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No statute of limitations: postmemory of Nazi crimes. For the 80th anniversary of the Nuremberg trial

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ABSTRACT. The problem of preserving historical memory and protecting the historical past from falsifications and oblivion is becoming increasingly relevant in modern conditions. The historical education of young generations is particularly important in this regard. Within the limits of Russian nationwide education project of Ministry of Education of the Russian Federation “Without a statute of limitations” the team of authors organized the testing of Saint Petersburg State Pediatric Medical University students. The point of the testing was to identify the level of students’ theoretical awareness about the Nuremberg trial. 830 students of the first and the second year of education in various degree programs took part in the test. Overall test results can be considered successful. Nevertheless the study manifested that the second year students showed worse test results than the freshmen. The team of authors suggests that this result is due to the high workload of second-year students and their interest in learning their specialty subjects and the relevant disciplines, as well as declining interest in history and other socio-humanitarian disciplines. Accordingly, one of the main tasks of historical education in secondary and higher education should be not only to assimilate contextual historical knowledge, but also to form a deep internal motivation to study the history of the Homeland. Otherwise, acquired knowledge will not become part of historical memory and will eventually be forgotten.

KEYWORDS: The Nuremberg trial, Nazi Crimes, Nazi concentration camps, Second World War, Postmemory, University medical students

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Без срока давности: постпамять о нацистских преступлениях. К 80-летию Нюрнбергского процесса

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РЕЗЮМЕ. В условиях современности все более актуальной становится проблема сохранения исторической памяти, защиты исторического прошлого от фальсификаций и забвения. Особо значимым в этой связи видится историческое просвещение молодежи. В рамках проведения мероприятий по реализации Всероссийского просветительского проекта Министерства просвещения Российской Федерации «Без срока давности» авторами настоящего исследования было организовано тестирование студентов Санкт-Петербургского государственного педиатрического медицинского университета с целью выявления уровня теоретической осведомленности студентов о Нюрнбергском процессе. В тестировании приняли участие 830 студентов первого и второго курсов различных направлений подготовки. Общие результаты прохождения тестирования студентами Санкт-Петербургского государственного педиатрического медицинского университета можно считать успешными. Тем не менее в ходе исследования было установлено, что студенты второго курса хуже справились с вопросами тестирования, нежели студенты-первокурсники. Авторы настоящей статьи предполагают, что такой результат объясняется высокой учебной профессиональной нагрузкой студентов второго курса, их заинтересованностью в постижении своей специальности и профильных дисциплин, и, в результате, снижением интереса к истории и другим социогуманитарным дисциплинам. Соответственно, одной из главных задач исторического образования и просвещения в системе среднего и высшего образования должно являться не только усвоение контекстных исторических знаний, но и выработка глубокой внутренней мотивации к изучению и пониманию истории своего Отечества, развитию и сохранению, а также трансляции исторической памяти. В противном случае усвоенные в процессе образования знания не станут частью исторической памяти и исторического сознания, и в конечном счете окажутся преданы забвению.

КЛЮЧЕВЫЕ СЛОВА: Нюрнбергский процесс, преступления нацистов, концентрационные лагеря, Вторая мировая война, постпамять, студенты медицинского университета

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In the context of our modern multicultural information society, where the crisis of national, ethnic, and historical identity is becoming an increasingly pressing issue, the importance of historical education in the Russian Federation is not only undiminished but, on the contrary, has become a top priority. Moreover, the international community is increasingly attempting to revise and falsify historical events (particularly those of World War II, as well as the role and decisive contribution of the Soviet Union to victory in that war). Thus, President of the Russian Federation V.V. Putin, who has repeatedly emphasized the crucial importance of Russians knowing the history of their homeland, speaking of the Soviet soldiers who defeated the Nazis, noted: "Preserving the memory of their steadfastness and achievements has enduring moral, social, and state significance for us and for the future of Russia. It gives our people new strength, tempers their spirit and character. It inspires today's generation of soldiers who safeguard the security of our citizens, fight against neo-Nazis, and liberate historic Russian territories"¹. In this regard, historical education of young, emerging generations is particularly important, as their worldview and civic consciousness are still in the formative stage, exposed to numerous dangers, the influence of destructive forces, and unreliable information drawn almost uncontrollably from diverse, often dubious sources.

On May 8, 2024, a decree of the President of the Russian Federation approved the foundations of state policy in the field of historical education, the stated goal of which is to form a pan-Russian civic identity and strengthen the unity of the Russian World based on traditional Russian spiritual, moral, cultural, and historical values. The decree outlines a number of ways to achieve this goal, including patriotic education, preserving the memory of those who defended the Fatherland, and preserving the memory of significant events in Russian history.²

¹ Telegram from the President of the Russian Federation "To the Participants and Guests of the XXVII World Russian People's Council." Official Internet Portal of the Presidential Administration of Russia. Available at: <http://www.kremlin.ru/events/president/letters/78491> (accessed: November 22, 2025).

² Decree of the President of the Russian Federation No. 314 of May 8, 2024, "On the Approval of the Fundamentals of the State Policy of the Russian Federation in the Field of Historical Education." Official website of the Presidential Administration of Russia. Available at: <http://www.kremlin.ru/acts/bank/50534> (accessed: November 22, 2025).

2025 marks the 80th anniversary of Victory in the Great Patriotic War, the events of which have long been, and for many generations of Russians remain (as confirmed by a number of studies [1–3]) a cornerstone and key element of historical memory. However, this same year also marked the 80th anniversary of another memorable date: on November 20, 1945, the Nuremberg Trials began. These were international trials of Nazi criminals who unleashed World War II, a conflict that involved approximately 80% of the world's population (1.7 billion people) [4]. Every year, approximately 8.5 million people perished in the war [5]. Festive events dedicated to the 80th anniversary of Victory Day allow us to pay tribute to the veterans of the Great Patriotic War and honor the memory of those who defended their homeland and the world, sacrificing their own strength, health, and lives, cleansed and liberated the world from the Nazis. This memorable date, marking the start of the Nuremberg trials, is an important symbol that Nazi atrocities and crimes are not subject to revision or oblivion and have no statute of limitations.

The scale of the crimes committed by the Nazis and their accomplices during World War II, which were inhuman in their cruelty, is difficult to quantify for objective reasons. But even the approximate figures reflecting the number of human casualties are horrifying. Nazi criminal ideology, based on pseudoscientific, populist racial theories and fierce anti-Bolshevism, was put into practice through methods amounting to open genocide. Thus, during the years of the Holocaust, the Nazis exterminated about 6 million Jews (2 million were killed during mass executions, and about 1 million perished in ghettos, labor camps, and concentration camps). About 2.7 million more people were exterminated in death camps. About 250,000 Jews were killed during riots, executions of civilians, and partisan attacks)³. The Third Reich regime was equally ruthless toward Soviet citizens, united by the communist ideology so fiercely hated in the Third Reich. Soviet citizens represented a multitude of different nationalities, including Jews and Slavs, who were so hated by the

³ How many people did the Nazis kill? Encyclopedia of the Holocaust. Available at: <https://encyclopedia.ushmm.org/content/ru/article/documenting-numbers-of-victims-of-the-holocaust-and-nazi-persecution> (accessed: November 23, 2025).

Nazis. The number of Soviet citizens who perished during the German occupation is estimated at more than 13.6 million people (7.4 million were deliberately exterminated, more than 2.1 million died in forced labor in Germany, 4.1 million died from the unbearable conditions of the occupation regime, starvation, infectious diseases, and lack of medical care) [6].

Widespread tools of the Nazi regimes included not only labor but also sexual enslavement of the population in the occupied territories of the Soviet Union. Soviet women were forced into prostitution under the threat of brutal reprisals, which were often carried out, and brothels were blasphemously set up in buildings such as theaters, libraries, and schools [7].

The elderly were among the first victims of the Nazi regime among the civilian population of the occupied territories. The Nazis viewed them as “mouths to feed” who deprived Germany of bread and offered no benefit in return; consequently, the elderly were targeted for extermination. As a result of the “starvation policy” carried out by the occupiers, the population was left without access to food and medicine, condemning hundreds of thousands of people to certain death. Due to their physical limitations, the elderly were often unable to resist Wehrmacht soldiers and posed no threat to them; nevertheless, there are numerous documented instances of mass killings, burnings, and burials alive of innocent Soviet elderly people carried out by the Nazis [8].

Soviet children and adolescents also fell victim to Nazi sadism; many of them were taken to Germany as young “Ostarbeiters” (during the Great Patriotic War, more than 385,000 Soviet children under the age of 16 were taken from the territories of the USSR for forced labor) [9]. However, as researchers note, the fate of children left behind in the occupied territories often turned out to be even more horrific than the forced labor performed in German factories and enterprises: “The absence of mercy and the trampling of universally accepted civilized norms are among the indisputable characteristics of the Nazi regime. There is countless evidence of cruelty to children, including deliberate murder or actions leading to death. Children were forced to wear “OST” tags; their parents were tortured in front of them; blood was drawn from them; and they were often put to work on tasks that were psychologically taxing even for healthy adult

men. For example, A.V. Danilycheva (born in 1930), aged 11–12, along with her sister Masha, aged 13–14, was in a group that dug trenches and disposed of corpses there [9–11]. Children were subjected to brutal corporal punishment for the slightest infractions (such as playing or picking berries in a wrong place)¹. They were often tortured and executed alongside their parents, even though they were innocent [12].

The establishment of concentration camps, including death camps, will forever remain a distinct chapter in the history of Nazi crimes. The network of concentration camps, located both across Western and Eastern Europe and in Soviet territories occupied by the Germans, served, on the one hand, as a source of virtually free labor for the Third Reich, as well as a venue for brutal and sophisticated executions and medical (and pseudo-medical) experiments. On the other hand, concentration camps became an eternal symbol of inhumanity, vividly reflecting the rotten essence of Nazi ideology.

A small detail that reveals malicious, sarcastic mockery towards the victims who fell into their hands are Nazi slogans placed above the gates of concentration camps: “Arbeit macht frei”², “Jedem das Seine”³, “Lasst alle Hoffnung fahren, die ihr hier eintretet”⁴. Although most Nazi con-

¹ Deprived of Childhood. No Statute of Limitations. Available at: <https://безсрокадавности.рф/lishennye-detstva/> (accessed: November 23, 2025).

² Translated from German as “Work sets you free.” The slogan, displayed on the gates of the infamous concentration camps Auschwitz (Oświęcim), Sachsenhausen, Dachau, Terezín, Groß-Rosen, and others, refers to the title of a popular German novel of the same name by the nationalist German writer L. Difenbach. According to a common account, Difenbach used this expression as a parody of the popular medieval saying “City air sets you free,” which in turn was a paraphrase of the words taken from the Gospel: “The truth shall set you free.”

³ Translated from German as, “To Each His Own.” The slogan was displayed on the gates of the Buchenwald concentration camp. It is the German version of the Latin phrase “suum cuique,” which was used by the first Prussian king, Frederick I, as his personal motto.

⁴ Translated from German: “Abandon all hope, ye who enter here.” According to the recollections of prisoners at the Mauthausen concentration camp, the inscription was placed above the camp gates as well as in the torture chamber. It is a quote from Dante Alighieri’s “Divine Comedy”. These words conclude the text inscribed above the gates of Hell in the novel.

centration camps did not have the status of “death camps,” the statistics clearly and unequivocally reveal the conditions under which prisoners were held and forced to work. Approximately 11 million of an estimated 18 million prisoners in Nazi concentration camps (including about 7 million Soviet citizens) perished. Approximately 4 million people were exterminated at the Auschwitz-Birkenau concentration camp (Oświęcim); more than 250,000 prisoners died at the Dachau camp; 56,000 people fell victim to torture and executions at the Buchenwald camp [13]; 122,000 were killed within the walls of Mauthausen; another approximately 100,000 prisoners (including at least 7,000 children) died at the Salaspils concentration camp [14].

Thus, it is quite evident that the Nazis were devoid of principles. On the one hand, they were brainwashed and conditioned by the skillful propaganda of the Third Reich’s leaders, led by A. Hitler. On the other hand, they were driven by an animalistic, savage instinct that deprived them of any sense of empathy or compassion toward their victims, who primarily included the most defenseless groups of prisoners. Those prisoners often posed no threat, including women, children, and the elderly, regardless of their nationality or political affiliation [15].

Although retribution and punishment for Nazi criminals was discussed in negotiations among the countries of the anti-Hitler coalition (the USSR, the United States, and the United Kingdom) as early as 1942, reaching a consensus was far from immediate. Thus, according to British officials (in particular, Prime Minister W. Churchill and Foreign Secretary A. Eden), it was not considered expedient to pursue legal proceedings against the leaders of the Third Reich, foremost among whom were Adolf Hitler and Rudolf Hess. British and American officials agreed that executing Nazi leaders should be a political and administrative decision, not a legal one. As for lower-ranking Nazis who were not among Germany’s top leaders, it was assumed that they would be tried at the locations where they committed their crimes, in accordance with the local laws of affected countries [16].

The Soviet side, however, firmly adhered to its position, which had already taken shape by October 1942: trials of major Nazi war criminals should constitute international legal proceedings, widely covered by the media [16]. Researchers explain differences in positions between the

USSR and its allied nations by their varying roles in the war. The Soviet Union considered the war against the Third Reich a struggle for its existence, a fight to eradicate Nazism and liberate Europe and the world from it. In contrast, as noted by legal scholar V.M. Derevskova, for Great Britain and the United States, World War II was, rather, “a struggle to preserve statehood and eliminate Germany and Japan as competitors, and to restore the old order there” [17]. Consensus was not reached until May 1945: the idea of establishing an international tribunal and conducting a trial was ultimately accepted first by the U.S. leadership and then by the Great Britain.

On August 8, an agreement was signed between the governments of the USSR, the United States, the United Kingdom, and France, joined by representatives of the governments of 19 other countries that were members of the United Nations [16]. On August 8, 1945 the International Military Tribunal was established. It was a collegial international body based in Berlin charged with bringing the principal Nazi war criminals to justice. Among them were 24 representatives of Nazi Germany: H. Göring, R. Hess, I. Ribbentrop, R. Ley¹, W. Keitel, E. Kaltenbrunner, A. Rosenberg, G. Frank, W. Frick, J. Streicher, W. Funk, G. Schacht, G. Krupp², K. Dönitz, E. Redel, B. Schirach, F. Zauckel, A. Jodl, M. Bormann³, F. Papen, A. Seyss-Inquart, A. Speer, K. Neurath, G. Fritzsche [18]. Court hearings took place in the Bavarian city of Nuremberg and began on November 20, 1945.

Prosecutor R.A. Rudenko served as the chief prosecutor for the Soviet Union. During the trial, which lasted more than 10 months, the Soviet side presented 500 pieces of evidence confirming the guilt of defendants who were charged with several counts (crimes against peace, crimes against humanity, war crimes) [16]. The historic verdict against the Nazi leaders was handed

¹ R. Ley committed suicide by hanging himself from a sewer pipe in his cell on October 25, 1945, even before the Nuremberg trials began [18].

² G. Krupp was deemed terminally ill, and the case against him was dismissed before the trial began (though it was to be resumed if his physical condition improved) [18].

³ The case against the Führer’s personal secretary, M. Bormann, was tried in absentia, as he could not be found [18].

down on October 1, 1946. Göring¹, Ribbentrop, Keitel, Kaltenbrunner, Rosenberg, Frank, Frick, Streicher, Sauckel, Jodl, Seyss-Inquart, and Bormann (in absentia) were sentenced to death by hanging. Hess, Reder, and Funk were sentenced to life imprisonment. Schirach and Speer received sentences of 20 years' imprisonment, Neurath — 15 years, and Dönitz — 10 years. Acquittal was handed down for Schacht, Papen, and Fritzsche [19].

It should be noted that retribution against the Nazis was not limited solely to 24 cases. Subsequently, trials involving war criminals, accomplices of the Nazi regime, collaborators, and concentration camp staff took place in Germany, Poland, and the USSR, with the total number reaching 900². The trials (Tokyo, Khabarovsk) of Japanese war criminals became a separate chapter in international law. Thus, despite serious disagreements among countries represented at the International Military Tribunal, which led to the start of the Cold War, a colossal amount of work was accomplished through consolidated efforts. These efforts undoubtedly included not only retribution against the Nazis but also eradication of Nazi ideology and measures to prevent its revival. And yet, as the common saying goes, Nazism is an incurable cancer, and its metastases continue to grow to this day.

Today, we can observe a peculiar global trend of social amnesia. Memories of World War II, Nazi atrocities, and acts of genocide are fading. Sacred memorials, which are so crucial for shaping historical and cultural memory, are increasingly being treated as profane³. For instance, the Holocaust memorial in Berlin has become a popular spot for lighthearted tourist photo sessions⁴, while monuments, sculptural groups, and obelisks dedicated to the heroes of World War II

are being desecrated and subjected to mass attacks by vandals.⁵

The merits and role of the Soviet Union in defeating Hitler's Germany are being downplayed in every possible way. A telling example is the fact that on the 75th anniversary of Auschwitz's (Oświęcim) liberation, several authoritative Western media outlets reported that the camp was liberated by U.S. soldiers [21]. Although the editors hastily issued corrections, this kind of mistake shows, on the one hand, a lack of basic historical knowledge among media representatives and, on the other hand, a deliberate, systematic effort to downplay Soviet soldiers' role in defeating the Nazis. Attempts to portray the Soviet Union as a totalitarian aggressor state that almost single-handedly unleashed the war against Germany are also not uncommon [22].

For natural reasons, an ever-decreasing number of participants in the events of World War II and the Great Patriotic War remain alive. Over time, this profound traumatic experience acquired by representatives of several generations during the war years is passed on to new generations. This experience is firmly embedded in historical memory which forms the foundation of historical consciousness and worldview, and is transmitted in the form of a perception that, while still painful, is now mediated. This concept is referred by modern science as "post-memory"⁶. The worldview of new generations of schoolchildren and students is shaped by a powerful and diverse information landscape. It is rich in content that is, among other things, destructive and undermines the foundations of Russian culture and identity. If students take a perfunctory stance

¹ H. Göring committed suicide in his cell on the eve of his execution by ingesting potassium cyanide [18].

² Postwar Trials. Encyclopedia of the Holocaust. Available at: <https://encyclopedia.ushmm.org/content/ru/article/war-crimes-trials> (accessed: November 25, 2025).

³ The concept of profanity (in this example, profane sites of memory) in contemporary memory studies is used to denote the world of routine, everyday life, the struggle for existence, and the pursuit of utilitarian goals [20].

⁴ Dancing on Bones: Outrageous Selfies Against the Backdrop of a Holocaust Memorial. Available at: <https://kulturologia.ru/blogs/220117/33141/> (accessed: November 26, 2025).

⁵ War on Monuments. A Chronicle of Vandalism. Available at: <https://pravfond.ru/press-tsentr/stati/voyna-s-pamyatnikami-khronika-vandalizma/> (accessed: November 26, 2025).

⁶ The concept of "post-memory" was introduced into academic discourse by modern American researcher Marianne Hirsch, author of a number of works devoted to issues of historical and cultural memory regarding the events of the Holocaust. Hirsch understands post-memory as "lived worlds of the past that accompany us in the present and shape our future". She defines it as the memory of the most profound collective upheavals such as war, genocide, and ruthless violence, passed down to new generations and, despite its indirect nature, deeply imprinted in their own memory and consciousness [23].

toward learning the history of their homeland, they unquestionably risk being deprived of historical knowledge and worldview attitudes that could serve as a basis for post-memory regarding tragic events of World War II.

The authors of this study organized a test for students at St. Petersburg State Pediatric Medical University as part of the nationwide educational project “No Statute of Limitations”. This test was aimed to assess students’ theoretical knowledge of the Nuremberg Trials. The study was conducted in October and November 2025 through an online survey using the “Yandex.Forms” platform. A random sample consisted of 830 respondents, namely students majoring in both medical fields (pediatrics (29.96%), dentistry (28.04%), general medicine (15.52%), preventive medicine (0.96%), nursing (0.96%)), as well as psychology and education (clinical psychology (13.37%), special education (11.19%)). It should be noted that this sample, consisting of medical university students, is especially relevant. Issues related to fascist, including illegal and barbaric medical experiments conducted by the Nazis, directly touch upon the field of bioethics. Furthermore, the Nuremberg Code, adopted in 1947, is the first international document to establish ethical and legal principles of medical research.

79.66% of respondents were female and 20.34% were male. The vast majority of respondents (84.24%) belonged to an age group between 18 and 19 years old; 13.72% of respondents indicated their age as between 20 and 23 years old, and only 2.04% were older than 23. 38.5% of respondents named St. Petersburg (and its immediate surroundings in the Leningrad Region) as their hometown (place of residence). More than 200 different geographical names were mentioned in other respondents’ answers regarding their hometown, both within Russia (the most frequent were Voronezh, Yekaterinburg, Kaliningrad, Krasnodar, Makhachkala, Moscow, Omsk, Pskov, Rostov-on-Don, Ufa, and Chelyabinsk), as well as in Azerbaijan, Belarus, Iran, Kazakhstan, Mongolia, Tajikistan, and Turkmenistan. Thus, the survey achieved a homogeneous sample (consisting of first- and second-year medical university students), which, based on its quantitative and demographic characteristics, can be considered representative.

It is worth noting separately that 52.35% of respondents were first-year students, while 47.65% were second-year students. When taking the test (which was not announced in advance), first-year students could rely only on residual knowledge of history acquired during their previous stage of education (in school or college) and rely on their own level of historical knowledge. In contrast, second-year students had studied a course on Russian history at the university during the 2024–2025 academic year.

However, at the higher education level, neither group of respondents attended special thematic seminars dedicated to the Nuremberg Trials, and issues of retribution against Nazi criminals were discussed in lecture and seminar formats only in the context of examining the history of the Great Patriotic War¹.

It should be noted that a study we conducted earlier with a similar sample composition, aimed at measuring the level of active historical memory among students at the Pediatric University, revealed fairly high indicators (it is also worth noting that the Great Patriotic War was named by the absolute majority of students as the most significant event for the historical memory of Russians) [24]. The questions posed to students in this test, however, were knowledge-based rather than reflective in nature and assumed the existence of a correct answer. In total, the questionnaire included six substantive closed-ended questions, both with a single answer option and requiring the selection of multiple options.

The first question (“Select the correct definition of the term ‘Nuremberg Trials’”) was designed to assess the students’ awareness of Nuremberg Trials’ core essence. The correct answer (“An international trial in which the leaders of Nazi Germany were held accountable for crimes against peace, humanity, and war crimes”) was selected by 86.04% of respondents. However, 14% answered the question incorrectly

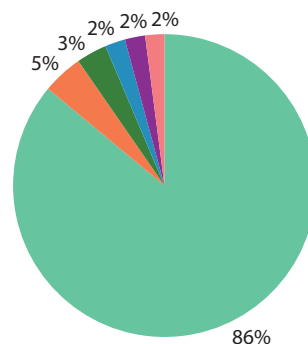
¹ In 2025, staff members of the Department of Humanities and Bioethics at St. Petersburg State Pediatric Medical University developed a special thematic seminar titled “Nazi Crimes Against Humanity During World War II and Retribution for Them (Nuremberg, Tokyo, Khabarovsk Trials)”. The seminar was held during Russian history classes as part of the “No Statute of Limitations” project. However, to ensure the experimental integrity of the study, the testing was conducted prior to the seminar and corresponding discussion.

(among the incorrect answer options were “A series of peace negotiations that concluded with signing a peace treaty between Germany and the countries of the anti-Hitler coalition in November 1945”, “The treaty concluded between the Western powers and the USSR regarding the division of spheres of influence in Europe after the end of World War II”, “The internal German investigation into the crimes of the Third Reich leadership, conducted after the fall of Nazism”, “The conference of Allied heads of government on the future structure of Europe and the formation of the UN in February 1945”, “The procedure for deporting the German population from the former occupied territories of Europe following Germany’s defeat in World War II” (Fig. 1). It should be noted that although most of these incorrect answers were chronologically linked to the period of World War II and the postwar world order, they nevertheless differed significantly from the correct answer in terms of meaning and content. Thus, to respond correctly, students were required to have only general contextual knowledge of history, rather than in-depth historical knowledge. Nevertheless, 114 respondents answered the question incorrectly.

The second (“Indicate the start date of the Nuremberg Trials (beginning of the hearings)”) and third (“Indicate the end date of the Nuremberg Trials (conclusion of the hearings)”) questions were focused on knowing chronological details of the Nuremberg Trials. It should be noted that these two questions were aimed not only at testing students’ historical knowledge directly, but also, indirectly, at assessing the development of their historical memory and their engagement with the contemporary Russian social and cultural context. Due to the 80th anniversary of The Nuremberg Trials 18¹, events commemorating these significant dates were actively promoted in Russian media at both federal and regional levels. 85.56% of respondents were able to correctly identify the start date of the Nuremberg Trials (Fig. 2), and 81.47% correctly identified the end date (Fig. 3).

The fourth question posed to students required them to select multiple answers (“Which countries were represented on the International Military Tribunal?”). Alongside the Soviet Union, the United States of America, the United Kingdom, and France, several obviously incorrect

options were presented as potential choices for countries that were members of the International Military Tribunal (IMT): Germany, Japan, Italy, China, Sweden, and Denmark. A completely correct answer, in which all countries that were part of the IMT were selected and at the same time



- Международный судебный процесс, в рамках которого руководители нацистской Германии были привлечены к ответственности за совершение преступлений против мира, человечества и военные преступления
The International trial in which the leaders of Nazi Germany were brought to justice for crimes against peace, humanity and war crimes
- Серия мирных переговоров, завершившихся подписанием мирного договора между Германией и странами антигитлеровской коалиции в ноябре 1945 года
The series of peace talks culminating in the signing of a peace treaty between Germany and the countries of the anti-Hitler coalition in November 1945
- Договор, заключенный между западными державами и СССР относительно раздела зон влияния в Европе после окончания Второй мировой войны
Treaty between the Western states and the USSR concerning the division of zones of influence in Europe after the end of the World War II
- Внутреннее немецкое расследование преступлений руководства Третьего рейха, проведенное после падения нацизма
The Internal German investigation of the crimes of the leadership of the Third Reich, conducted after the fall of Nazi regime
- Конференция глав правительств союзников по вопросам будущего устройства Европы и формирования ООН в феврале 1945 года
The Allied Heads of Government Conference on the future of Europe and the formation of the UN in February 1945
- Процедура депортации немецкого населения из бывших оккупированных территорий Европы после поражения Германии во Второй мировой войне
Procedure for the deportation of the German population from the former occupied territories of Europe after the defeat of Germany in World War II

Fig. 1. Distribution of respondents to question 1 (“Select the correct definition of «Nuremberg process»”) (the figure is prepared by the authors)

Рис. 1 Распределение ответов респондентов на вопрос № 1 («Выберите верное определение понятия “Нюрнбергский процесс”») (рисунок подготовлен авторами)

¹ At the time of testing, this significant commemorative date had not yet arrived.

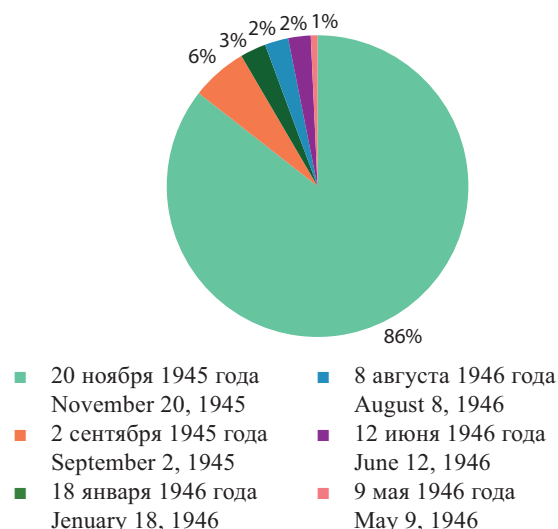


Fig. 2. Distribution of respondents to question 2 ("Select the correct date of the beginning of the Nuremberg process (the begin of court hearings)") (the figure is prepared by the authors)

Рис. 2. Распределение ответов респондентов на вопрос № 2 («Укажите дату начала Нюрнбергского процесса (начало судебных слушаний)») (рисунок подготовлен авторами)

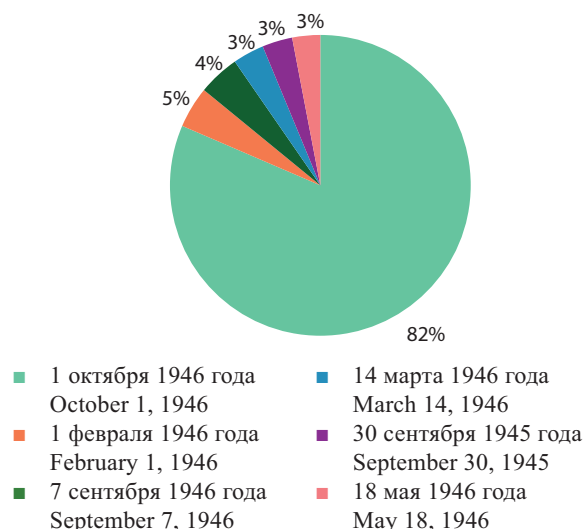


Fig. 3. Distribution of respondents to question 3 ("Select the correct date of the end of the Nuremberg process (the end of court hearings)") (the figure is prepared by the authors)

Рис. 3. Распределение ответов респондентов на вопрос № 3 («Укажите дату окончания Нюрнбергского процесса (завершение судебных слушаний)») (рисунок подготовлен авторами)

no extra incorrect options were chosen, was given by 71% of respondents (590 people, of whom 380 are first-year students and 210 are second-year students). It should also be noted that 15.73% of respondents "included" Germany in the Allied Powers, while 9.58% of respondents did not name the Soviet Union among the member countries of the Allied Powers. Figure 4 presents the distribution of respondents' answers to this question in absolute numbers.

The fifth substantive question of the test ("Identify who served as the chief prosecutor for the USSR at the Nuremberg Trials?") posed a difficulty for 21.29% of respondents: thus, 6.74% of the total number of respondents selected V.M. Molotov, 5.78% chose G.K. Zhukov, 3.49% chose K.K. Rokossovsky, 2.77% chose L.P. Beria, and 2.51% chose M.I. Kalinin. 78.71% of respondents selected the correct answer to this question, naming R.A. Rudenko (Fig. 5).

The final, sixth question ("Which of the defendants listed below at the Nuremberg Trials were found guilty of crimes against peace and humanity and sentenced to death?"), which required selecting multiple correct answers, was answered completely correctly (by selecting the names of Göring, Ribbentrop, Keitel, and Kaltenbrunner from the list provided), by only 37.18% of respondents (28.28% were first-year

students and 8.90% were second-year students). Although this question required respondents to possess not merely superficial but somewhat deeper knowledge of the Nuremberg Trials, the answer options were also aimed at identifying the respondents' general cultural level and the development of their historical memory. Thus, 16.27% of test-takers mistakenly named Paulus (the fact of his participation in the Nuremberg Trials as a witness for the prosecution from the Soviet Union is widely covered not only in educational materials but also in works of contemporary popular culture: for example, the plot of the Russian feature film "Nuremberg" (dir. N. Lebedev, 2023)); 21.80% of respondents named Himmler (the fact of his suicide long before the events of the Nuremberg trials is also widely known); 8.92% chose Schacht (one of the few Nazis acquitted during the Nuremberg Trials), and another 8.92% chose Dönitz (who served his full sentence and was released). Figure 6 shows distribution of respondents' answers in absolute numbers.

Thus, summarizing test results, we can conclude that Pediatric University students performed successfully. The total percentage of correct answers exceeded 80% on three of the six questions. In addition, the percentage exceeded 75% on two more questions, and only the sixth

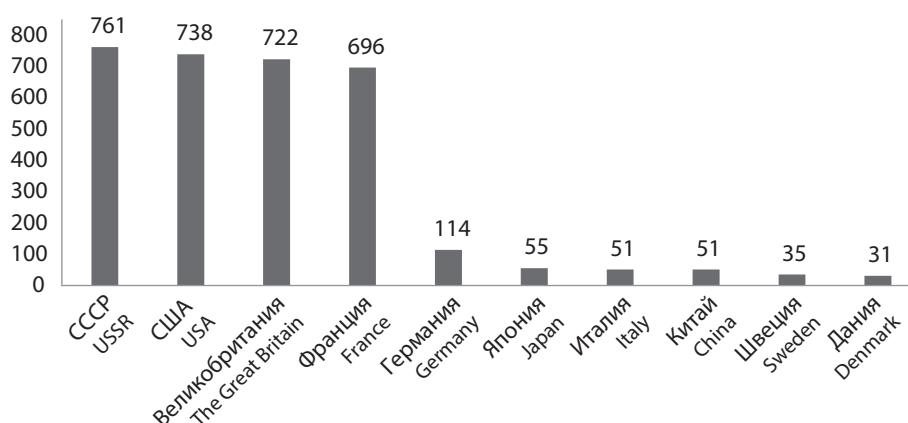


Fig. 4. Distribution of respondents to question 4 ("Which countries' representatives joined the International tribunal?") (the figure is prepared by the authors)

Рис. 4. Распределение выбора респондентами вариантов ответа в вопросе № 4 («Представители каких стран вошли в состав Международного военного трибунала?») (рисунок подготовлен авторами)

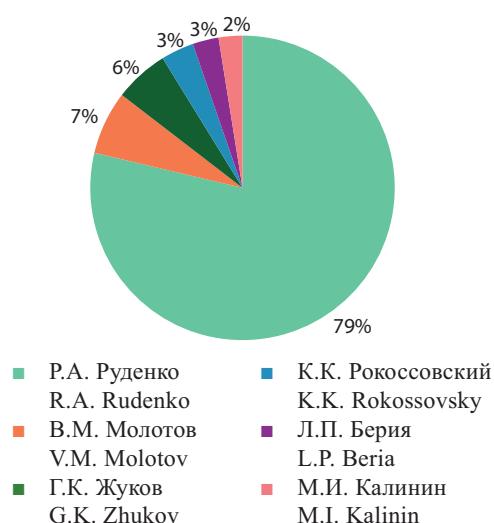


Fig. 5. Distribution of respondents to question 5 ("Who was the main prosecutor on the Nuremberg process from USSR?") (the figure is prepared by the authors)

Рис. 5. Распределение ответов респондентов на вопрос № 5 («Укажите, кто выступил главным обвинителем на Нюрнбергском процессе от СССР») (рисунок подготовлен авторами)

and final question which proved to be the most difficult for the respondents failed to reach even a 40% correct answer rate. It is also worth noting that first-year students performed significantly better than second-year students. The percentage of correct answers (where 100% was taken as the number of first-year students in the first case and second-year students in the second) exceeded the percentage of correct answers given by second-year students by 15–35% (Table 1).

We interpret this pattern as one of several possible indicators of a decline in students' his-

torical memory and a loss of historical knowledge, which may be explained by their heavy academic workload, their focus on mastering their major and core disciplines, and, against this backdrop, a waning interest in the social sciences. They tend to neglect knowledge acquired in these disciplines, as if it were not urgently needed to solve current academic tasks. First-year students, who were still adapting to higher education at the time of testing, were more motivated to study history. Although this motivation may not have stemmed from deep convictions, it was at least driven by practical considerations¹. Second-year students, who are deeply immersed in academic and social activities at the university, tend to view issues related to historical knowledge as matters of personal responsibility and interest.

Hence, it should be noted that educational activities aimed at providing students with a historical education, including higher education, must be directed toward fostering profound personal motivation to study and understand the history of their homeland, as well as toward developing, preserving, and transmitting historical memory. Otherwise, historical knowledge will lack personal meaning and will not become part of historical memory, and

¹ On September 1, 2023, the Concept for Teaching Russian History for Non-History Majors and Programs of Study Offered by Higher Education Institutions came into force. According to the Concept, the history course in bachelor's and specialist degree programs must account for at least 4 credit units, that is, 144 academic hours, and the final assessment must be conducted as an exam.

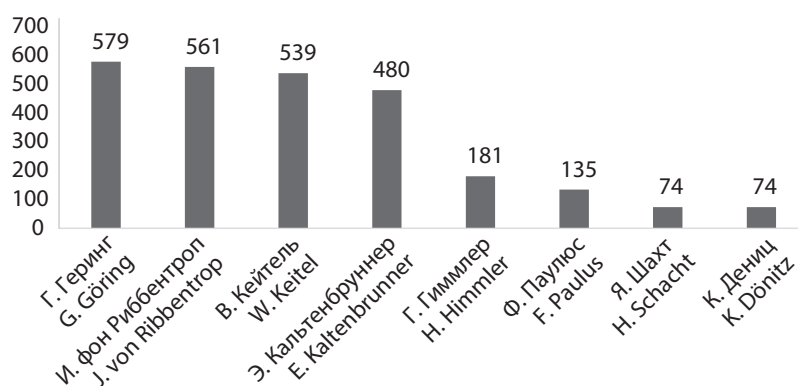


Fig. 6. Distribution of respondents to question 6 ("Which of the following defendants in the Nuremberg trials were found guilty of crimes against peace and humanity and sentenced to death?") (the figure is prepared by the authors)

Рис. 6. Распределение выбора респондентами вариантов ответа в вопросе № 6 («Кто из представленных ниже обвиняемых на Нюрнбергском процессе был признан виновным в преступлениях против мира и человечества и приговорен к смертной казни?») (рисунок подготовлен авторами)

Table 1

Correct answers provided by test participants to the suggested questions (in % of respondents to first and second year)

Таблица 1

Верные ответы, данные участниками тестирования на предложенные вопросы
(в % от числа респондентов первого и второго курсов обучения)

Курс обучения Year of study	Номер вопроса Number of question					
	1	2	3	4	5	6
Первый курс First year	93,79%	98,16%	94,02%	87,36%	92,87%	54,02%
Второй курс Second year	77,53%	72,47%	67,42%	53,03%	62,88%	18,68%

Таблица составлена по данным собственного исследования авторов / The table is based on data from the authors' own research

consequently, part of the historical consciousness, worldview, and civic stance of a future specialist. Such knowledge includes events that are fundamentally important for understanding Russian history. Such events include the Great Patriotic War, the Soviet Union's decisive contribution to the victory over Nazism and investigation of crimes committed by the Nazis during World War II, as well as the organization of trials aimed at bringing the Nazis to justice, which had a legal, judicial, and public character.

Furthermore, if students acquire not only a knowledge but also a deeply meaningful understanding of their homeland's history during their secondary and higher education, empathy for its tragic episodes, and pride in its triumphs, then the historical memory and post-memory will be able to withstand contemporary challenges without succumbing to distortion or misrepresentation. In this case, there will be a chance that the most horrific pages of history associated with World War II will not be consigned to oblivion, and Nazi crimes will continue to have no statute of limitations.

ADDITIONAL INFORMATION

Authors' contribution. The authors jointly developed the research concept, defined its objective, and selected the methodological foundations. All authors participated in the collection of statistical data for the study. Scientific supervision of the study: G.L. Mikirtichan. Formatting and editing of the article's text and metadata: L.N. Lisenkova. Summarization of statistical data and writing of the article's text: D.A. Fedorov. Summarization of research results in graphic form, writing of the abstract, and translation of necessary sections of the article into English: S.S. Komarov. All authors read and approved the final version before publication.

Competing interests. The authors declare that they have no competing interests.

Consent for publication. The authors received written consent from the respondents to publish the data.

ДОПОЛНИТЕЛЬНАЯ ИНФОРМАЦИЯ

Вклад авторов. Авторами совместно была разработана концепция исследования, определена его цель, выбраны методологические основы. Все авторы приняли участие в сборе статистических данных исследования. Научное руководство исследованием: Г.Л. Микиритичан. Оформление и редактирование текста и метаданных статьи: Л.Н. Лисенкова. Обобщение статистических данных и написание текста статьи: Д.А. Федоров. Обобщение результатов исследования в графической форме, написание резюме, перевод необходимых разделов статьи на английский язык: С.С. Комаров. Все авторы прочли и одобрили финальную версию перед публикацией.

Конфликт интересов. Авторы декларируют отсутствие явных и потенциальных конфликтов интересов, связанных с публикацией настоящей статьи.

Информированное согласие на публикацию. Авторы получили письменное согласие анкетированных на публикацию данных.

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