political advertising. It is the math that drives the whole system. The platforms claim that their advertising algorithms give us what we want. That may be the case with the first few clicks or friends, but very quickly the algorithm is in control. Like the pied piper, it leads us into a land of extremes.

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161

GENOCIDE AS DISEASE SOME PERSONAL DIAGNOSTIC CRITERIA

- ❑ Blind obedience to authority (Group, Herd, Flock Psychology).
- ❑ A humiliated or threatened nation.
- ❑ Dehumanized minority ("vermin, microbes, cockroaches & snakes"): the 'other' reduced to object rather than subject.
- ❑ Demagogic and evil leadership.
- ❑ A Savior ("Anointed by God", "Chosen by God", "The Man of Providence")
- ❑ Mass propaganda...
- ❑ The silence/inaction of the good guys

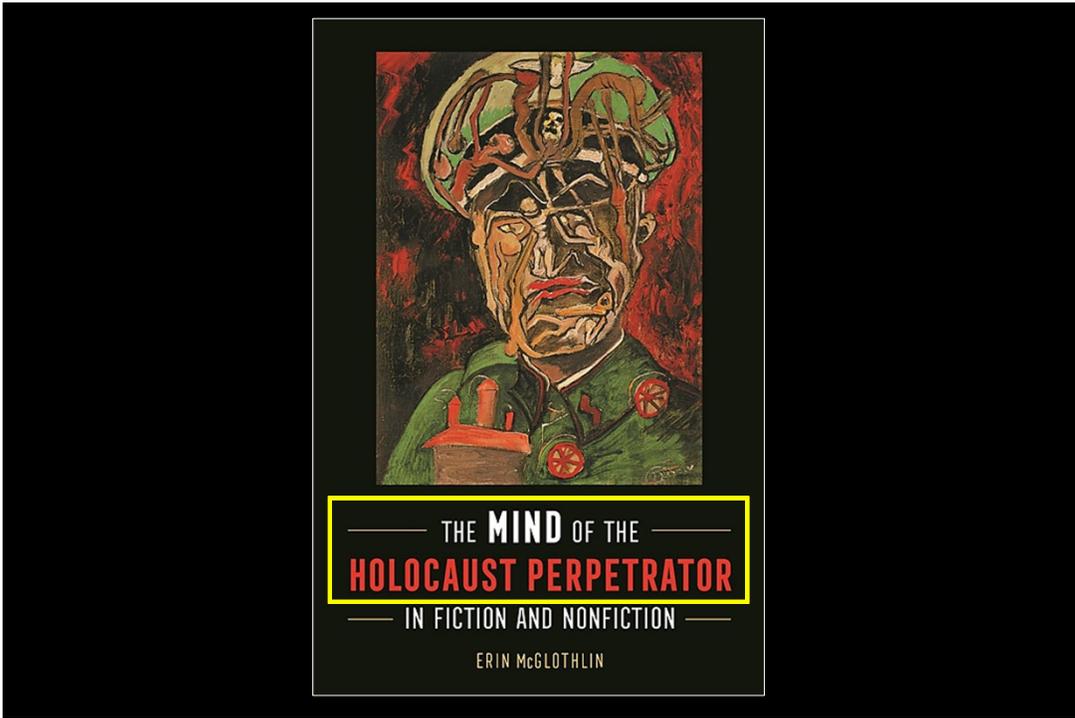
- ❑ "I don't fear the shouts of Evil, I fear the silence of Goodness" (MLK)
- ❑ "The path to Auschwitz was paved with *indifference*" (Ian Kershaw)

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**GENOCIDE AS THE ULTIMATE SHORTCUT
TO A LOST EDEN**

**“ONENESS” NOT THROUGH LOVE AND BEAUTY
BUT THROUGH HATE AND VIOLENCE**

165

THE “JOINER” MENTALITY

“...joining the SS was to become part of an elite, an aristocratic society, a gang, an army, a family, a *cult* – all at the same time.”

Comradeship was everything. It gave us the mental and physical strength to do what others were too weak to do”

**“ONENESS NOT THROUGH LOVE AND BEAUTY
BUT THROUGH HATE AND VIOLENCE”**
(The SS in the *Robts of Evil*)

166



167



The Jonestown Massacre (November 18, 1978)

168



909 people took their own lives (10 more were killed)
[The single largest loss of American civilian life other than 9/11]

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**THE
SOCIAL
CONQUEST
OF EARTH**



**EDWARD
O. WILSON**

"A MONUMENTAL EXPLORATION OF THE BIOLOGICAL ORIGINS
OF THE HUMAN CONDITION!" —JAMES D. WATSON

Group Psychology

Cohesion → Conformity → Evil

171

**COVENANT
& Conversation**



A STUDY OF LEADERSHIP IN THE PARSHA WITH RABBI SACKS

The Courage not to Conform

Lekh Lekha - 12 October 2013 / 8 Chesvan 5774

Leaders lead. That does not mean to say that they don't follow. But what they follow is different from what most people follow. They don't conform for the sake of conforming. They don't do what others do merely because others are doing it. They follow an inner voice, a call. They have a vision, not of what is, but of what might be. They think outside the box. They march to a different tune.

Never was this more dramatically signalled than in the first words of God to Abraham, the words that set Jewish history in motion: "Leave your land, your birthplace and your father's house and go to the land that I will show you."

Why? Because people do conform. They adopt the standards and absorb the culture of the time and place in which they live – "your land." At a deeper level they are influenced by friends and neighbours – "your birthplace." More deeply still they are shaped by their parents and the family in which they grew up – "your father's house."

I want you, says God to Abraham, to be different. Not for the sake of being different, but for the sake of starting something new: a religion that will not worship power and the symbols of power – for that is what idols really were and are. I want you, said God, to "teach your children and your household afterward to follow the way of the Lord by doing what is right and just."

To be a Jew is to be willing to challenge the prevailing consensus when, as so often happens, nations slip into worshipping the old gods. They did so in Europe throughout the nineteenth and early twentieth century. That was the age of nationalism: the pursuit of power in the name of the nation-state that led to two world wars and tens of millions of deaths. It is the age we are living in now as North Korea acquires and Iran pursues nuclear weapons so that they can impose their ambitions by force. It is what is happening today throughout much of the Middle East and Africa as nations descend into violence and what Hobbes called "the war of every man against every man."

"To be a Jew is to be willing to challenge the prevailing consensus when, as so often happens, nations slip into worshipping the old gods."

We make a mistake when we think of idols in terms of their physical appearance – statues, figurines, icons. In that sense they belong to ancient times we have long outgrown. Instead, the right way to think of idols is in terms of what they represent. They symbolise power.

Group Psychology

Jonathan Sacks, the former Chief Rabbi of the UK

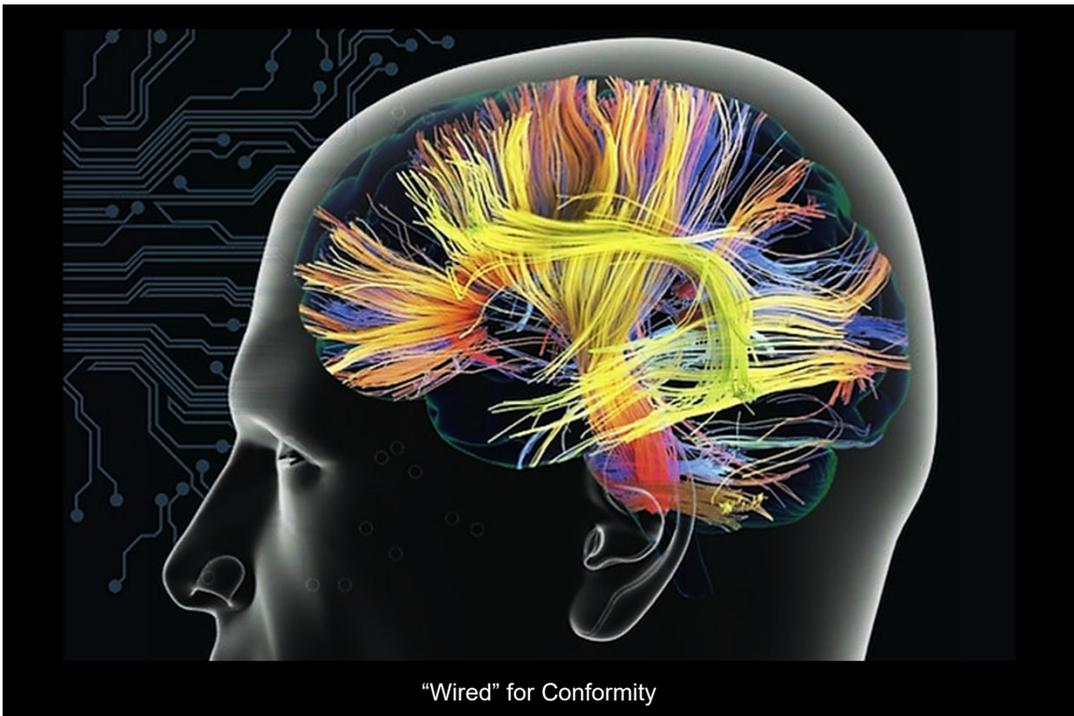
Cohesion → Conformity → Evil

172



"The nail that sticks out will be hammered..."

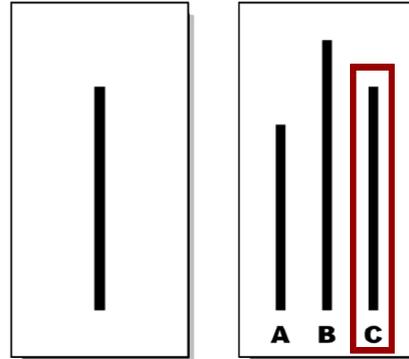
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"Wired" for Conformity

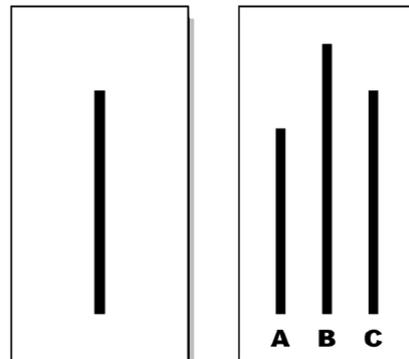
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- In 1951 Solomon Asch of Swarthmore College conducted a key conformity study.
- He showed two cards to a group of eight subjects.
- One with just one line.
- The other with instead three lines of different lengths.
- Then he asked which of the three lines was as long as the line on the first card.
- **Unbeknownst to one participant, all others had been asked by Asch to give the right answer for the first few cards, and then the wrong one for most of the test.**
- The group also sat in such a manner that the real participant was always the last to respond.



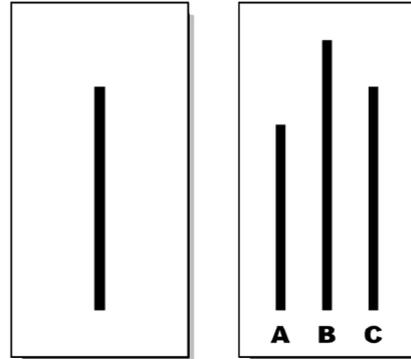
175

- On a significant number of occasions the experimental subject chose to give an answer that (s)he knew was wrong, and only because everyone else had done so.
- Overall, 75% of the subjects gave an incorrect answer to at least one question.
- Only 25% never gave an incorrect response.
- **Hence, the pressure to conform can lead us to say what we know is actually not true.**



176

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177



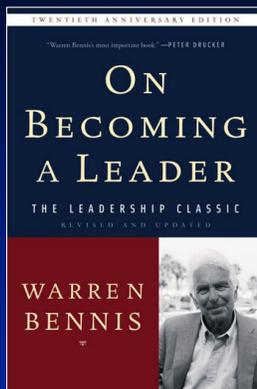
"The Emperor has no clothes!"

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"The problem with children is that they have no toys." (Gemma Mangione)

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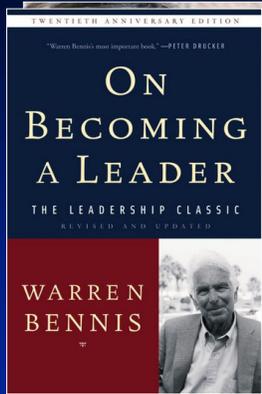
"By the time we reach puberty, the world has shaped us to a greater extent than we realize.

Our family, friends, and society in general have told us – by word and example – how to be.

Yet, people begin to become leaders only *when they decide for themselves how to be.*

(Warren Bennis, *On Becoming a Leader*)

180



“You spend the first half of your life
trying to belong...
And then you spend the second half
trying not to belong.”

Our family, friends, and society in general have
told us – by word and example – how to be.

Yet, people begin to become leaders only *when*
they decide for themselves how to be.

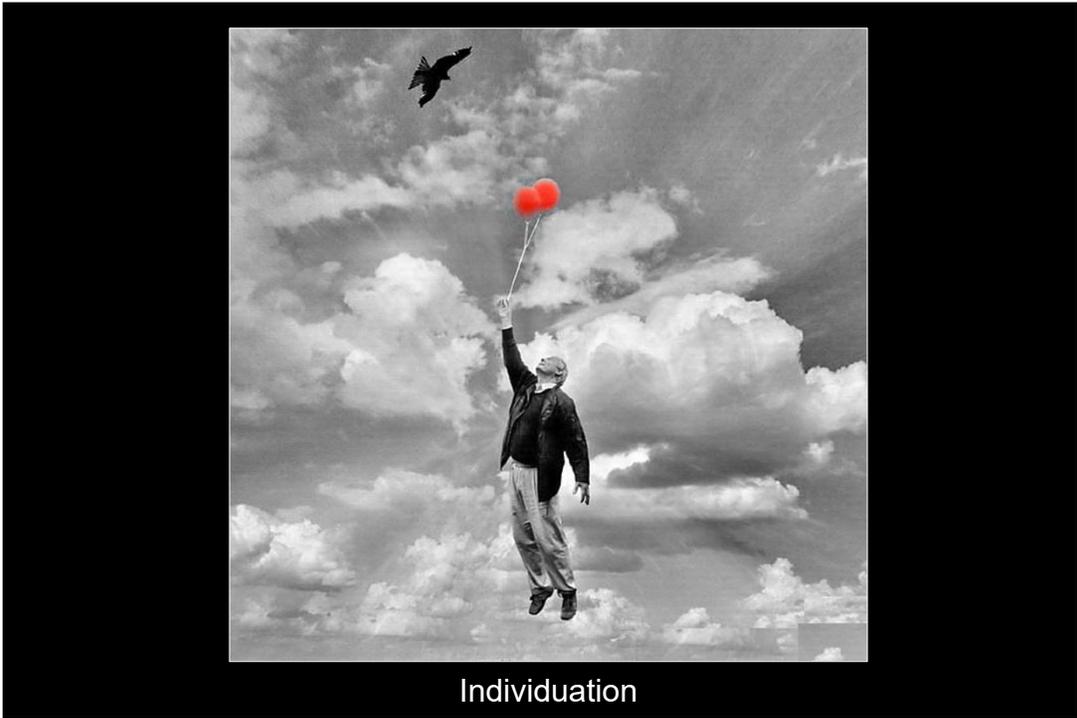
(Warren Bennis, *On Becoming a Leader*)

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Societal Roots

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Individuation

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Social Media

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Popular Latest *The Atlantic* Sign In

EDUCATION

Ivy League Scholars Urge Students: 'Think for Yourself'

As the fall semester begins, 15 professors from Yale, Princeton, and Harvard have published a letter of advice for the class of 2021.

CONOR FRIEDERSDORF AUGUST 29, 2017

Fifteen highly accomplished scholars who teach at Yale, Princeton, and Harvard published a letter Monday with advice for young people who are headed off to college: Though it will require self-discipline and perhaps even courage, "Think for yourself."

The "vice of conformism" is a temptation for all faculty and students, they argue, due to a climate rife with group think, where it is "all-too-easy to allow your views and outlook to be shaped by dominant opinion" on a campus or in academia generally.

They warn that on many campuses, what John Stuart Mill called "the tyranny of public opinion" doesn't merely discourage students from dissenting from prevailing views:

It leads them to suppose dominant views are so obviously correct that only a bigot or a crank could question them. Since no one wants to be, or be thought of, as a bigot or a crank, the easy, lazy way to proceed is simply by falling into line with campus orthodoxies. Don't do that. Think for yourself.

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GENOCIDE AS A 'DISEASE'

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GENOCIDE AS A 'DISEASE' — OUTCOME ?

- ▣ Perpetrators
 - ▣ Victims
 - ▣ Bystanders
 - ▣ Resisters/Rescuers
-

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 - ▣ Resisters/Rescuers
-

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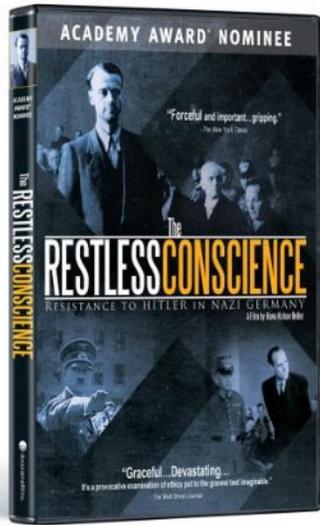
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Resisters

June 5, 1989

"Under conditions of terror, most people will comply but some people will not. Humanly speaking, no more is required, and no more can reasonably be asked, for this planet to remain a place fit for human habitation."
(Hannah Arendt)

192



Resisters



"Under conditions of terror, most people will comply but some people will not.

Humanly speaking, no more is required, and no more can reasonably be asked, for this planet to remain a place fit for human habitation."

(Hannah Arendt)

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RESCUERS

- ❑ Rescuers were mostly outsiders, who could view life in a wide array of grays rather than stifling black-and-whites, were not only compassionate but willing to act upon it, were so independent-minded to be often a religion and party of one, and moreover were usually blessed with an amiable disregard for rules and authority.
- ❑ Physicians tend to be instead primarily mainstream, often intolerant of ambiguity, usually conservative, prone to authoritarianism, and less empathetic as a result of going through schooling and training.
- ❑ Although these traits make us "good citizens" in normal times, in times of emergency they may prevent us from doing the right thing.
- ❑ In fact, they can predispose us to do the *wrong* thing.

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"Distinctions of race, nationality, colour, and creed are unknown within the portals of the temple of Æsculapius." (W. Osler)

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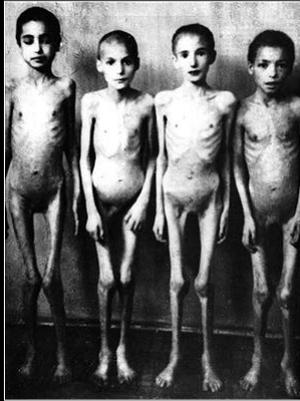


Twins Research
(From Mengele's personal documents)



Rudolf Mengele (1911-1979)

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Twins Research
(From Mengele's personal documents)



Rudolf Mengele (1911-1979)
George J. Annas Michael A. Grodin

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Twins Research
(From Mengele's personal documents)

*The Nazi Doctors
and the
Nuremberg Code*

*Human Rights in
Human Experimentation*



George J. Annas Michael A. Grodin

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200



Tuskegee Syphilis Experiment
(1932-1972)

- In Guatemala, on the other hand, the U.S. *Public Health Service* went even further.
- Between 1946 and 1948 it deliberately infected with syphilis (and, in some cases gonorrhea & chancroid), hundreds of men and women, in order to assess the effects of PCN to then use for American GIs deployed abroad.
- Victims were Guatemalan prisoners, soldiers, mental patients, prostitutes.
- Germs were injected into the victims' eyes, CNS and genitalia.
- The American physicians had the cooperation of Guatemalan health ministries and officials.
- The U.S. apologized in 2010.
- No compensation has been offered.

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1 September 2011 Last updated at 12:43 ET 254 Share

Guatemala STD tests 'may have infected 2,500'

The extent of US medical experiments in Guatemala on STDs during the 1940s is greater than previously thought, health authorities have told the BBC.

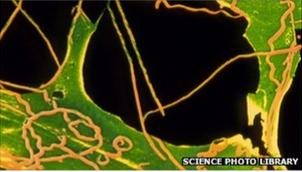
The number of infected people could be as high as 2,500, says the president of the Medical Association of Guatemala.

According to a US report released on Monday, 1,300 Guatemalans were infected without their knowledge to study the effects of penicillin.

US scientists knew they were violating ethical rules, the report found.

There is also enough evidence to conclude there was collaboration between US and Guatemalan authorities at the time of the tests, Carlos Mejia, a member of the commission established by the Guatemalan government to investigate the experiments, told BBC Mundo.

At least nine Guatemalan doctors were involved in these experiments, he said.



Hundreds of people were infected with syphilis bacteria during the experiments

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- Guatemala calls US tests 'crime'
- US gave syphilis to mentally ill

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Hundreds of people were infected with syphilis bacteria during the experiments

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- US gave syphilis to mentally ill

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1 October 2010 Last updated at 16:32 ET

US sorry over deliberate sex infections in Guatemala

The United States government has apologised for deliberately infecting hundreds of people in Guatemala with gonorrhoea and syphilis as part of medical tests more than 60 years ago.

None of those infected - mentally ill patients and prisoners - consented.

Guatemalan President Alvaro Colom accused the US of "crimes against humanity".

US President Barack Obama has called Mr Colom to apologise and has said the acts ran contrary to American values.

'Shocking, tragic, reprehensible'

Syphilis can cause heart problems, blindness, mental illness and even death, and although the patients were treated it is not known how many recovered.

Evidence of the programme was unearthed by Prof Susan Reverby at based on injuries suffered in a foreign country and granted a motion by the U.S. government to dismiss the suit.



SPL

Syphilis can cause blindness, insanity and even death

“

We deeply regret that it happened, and we apologise to all the

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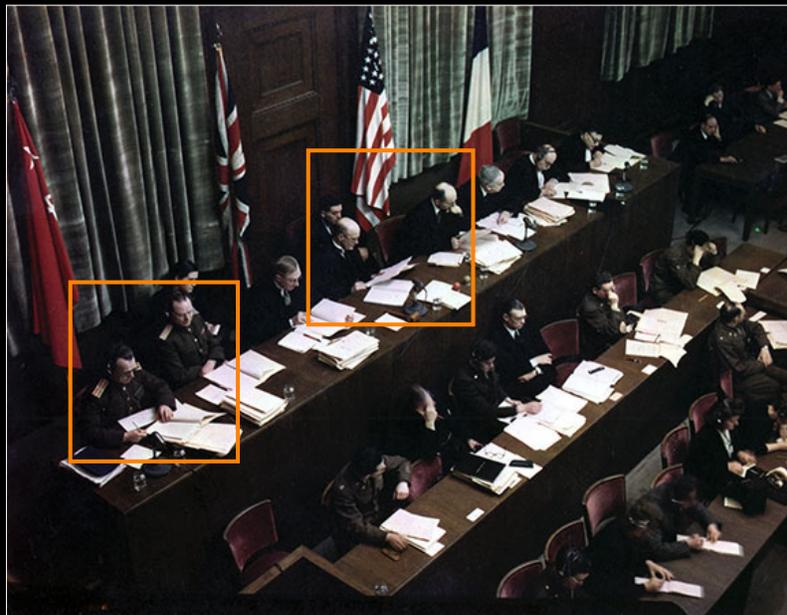
"ETHICALLY IMPOSSIBLE"
STD Research in Guatemala
from 1946 to 1948

Presidential Commission
for the Study of Bioethical Issues

September 2011



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The Mote and the Beam (Domenico Fetti, 1609)

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The Mote and the Beam (Domenico Fetti, 1609)

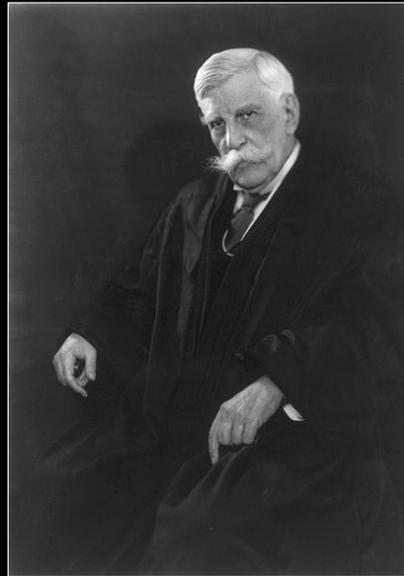
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“It is better for all the world if instead of waiting to execute degenerate offsprings for crime, or to let them starve for their imbecility, society can prevent those who are manifestly unfit from continuing their kind. The principle that sustains compulsory vaccination is broad enough to cover cutting the Fallopian tubes. . .

*Three generations of imbeciles are enough.”**

* Supreme Court majority decision, *Buck vs. Bell* [1927]

With this decision the U.S. Supreme Court upheld the constitutionality of a Virginia law allowing for the compulsory sterilization of patients in state mental institutions. The argument being that, as in the case of smallpox vaccination, the public health outweighed individual rights.



Oliver Wendell Holmes Jr.
(1841-1935)

209

EUGENICS

- ❑ Founded in 1883 as the “science of improving the stock” it was pioneered in the U.S., where more than thirty states passed laws for the forced sterilization of the “unfit”, which eventually led to the coercive sterilization of more than 60,000 Americans.
- ❑ These eugenics laws predated Germany's 1933 legislation on *Preventing Hereditarily Ill Progeny*, were praised by Hitler in his *Mein Kampf*, and in fact continued unabated even after Nuremberg declared such practices a crime against humanity.
- ❑ One third of all coercive sterilizations in the U.S. were indeed carried out *after* World War II.
- ❑ Hence, America provided an influential model, not only intellectual but also political, for Nazi theorists in search of international legitimacy.

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EUGENICS

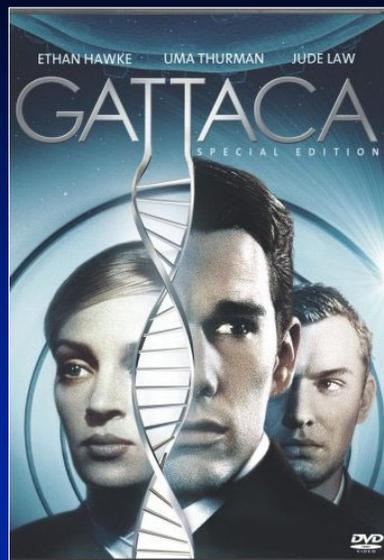
- Eugenic laws were eventually repealed by various states only with “*Madrigal vs. Quilligan*”, a 1978 class-action suit wherein working-class women of Mexican origin sued the State of California for violating their rights by coercing them into postpartum tubal ligations within minutes after cesarean delivery.
- Similarly, the *Sterilization Act* of Alberta and British Columbia was only repealed in 1972 and 1973 respectively.
- Sweden (that sterilized more people than any other European state except Nazi Germany) repealed its own “Sterilization Act of 1934” only in 1975.
- In fact, only in 1999 the Swedish government began paying compensation to the victims and their families, but just a small amount (21,000 USD per case), and only to those who had “not consented” and who subsequently applied for compensation.
- Yet, the supreme court never expressly overturned *Buck vs Bell*, which still stands.

[<http://disabilityjustice.org/right-to-self-determination-freedom-from-involuntary-sterilization/>]

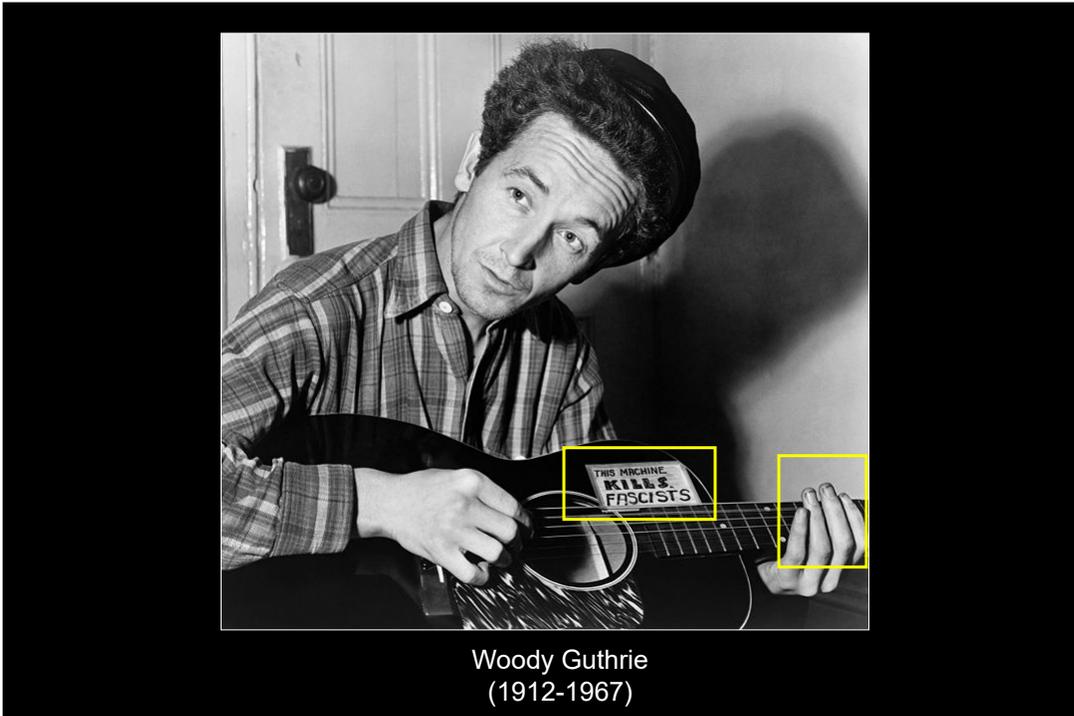
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IMPLICATIONS

- These issues remain timely for Medicine considering the latest explosion in genetics, which is now allowing a shift from “negative” eugenics (that is the elimination from the genetic pool of people deemed biologically *inferior*) to “positive” eugenics.
- Hence, we can now manipulate human heredity to produce a “superior race”.



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Woody Guthrie
(1912-1967)

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PHYSICIANS AT RISK

- Conservative views
- Authoritarianism
- Decline in empathy over training
- Intolerance of ambiguity

214

PHYSICIANS AT RISK

- Conservative views
- Authoritarianism
- Decline in empathy over training
- Intolerance of ambiguity

215



“A distressing feature in the life of which you are about to enter...is the uncertainty which pertains not alone to our science and art, but also to the very hopes and fears which make us men.

In seeking out the absolute Truth we aim the unattainable, and must be content with finding broken portions.”

(William Osler, *Aequanimitas*, 1889)

216



“A distressing feature in the life of which you are about to enter...is the uncertainty which pertains not alone to our science and art, but also to the very hopes and fears which make us men.”

The Truth

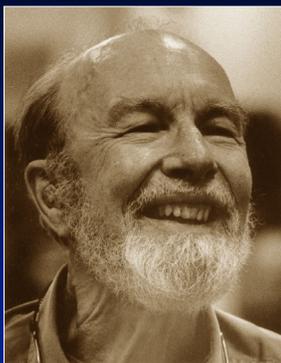
VS

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The Truth

(William Osler, *Aequanimitas*, 1889)

217



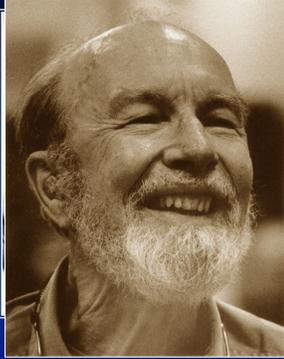
“The Truth is a rabbit in a bramble patch.

And all you can do is to circle around, point, and say, ‘It’s somewhere in there’.

But you can't put your hand on it. You can't touch that furry and quivering body.”

(Pete Seeger, 1919-2014)

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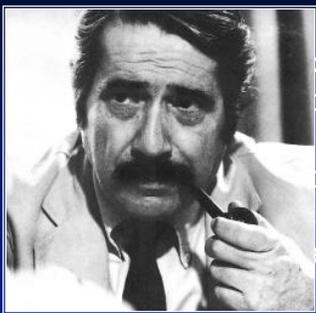


“The Truth is a rabbit in a bramble patch.
 When I was young I thought that the opposite of a
 Truth was necessarily a lie, and the opposite of a lie
 necessarily a truth.
 And all you can do is to circle around,
 point, and say, ‘It’s somewhere in there’.
 Now that I’m older I’m starting to wonder whether
 the opposite of a truth might be another truth, and
 the opposite of a lie might be another lie.”
 (Ennio Flaiano, 1910-1972)

(Pete Seeger, 1919-2014)

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INTOLERANCE TO AMBIGUITY



“When I was young I thought that the opposite of a
 Truth was necessarily a lie, and the opposite of a lie
 necessarily a truth.
 Now that I’m older I’m starting to wonder whether
 people who are intolerant of ambiguity are instead more receptive
 to it. They can’t look at concepts from different
 angles and cope better with difficult situations.
 the opposite of a truth might be another truth, and
 the opposite of a lie might be another lie.”

(Ennio Flaiano, 1910-1972)

- **Tolerance of ambiguity is a desirable trait in physicians, and yet one frequently lacking.**

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INTOLERANCE TO AMBIGUITY DEMOGRAPHICS AMONG PHYSICIANS

- Physicians often experience anxiety when confronted with the inevitable uncertainties of daily practice.
- Intolerance of ambiguity is significantly higher among internists as compared to family practitioners, younger and male students, and those with an undergraduate major in the natural and physical sciences as opposed to the humanities.
- Studies conducted during the late '80s have also shown an overall greater intolerance to ambiguity as compared to similar studies conducted in the early 1960s.

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INTOLERANCE TO AMBIGUITY CONSEQUENCES AMONG PHYSICIANS

- Intolerance of ambiguity may affect career choice, with more intolerant students preferring a residency in Anesthesia, Surgery, or Radiology as opposed to Internal Medicine and Psychiatry.
- Difficulty in dealing with uncertainties may even result in negative attitudes towards patients with frustrating complaints, such as those afflicted by psychological ailments, chronic pain, or alcohol/substance abuse.
- Lastly, intolerance of ambiguity often results in greater number of *tests*, and thus higher cost and greater likelihood of complications.
- **Should medical school admissions and curricula try to select and then foster more tolerant students?**

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Tolerance for Ambiguity: An Ethics-Based Criterion for Medical Student Selection

Gail Geller, MD, MEd

Abstract

Planned changes to the MCAT exam and the premedical course requirements are intended to enable the assessment of humanistic characteristics and, thus, to select students who are more likely to become physicians who can communicate and relate with patients and engage in ethical decision making. Identifying students who possess humanistic and communication skills is an important goal, but the changes being implemented may not be sufficient to evaluate key personality traits that

characterize well-rounded, thoughtful, empathic, and respectful physicians.

The author argues that consideration should be given to assessing prospective students' tolerance for ambiguity as part of the admission process. Several strategies are proposed for implementing and evaluating such an assessment. Also included in this paper is an overview of the conceptual and empirical literature on tolerance for ambiguity among physicians and medical students, its

impact on patient care, and the attention it is given in medical education. The evidence suggests that if medical schools admitted students who possess a high tolerance for ambiguity, quality of care in ambiguous conditions might improve, imbalances in physician supply and practice patterns might be reduced, the humility necessary for moral character formation might be enhanced, and the increasing ambiguity in medical practice might be better acknowledged and accepted.

Several years ago, I coordinated the ethics course that was required for first-year medical students at my institution, the Johns Hopkins School of Medicine. I was keenly aware of significant differences in students' reactions to the course. Some students were excited and stimulated at the prospect of debating issues and ideas that were complex and ambiguous, whereas others were palpably anxious at the prospect of being graded in a subject that did not have "right" and "wrong" answers. Intrigued by what I noted as variability in students' tolerance for ambiguity, I searched for and discovered a substantial social science literature on this topic. This experience inspired me to pursue a career at the intersection of medical sociology and ethics, with a particular interest in the impact of ambiguity on medical students and medical education.¹ I now oversee the social, behavioral, and ethical components

of the medical curriculum at the same institution and observe similar variability in students' tolerance for ambiguity. The way students respond to uncertainty in medicine deserves heightened attention in light of imminent changes to the medical student selection process, which motivated me to write this Perspective.

Impending Changes to the Medical School Admission Process

For the last decade, the Association of American Medical Colleges has been interested in and committed to transforming the medical school admission process. The goal is to enable the assessment of humanistic characteristics and, thus, to select students who are more likely to become physicians who can communicate and relate with patients and engage in ethical decision making. Recently, the decision was made to revise the MCAT exam to include more social and behavioral science and to adjust the prerequisite course requirements for admission to medical schools.² These changes will be implemented in 2015. Identifying prospective physicians who possess humanistic and communication skills is an important goal, but the imminent changes to the admission process may not be sufficient to evaluate key personality traits that lend themselves to the well-rounded, thoughtful, empathic, and respectful physicians we all hope to have.

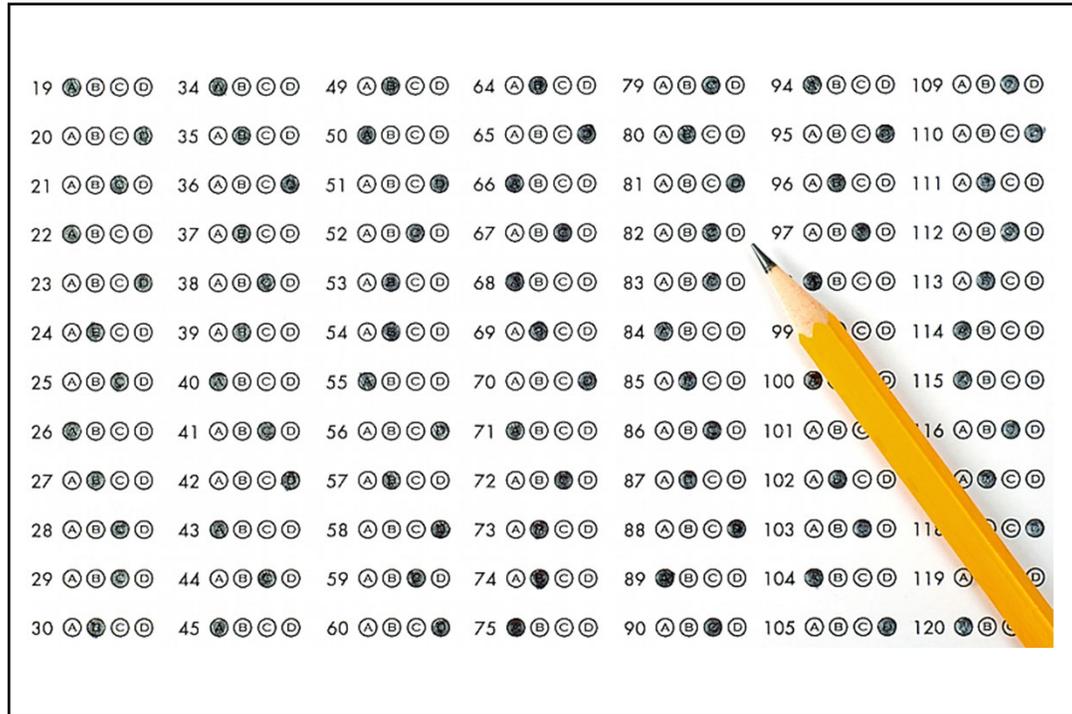
I propose that consideration be given to assessing prospective students' tolerance

The Concept of Tolerance for Ambiguity

In the past several years, there has been extensive scholarship on the impact of ambiguity and uncertainty on medical education and medical care. Although these concepts are related and have been used interchangeably, ambiguity and uncertainty are not equivalent.³ Ellsberg writes that both are types of "risk," but they vary in probability. In a case of uncertainty, the probability of a particular outcome is known; with ambiguity, the probability is unknown. Grenier et al⁴ propose a time-oriented distinction, with uncertainty relating to an event in the future and ambiguity concerning circumstances in the present. In this light, "ambiguous" situations have either more shades of gray or greater urgency and may, thus, require more tolerance.

It is also important to note the recent literature on ambiguity aversion and its adverse consequences in both medical practice⁵ and clinical research.⁶ The negative effects of ambiguity aversion are

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“Intolerance of ambiguity is the mark of an authoritarian personality”

(Theodor W. Adorno, 1903-1969)

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AUTHORITARIAN PERSONALITY - DEFINITION

- An *authoritarian personality* was first described by Adorno as one characterized by dogmatic beliefs, an hierarchical orientation in interpersonal relationships, significantly greater distrust and authoritarian personality relationships with others, and the pursuit of material rather than social values.

(Theodor W. Adorno, 1903-1969)

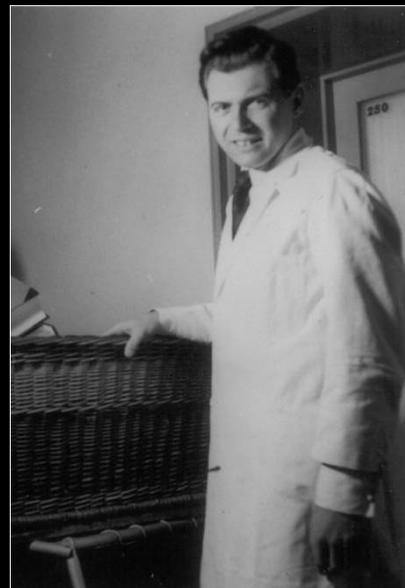
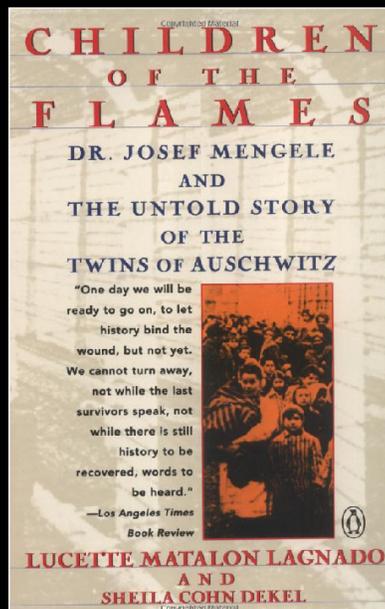
- In Adorno's original study this was quantified by the “Adorno F scale”, which was found to correlate with the *Antisemitic scale*.
- Which may explain why physicians were the most nazified profession in Germany, with one out of two being party members.

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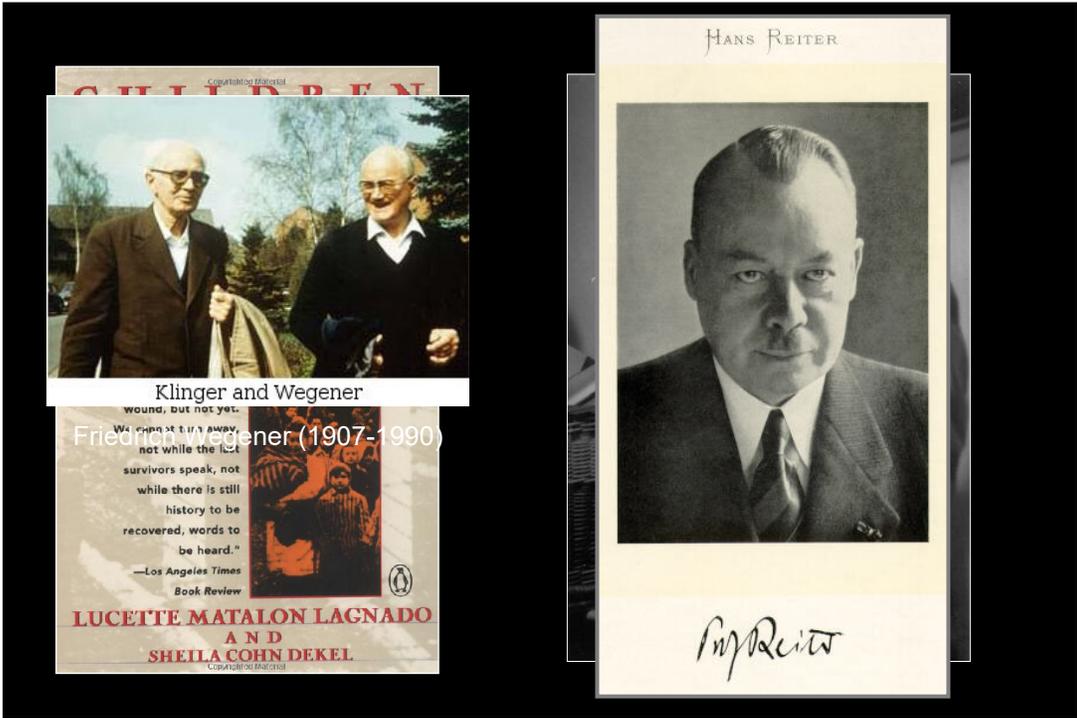
AUTHORITARIANISM DEMOGRAPHICS AMONG PHYSICIANS

- In a study by Merrill et al., 19% of more than the 2,000 students surveyed at Baylor were found to be authoritarian (which was significantly higher than scores for law students).
- Authoritarianism increased during medical school, with seniors scoring 27% higher than in their freshman year.
- Although women had lower scores than men, they also experienced the greatest increase in authoritarianism as a result of going through medical school (42% vs. 21%).
- Higher scores on authoritarianism predicted a career in surgery, anesthesiology, radiology or pathology.
- The least authoritarian students chose instead residencies in psychiatry, internal medicine, pediatrics or family medicine.

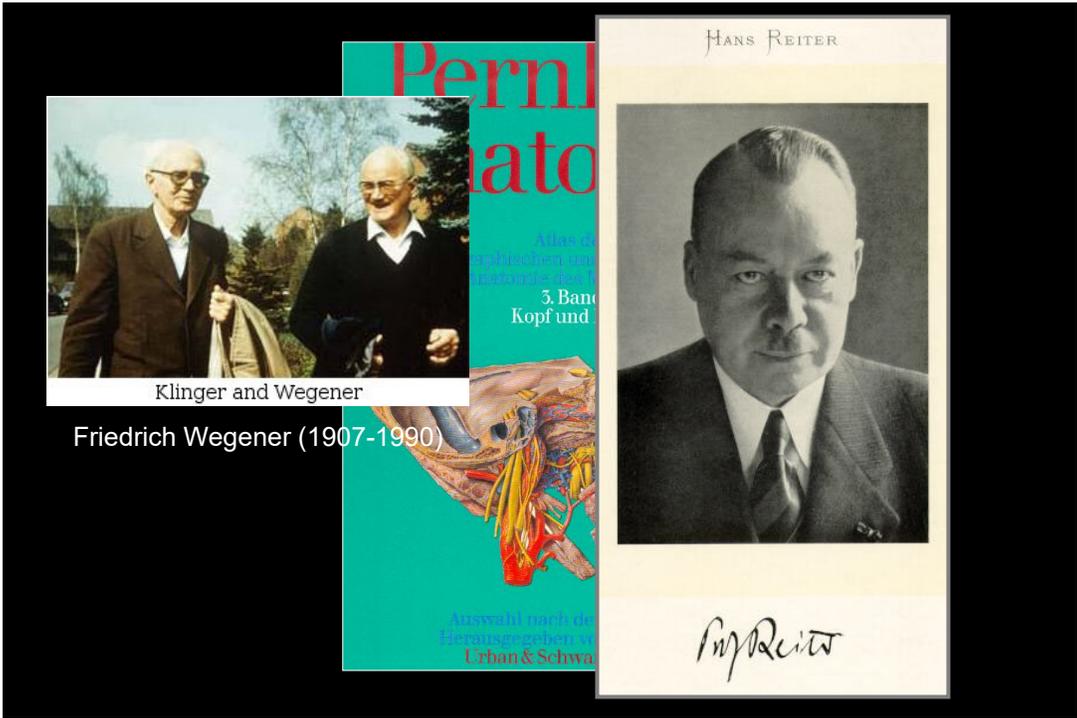
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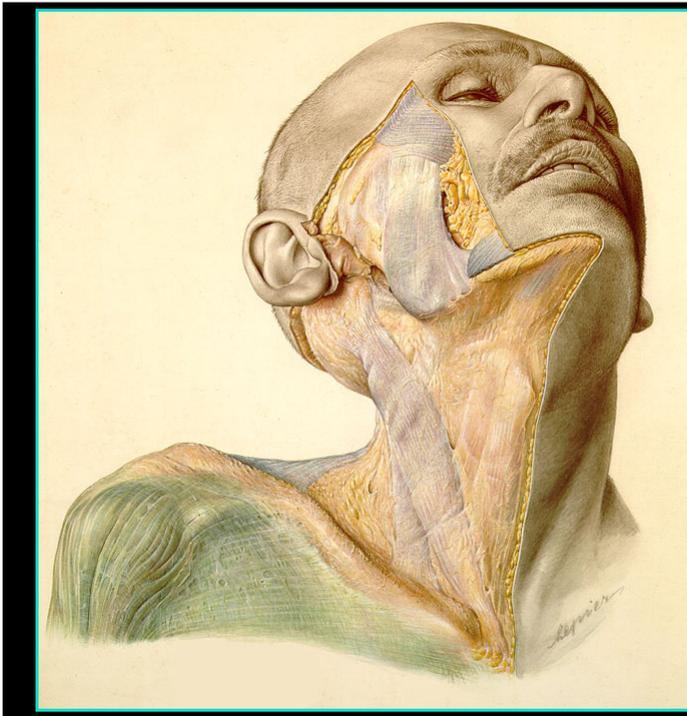
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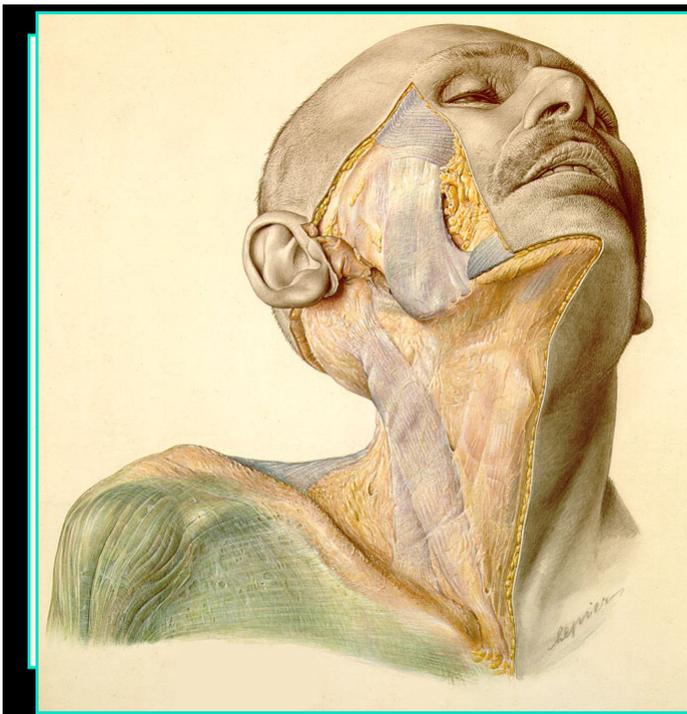


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- "...a classic among anatomical atlases" (JAMA)
- "...one of the most important anatomic atlases since the work of Vesalius" (NEJM, 1990)

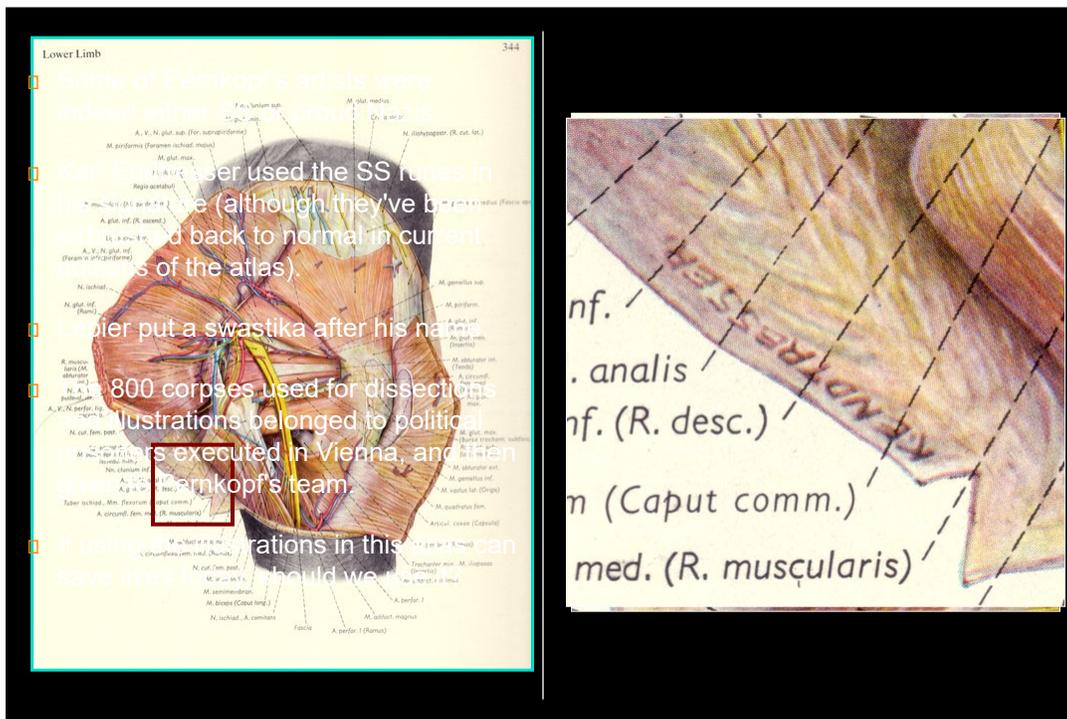
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- "...a classic among anatomical atlases" (JAMA)
- "...one of the most important anatomic atlases since the work of Vesalius" (NEJM, 1990)

esc.)
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PERNKOPF'S INAUGURAL ADDRESS AS DEAN IN VIENNA (1938)

"You are called to assume the medical care of the people who have been entrusted upon you, not only in the positive sense of furthering the propagation of the fit, but also in the negative sense of eliminating the unfit and defective.

The methods by which racial hygiene proceeds are well known to you: control of marriage, propagation of the genetically fit whose genetic, biologic constitution promises healthy descendants; discouragement of breeding by individuals who do not belong together properly, whose races clash; finally, the exclusion of the genetically inferior from future generations by sterilization *and other means.*"

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- A fervent member of the Nazi Party since 1933, he quickly joined the storm troopers or brown shirts.
- Regularly gave the Nazi salute, wore the Nazi uniform and badge.
- As Dean of the Vienna medical school, Pernkopf dismissed 153/197 faculty members (including four Nobel laureates), mostly because of Jewish religion.
- Most victims managed to emigrate, many died in concentration camps, and others committed suicide.
- Replacements were bystanders/perpetrators, who after the war rose to leadership positions.

HISTORY OF MEDICINE

A Leading Medical School Seriously Damaged: Vienna 1938

Edvard Ernst, MD, PhD

■ Misguided by the notion that the decline of the German race would be prevented by purifying "Aryan blood" and eliminating foreign, particularly Jewish, influences, the Nazis evicted all Jews from universities within their growing empire during the Third Reich. The Medical Faculty of Vienna suffered more than any other European faculty from "race hygiene." Within weeks of the Nazi annexation of Austria in 1938, 153 of the Faculty's 197 members were dismissed. By far the most frequent reason for dismissal was Jewish origin. Most victims managed to emigrate, many died in concentration camps, and others committed suicide. The "cleansing" process encountered little resistance, and the vacant seats were quickly filled with persons known not for their medical expertise but for their political tractableness. It was in this climate that medical atrocities could be committed. After the collapse of the Third Reich, most members of the Faculty were banished with a Nazi past. Most remained in office, and those who had to leave were reabsorbed quietly. The Jews evicted in 1938 were discouraged from returning. These events have significantly—and with long-lasting effects—damaged the quality of a once-leading medical school. This story needs to be told to honor its victims and to fortify us so that history does not repeat itself.

Ann Intern Med. 1993;119:799-802.

Many European universities suffered intensely during the Third Reich, and, almost without exception, Jewish university staff were dismissed after the Nazi takeover. However, no single faculty was harmed more than the Medical Faculty of Vienna. The damage done to the Faculty in 1938 differed from that effected elsewhere in the Third Reich in at least three important ways. The losses caused by the evictions of Jews and other unwanted groups were greater than anywhere else; the sequelae of the events proved out to be particularly long-lasting; and the tragedy has almost totally escaped attention in the international medical literature. This paper attempts to summarize "the darkest chapter in the history of the Alma Mater: Radolphina" (1).

Historical Background

Social Darwinism, a concept based on the ideas of Charles Darwin, spread throughout Europe during the

19th century. It tried to define the workings of society in analogy to those of nature. The Aryan race was viewed as superior and its purification was seen as the only means to prevent the degeneration of society. Dak Gilmara, a Frenchman, postulated in the 1850s that the purity of races would be a determining factor in history. His ideas were taken up in both England and Germany. In 1883, Englishman Francis Galton coined the term "eugenics"; Alfred Piers, a German, first wrote about "race hygiene" in 1894. The basic idea of social Darwinism was that just as species fight for the survival of the fittest, peoples are in a constant process of competition that forces those who are genetically best equipped (Aryans). According to this theory, degeneration of a given people can be prevented by cultivating the optimal race (Aryans). Ernst Haeckel, a prominent proponent of social Darwinism, was the first to actively promote euthanasia for eugenic reasons: "It is the natural breeding process within the fight for survival that has produced the diversity of natural life and that determines the history of peoples; it is complemented by artificial breeding, for example the Spartans who submitted all new-born children to selection and killed all weaklings" (2). Darwin's science had been misinterpreted to become the pseudoscience of social Darwinism, which in turn was perverted into the ideology of "race hygiene." The Nazis merely adopted these popular ideas, combined them with anti-Semitism, and used them for their own purposes (3). The medical profession played an essential part in generating, popularizing, and implementing these theories; this resulted in the atrocities later revealed at the Nuremberg Trials (4).

Vienna before 1938

In the early part of the 20th century, the Faculty was the second largest medical school in German-speaking countries. At that time, much of the international medical literature was still published in German and the "Viennese School of Medicine" held a leading place in the hierarchy of medical excellence. No fewer than four Nobel prize winners of this era originated from within the Faculty: Robert Bannay, Julius Wagner-Jurek, Carl Landsteiner, and Otto Loewi. All but one died in exile; Loewi even had to transcribe his Nobel prize to the Third Reich to get permission to emigrate.

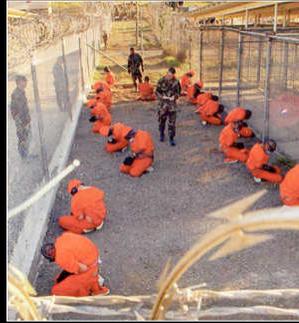
At the beginning of this century, the medical profession in Vienna was dominated by Jews; this was largely because, historically, medicine had been the only academic

See editorial comment on pp 793-794

From the University of Texas, El Paso, El Paso, United Kingdom. For the current author address, see end of text.

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Guantanamo



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The New York Times

June 7, 2010

Doctors Who Aid Torture

Disturbing new questions have been raised about the role of doctors and other medical professionals in helping the Central Intelligence Agency subject terrorism suspects to harsh treatment, abuse and torture.

The Red Cross previously documented, from interviews with "high-value" prisoners, that medical personnel helped facilitate abuse in the C.I.A.'s "enhanced interrogation program" during the Bush administration. Now Physicians for Human Rights has suggested that the medical professionals may also have violated national and international laws setting limits on what research can be performed on humans.

The physicians' group, which is based in Cambridge, Mass., analyzed a wide range of previously released government documents and reports, many of them heavily censored. It found that the Bush administration used medical personnel — including doctors, psychologists and physician's assistants — to help justify acts that had long been classified by law and treaty as illegal or unethical and to redefine them as safe, legal and effective when used on terrorism suspects.

The group's report focused particularly on a few issues where medical personnel played an important role — determining how far a harsh interrogation could go, providing legal cover against prosecution and designing future interrogation procedures. The actual monitoring data are not publicly available, but the group was able to deduce from the guidelines governing the program what role the health professionals played, assuming they followed the rules.

In the case of waterboarding, a technique in which prisoners are brought to the edge of drowning, health professionals were required to monitor the practice and keep detailed medical records. Their findings led to several changes, including a switch to saline solution as the near-drowning agent instead of water, ostensibly to protect the health of detainees who ingest large volumes of liquid but also, the group says, to allow repeated use of waterboarding on the same subject.

Another government memorandum concluded from medical observations on 25 detainees that combining several techniques — say a face slap with water dousing or a stress kneeling position — caused no more pain than when the techniques were used individually. That was used to justify the application of multiple techniques at the same time.

The group concludes that health professionals who facilitated these practices were in essence conducting research and experimentation on human subjects. The main purposes of such research, the group says, were to determine how to use various techniques, to calibrate the levels of pain and to create a legal basis for defending interrogators from potential prosecution under antitorture laws. The interrogators could claim that they had acted in good faith in accord with medical judgments of safety and had not intended to inflict extreme suffering.

The report from the physicians' group does not prove its case beyond doubt — how could it when so much is still hidden? — but it rightly calls on the White House and Congress to investigate the potentially illegal human experimentation and whether those who authorized or conducted it should be punished. Those are just two of the many unresolved issues from the Bush administration that President Obama and Congressional leaders have swept under the carpet.

<http://www.nytimes.com/2010/06/08/opinion/08tue1.html?hp=&pagewanted=print>

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The New York Times

Monday, March 1, 2010 Last Update: 6:48 AM ET

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<http://www.nytimes.com/2010/03/01/opinion/01xenakis.html?hp=&pagewanted=print>

<http://www.nytimes.com/2010/06/08/opinion/08tue1.html?hp=&pagewanted=print>

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Sat 13 Feb 2021 08:56 EST

Fury at 'do not resuscitate' notices given to Covid patients with learning disabilities

Vulnerable people have encountered 'shocking discrimination' during pandemic, says Mencap charity



▲ People with learning disabilities already get a raw deal from the health services: Photograph: Nathan Stirr/Getty Images

People with learning disabilities have been given do not resuscitate orders during the second wave of the pandemic, in spite of widespread condemnation of the practice last year and an urgent investigation by the care watchdog.

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Sat 13 Feb 2021 08:56 EST

Fury at 'do not resuscitate' notices given to Covid patients with learning disabilities

Vulnerable people have encountered 'shocking discrimination' during pandemic, says Mencap charity



▲ People with learning disabilities already get a raw deal from the health services: Photograph: Nathan Stirr/Getty Images

NHS figures released last week show that in the five weeks since the third lockdown began, Covid-19 accounted for 65% of deaths of people with learning disabilities. Figures from the Office for National Statistics show that the rate for the general population was 39%, although the two statistics are drawn from different measurements.

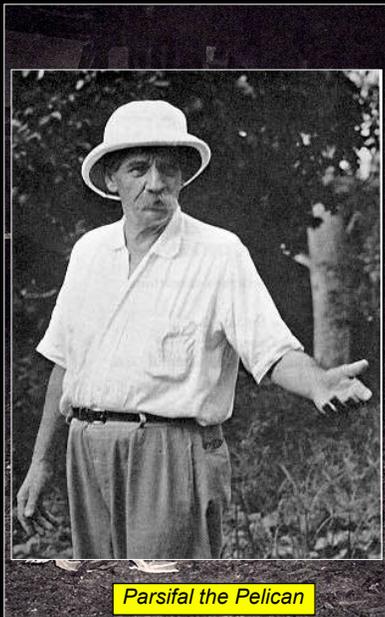
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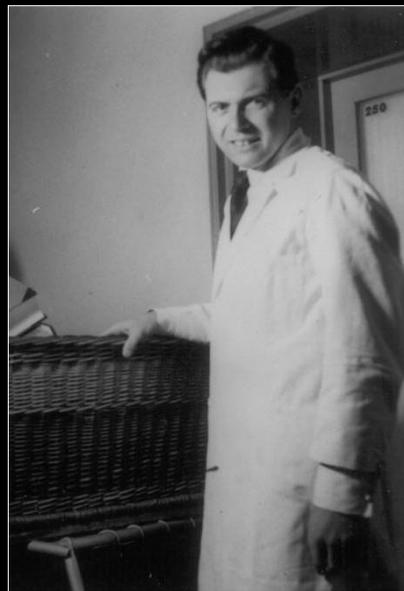
Twins Research
(From Mengele's personal documents)



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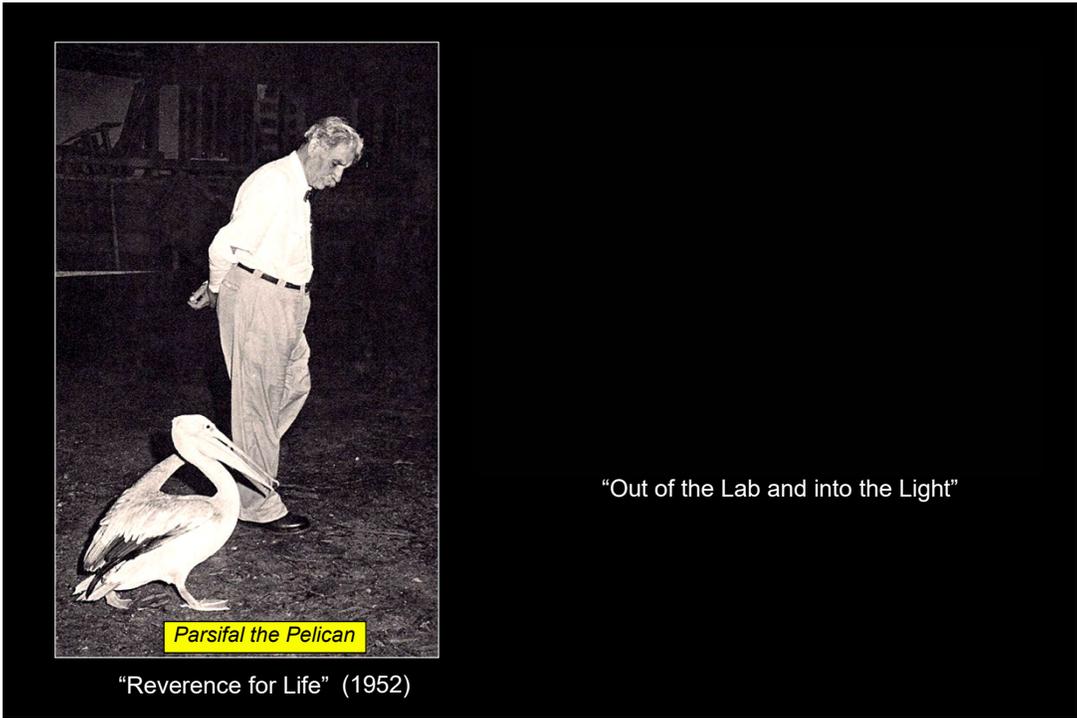
"Reverence for Life" (1952)



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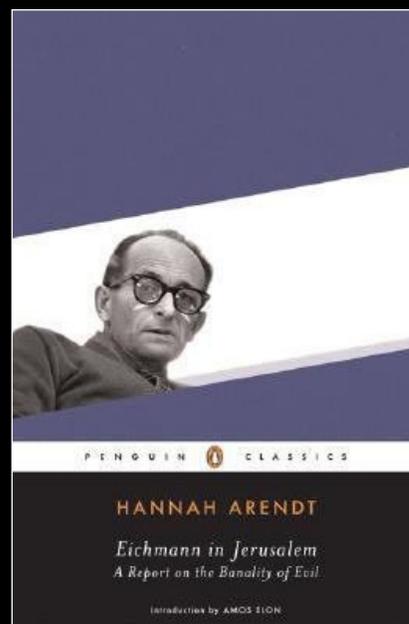


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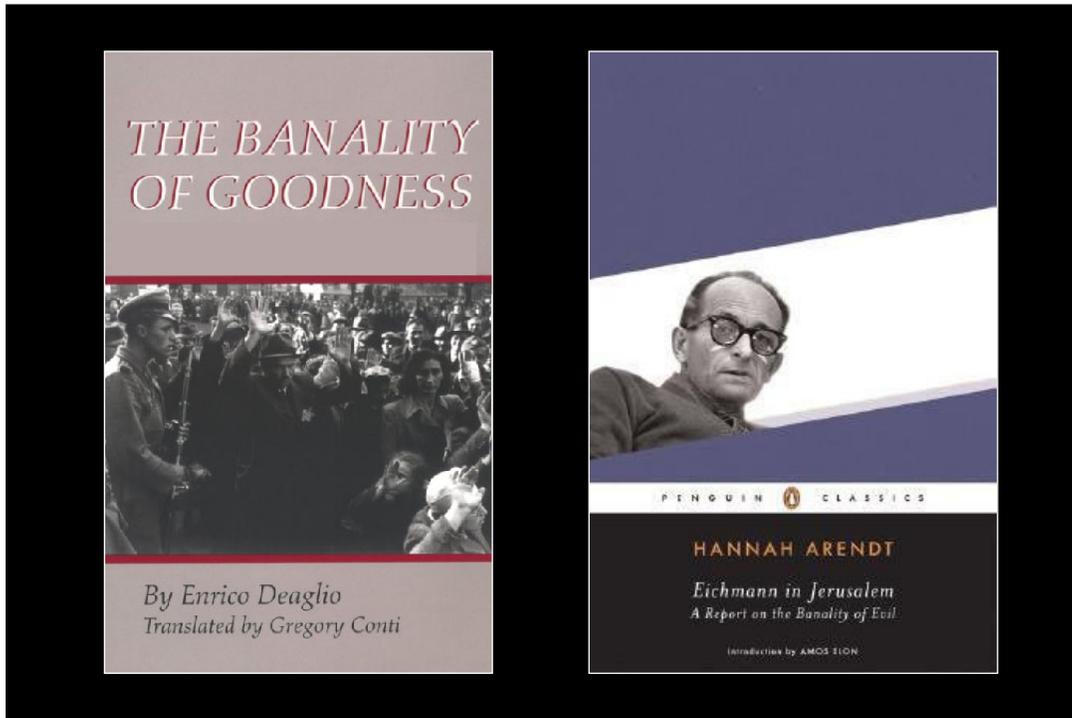


Current rates of human-induced animal extinctions are about 1,000 times greater than past natural (background) rates of extinction

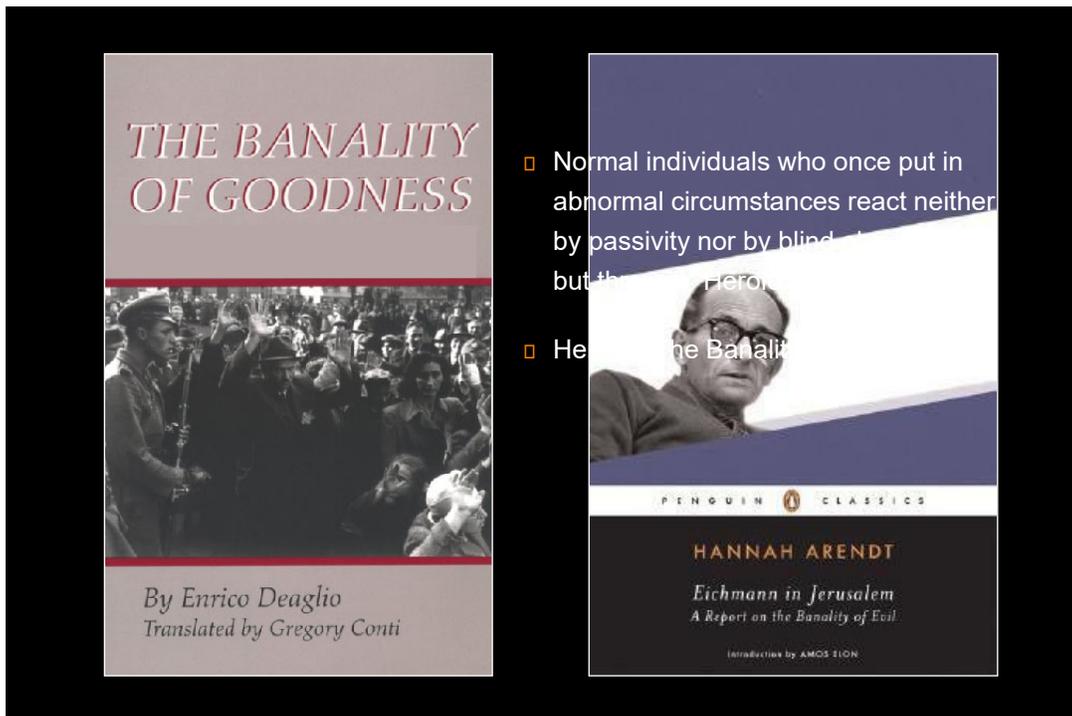
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THE BANALITY OF GOODNESS



By Enrico Deaglio
Translated by Gregory Conti

- Normal individuals who once put in abnormal circumstances react neither by passivity nor by blind obedience, but through “Heroic Imagination”.
- Hence, “The Banality of Goodness”.

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THE BANALITY OF GOODNESS

The Story of Giorgio Perlasca



By Enrico Deaglio
Translated by Gregory Conti

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Giorgio Perlasca (1910-1992)

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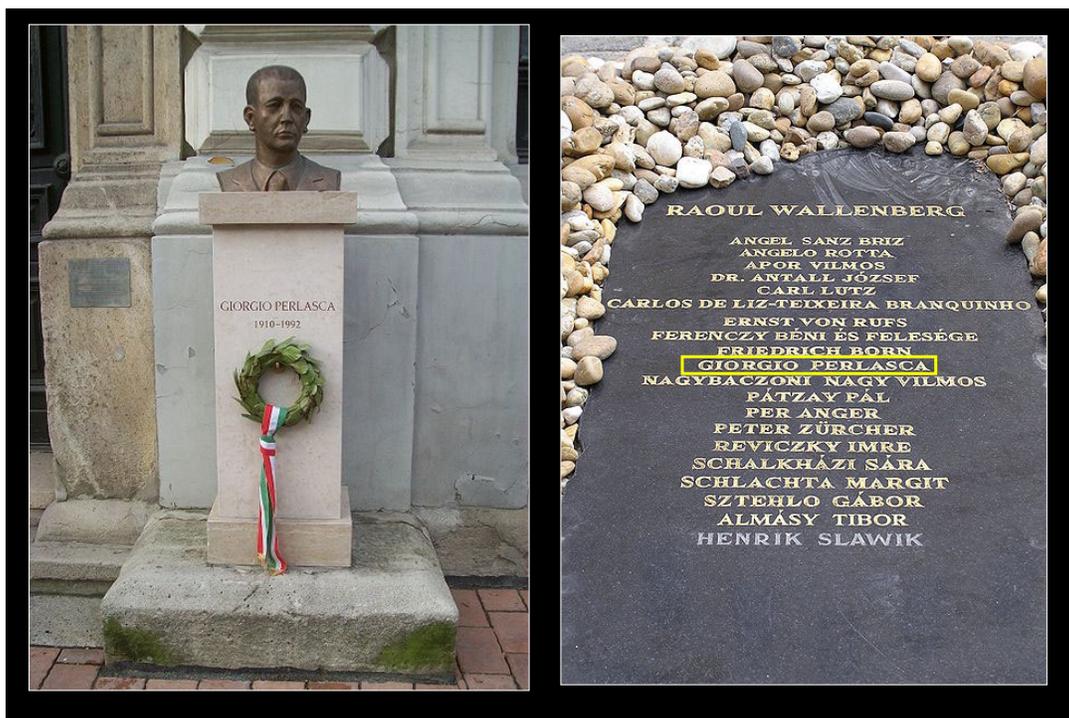


Giorgio Perlasca (1910-1992)

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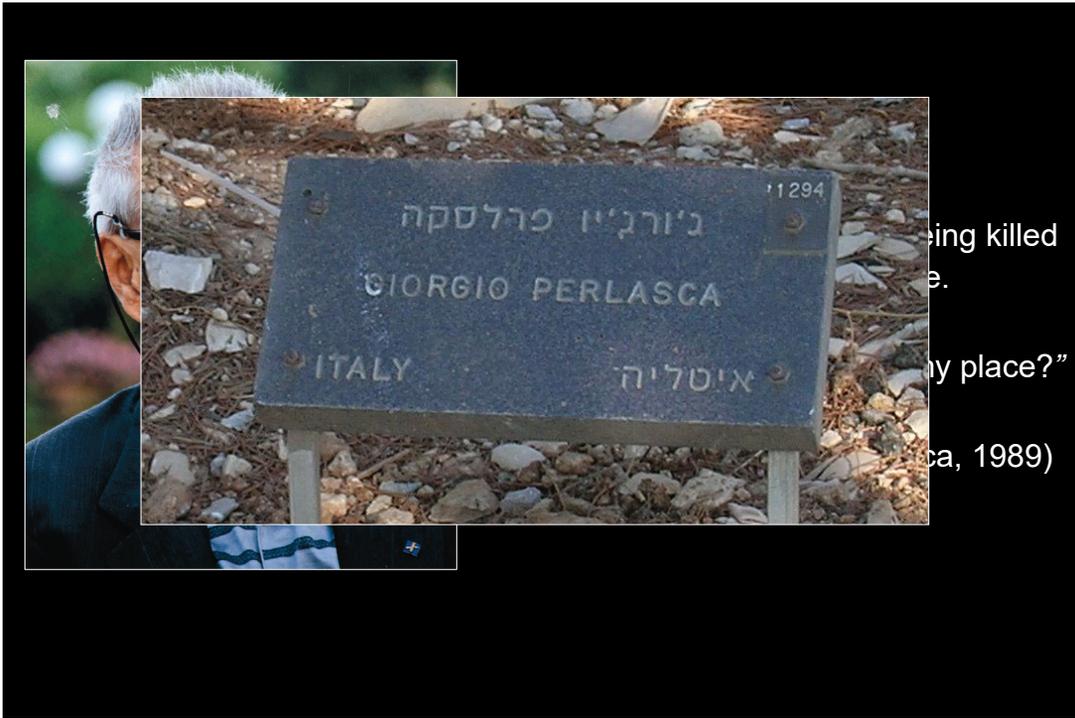
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What would have you done in my place?

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“...I think back to what Camus wrote about the fact that ours is a world in which children suffer and get tortured, and that perhaps this will always happen. But at least we can lessen the number of suffering children.

And if we do not do this, then who will do it?

What would have you done in my place?

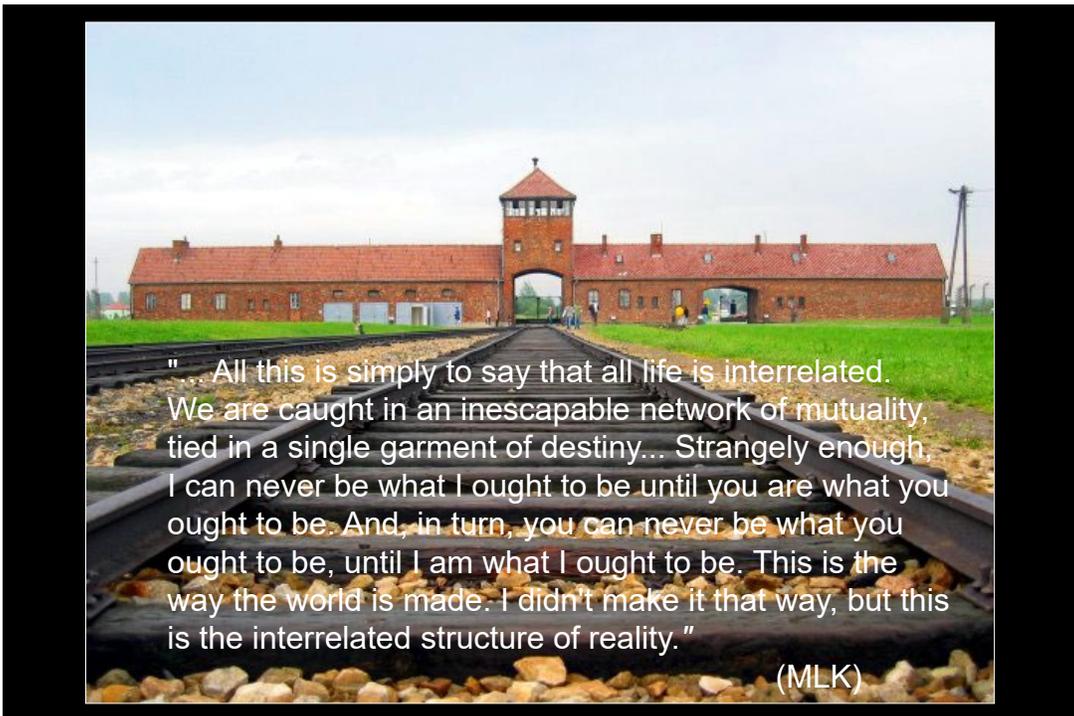
(In an interview with David Frost just before his death)

RFK (1925-1968)

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"... All this is simply to say that all life is interrelated. We are caught in an inescapable network of mutuality, tied in a single garment of destiny... Strangely enough, I can never be what I ought to be until you are what you ought to be. And, in turn, you can never be what you ought to be, until I am what I ought to be. This is the way the world is made. I didn't make it that way, but this is the interrelated structure of reality."

(MLK)

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TAKE-HOME MESSAGE

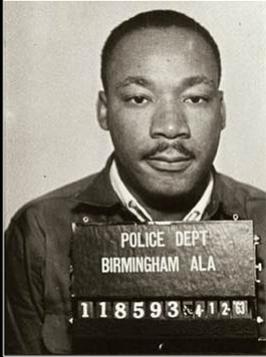
- Always be a party and a religion of one.
- When the pyres go up always side with the witches.
- And when the beast finally rears its ugly head again (which it *will*, since "being human nature what it is, events of the past will sooner or later repeat themselves") try to find the moral courage:
 - Not to be a perpetrator
 - Not to be a victim
 - *Not to be a bystander*
 - But instead to be a resister and rescuer

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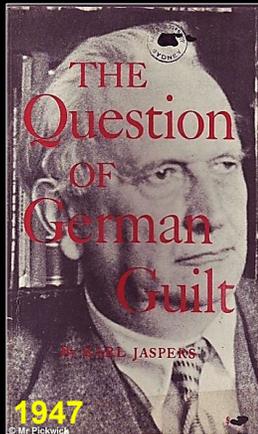
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“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.”

(Martin Luther King)

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“That which has happened is a *warning*.

To forget it is guilt.

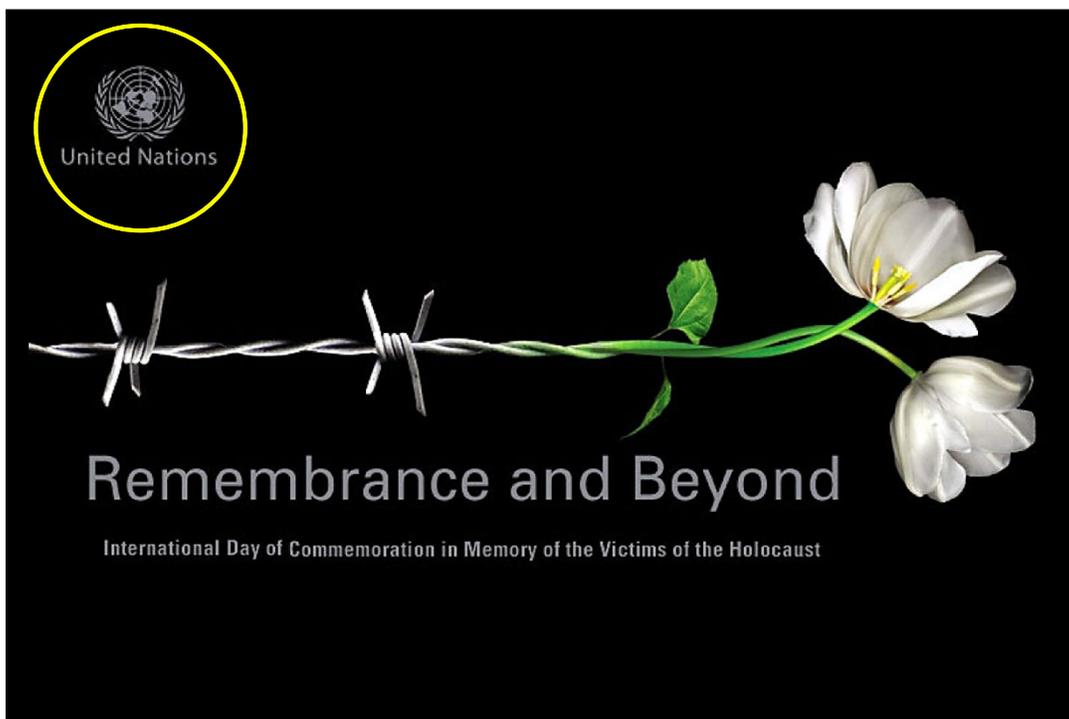
It must be continually remembered.

It was possible for this to happen, and it remains possible for it to happen again at any minute.

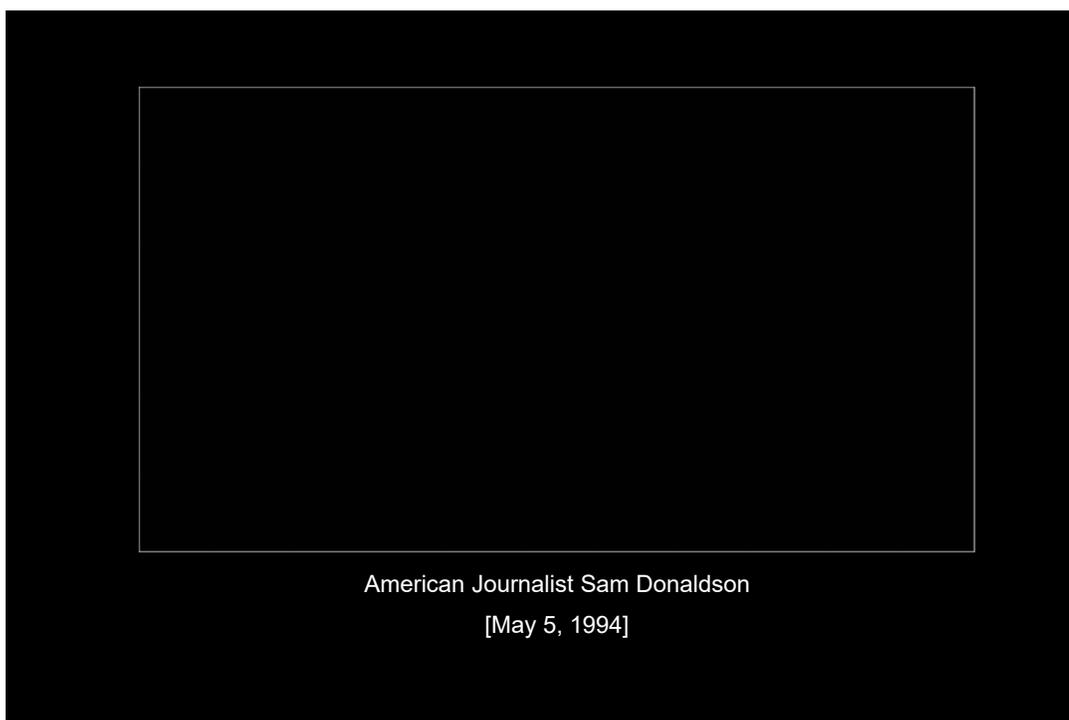
Only in knowledge can it be prevented.”

(Karl Jaspers, 1883-1969)

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Bariloche, Argentina
(April 5, 1994)

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Ardeatine Caves Massacre
(335 Italian Civilians murdered on March 24, 1944)

271



Including three children as young as 14, a 75-year-old man, and a priest

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Extradited to Italy in November 1995

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1995-2013

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Erich Priebke
(1913-2013)

"[Nazism] is my way of looking at the world. It's my 'Weltanschauung' (worldview), which has to do with honor and self-respect also today."

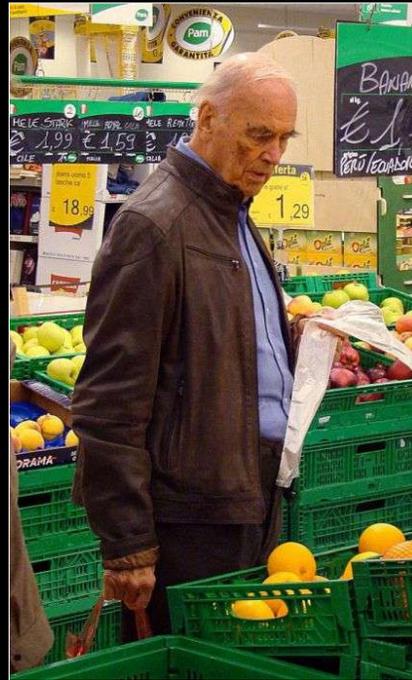
Responsibility lies with the Jews... due to their religious beliefs most consider themselves better than and above all other human beings. And they had amassed huge economic and political power. It's a fact that even today most of the 1,000 rich and powerful individuals in the world are Jewish.

The gas chambers are an invention of the Allies to cover their crimes. And the films of the camps taken in 1945 were propaganda by Hitchcock."

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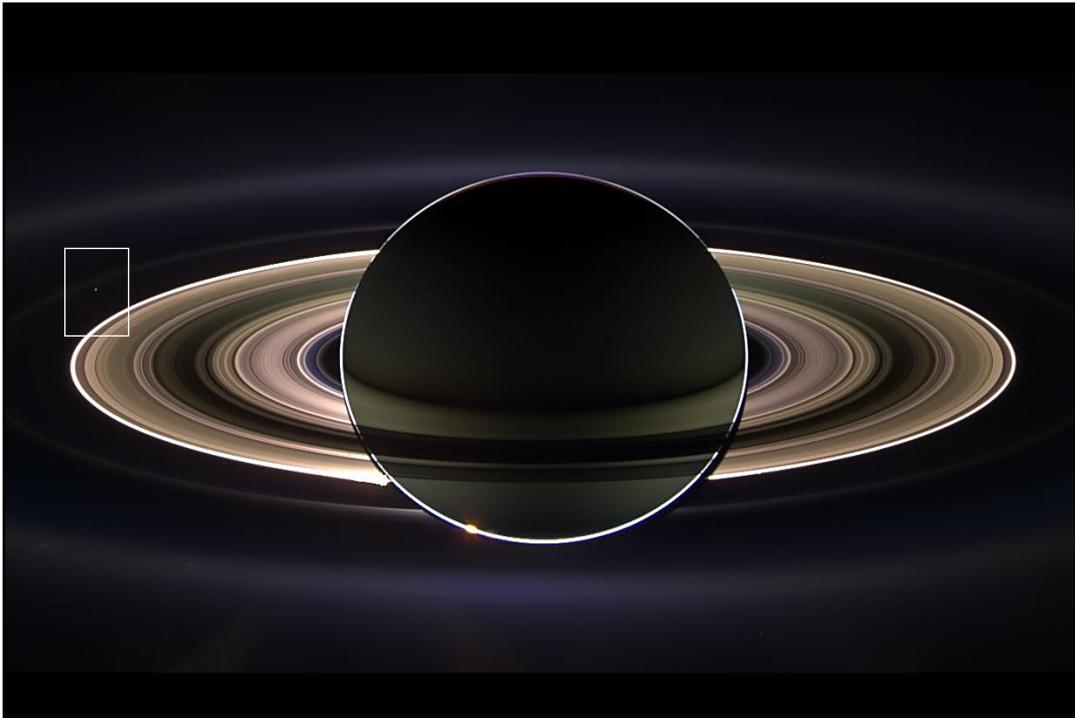
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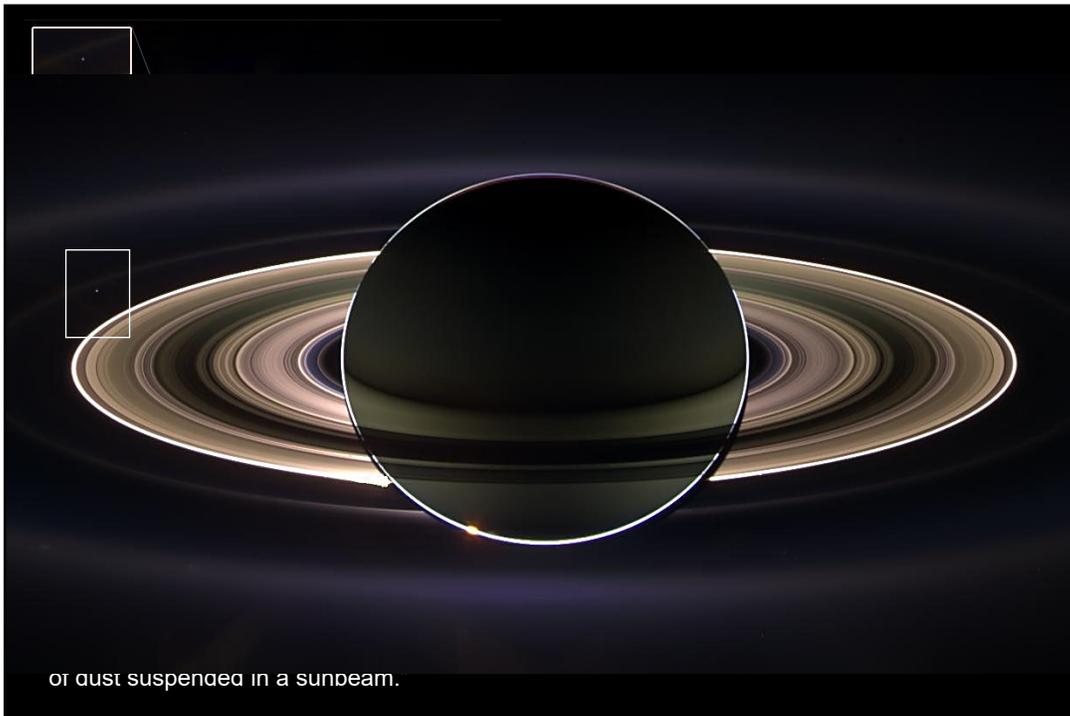
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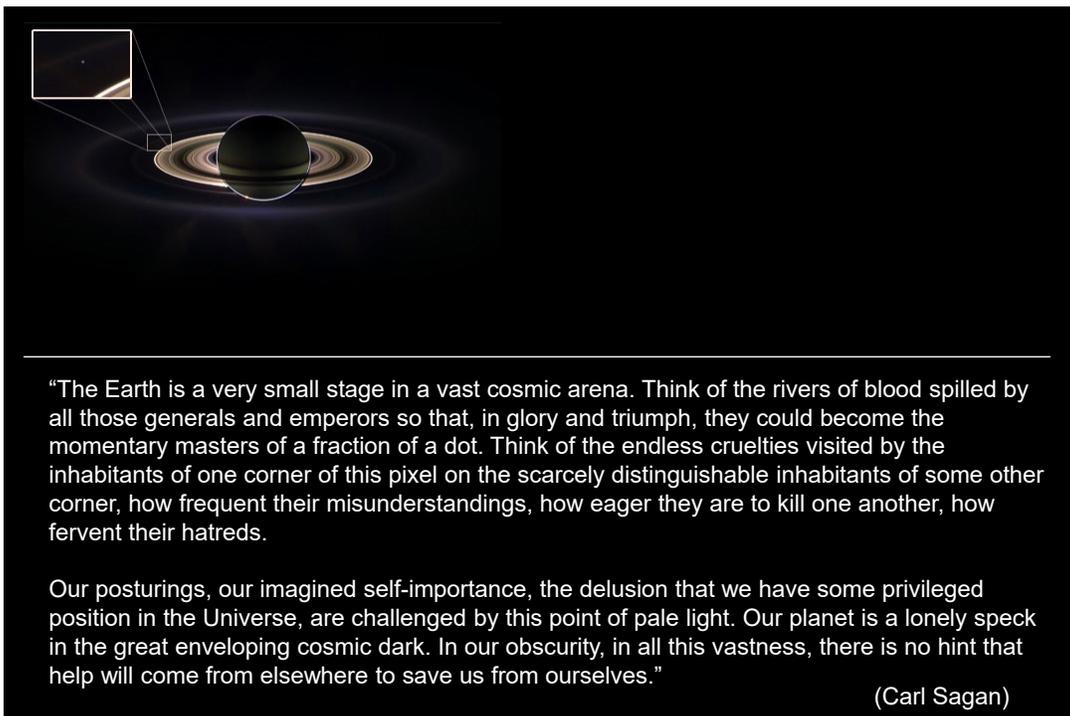
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