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34. See Appendix 2.
35. See Appendix 2 for the model questionnaire distributed in Hamburg. It was slightly adapted for Leipzig.
36. The term *Mitläufer* (one who runs alongside), sometimes inappropriately translated as bystander in English, is often used in the context of a dictatorship, and in particular for Nazism, to refer to people who are not part of the resistance but who were not active members of the NSDAP or the authoritarian or dictatorial regime. This term refers to those who “went along,” the German word implying a much more active perspective of contribution to the crimes. Created during the occupation after the war to distinguish the “real culprits” from those who did not deserve punishment, the term has changed in connotation. Instead of enabling a “positive” distinction, it became pejorative. We used the English term “follower” here to translate it, which has probably a slightly less pejorative connotation than the German.
37. The demand also expresses a desire to protect the reputation, and thus the symbolic capital, of the group.
38. See below, section “Personal Involvement.”
39. The *Abitur* exam is held within the school, with normal classroom teachers.
40. At the time of writing, I was an assistant lecturer at the Institute of Political Studies in Toulouse, where I taught first and second year students who were scarcely three or four years older than the youngest students in the classes I was observing here.
41. This expression is difficult to translate because of its ambiguity. *Betroffenheit* means “emotion,” but in German it may also refer to the fact of “being touched” by an event or even “being involved.” In the theory of *Betroffenheitspädagogik* both of these meanings are present. They refer to the emotion felt by the students and their implication in the learning process. The expression “pedagogy of emotion” seems weak, and “emotional upheaval” seems to more adequately reflect the dual signification of this expression.
42. This observation is also true for Germany on the effects of politicization of memory policy specifically relating to Nazism.