1. **COURSE TITLE**

THE HOLOCAUST: LESSONS FOR MEDICINE.

1.1 Course number

18911

1.2 **Course type**

Elective subject

1.3 **Course level**

Medical Degree

1.4 **Year**

The course is designed to be accessed by students in any year of their studies.

1.5 **Semester**

1st Semester

1.6 **Imparting Language**

Spanish.

Available slots: 70.

1.7 **Prerequisites**

None

1.8 **Minimum attendance requirement**

A minimum of 7 classes must be attended.
1.9 Faculty data

Lecturers:

- Prof. Dr. Esteban González López. Associate Professor. Department of Medicine, Family Medicine Unit.

Department:
- Department of Medicine. Autonoma University of Madrid, Spain.

School:
- Medicine

Office – Module:
- Office D-24E: Medicina Preventiva (appointment required).

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Phone: +34 91 497 2417. Fax: +34 91 497 5353

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     mariar.rios@uam.es
1.10 Course objectives

The Holocaust is one of the most prominent historical facts of the 20th century. Between 1933 and 1945, Jews, Gypsies, homosexuals and people with mental or physical disabilities were exterminated.

The racial policies began to be enacted in 1933 with the Sterilization Law. In 1939 the planned and supervised murder of those whose lives were considered "not worth living" started.

In the nazi concentration camps thousand of people were victims of medical experiments in order to advance military capabilities and justify racial beliefs.

What we have learnt about the behavior of doctors and nurses during the Nazi period allow us to reflect on several aspects in present day medicine (research limitations, decision making at the beginning and end of a life and the relationship between the physician and the state).

The education of health-care professionals must include cross curricular subjects which raise respect for diversity. The analysis of the Nazi period is an example of a behavior that must be avoided.

Objectives of the course:

- to compare the characteristics of current professionalism with actions carried out by doctors during the National Socialist period.

- to analyse the meaning of the Holocaust in the creation and development of rules regarding human testing during research.

- to develop respectful attitudes towards gender, cultural, health or other differences.
This course underpins the development of the following skills:

- **CROSS CURRICULAR SKILLS**
  - Critical and self-critical reasoning.
  - Ethical integrity and concern for professional ethics.
  - Enhancement of learning and independent study skills.
  - Ability to use basic IT tools for communication and information search and data processing in a professional manner.
  - Ability to present scientific information in an efficient and clear way (including written or oral research projects in front of an audience of professionals).

- **GENERAL SKILLS**
  - **Professional values, attitudes and ethical behavior:**
    - Recognizing the essential elements of the medical profession, including ethical principles, legal responsibilities and approaches to patients.
    - Understanding the importance of such principles for the benefit of patients, society and the profession in particular concerning patient confidentiality.
    - Respecting patients autonomy, beliefs and culture when practicing medicine.
  - **Critical analysis and research:**
    - Developing critical and creative judgement as well as constructive skepticism towards research.
    - Knowing the legal implications of the medical profession.
    - Informed consent and confidentiality.
    - Social and legal implications of death.
    - Knowing the foundations of medical ethics and making decisions on moral dilemmas. Practising medicine with excellence, altruism, sense of duty, responsibility, integrity and honesty.
    - Acknowledging the economic and social implications of medical activity.
1.11 **Course contents**

- Historical frameworks (1918-1945).
- Workshop on how to analyse written and audiovisual documents.
- The role of doctors and nurses in Eugenics and Euthanasia.
- Jewish doctors in ghettos.
- Nazi doctors in concentration and extermination camps.
- Medical experiments in camps.
- Medical and psychological consequences on Holocaust survivors. Traces of the Nazi period in Medicine today.
- Lessons from the Holocaust for present day Medicine.

1.12 **Course bibliography**

**Books.**

• Reis S, Wald SH. Medicine in the Third Reich: A New Medical Agenda in Medical Education. Medical Education: Global Perspectives, Challenges and Future Directions. Nova Biomedical New York 2013.

Papers

• González López E, Rios Cortés R. Visiting Holocaust-Related Sites with Medical Students as an Aid in Teaching Medical Ethics. IMAJ 2016; 18: 257–260.
• González López E, Cuerda Galindo E. La utilización de cadáveres y órganos en la investigación y docencia medica. Lecciones de la historia. Medicina Clínica 2012; 138: 441-444.

Documentaries:
• Aviran N Healing by Killing (1996)
• Michalczyk, J.J In The Shadow Of The Reich: Nazi Medicine. (1997)
• Faulks S. Science and Swastika. (Hitler's biological soldiers). (2001)
Movies
- Sophie Scholl: The final days. M. Rothermund. (2005)
- And the Violins stopped playing. A. Ramati. (1988)
- Good. V. Amorim. (2008)

Recorded testimonies:
- USC Shoah Foundation and Visual History Archive Online
  https://sfi.usc.edu/collections/holocaust
- Iudit Barnea and Lia Huber.
- Theresia Seible and Rita Prigmore.
- Perla Ovitz https://www.youtube.com/watch?v=e6qnd7v212A
- The Deaf Holocaust - Deaf People and Nazi Germany.
  https://www.youtube.com/watch?v=5CQ8BSHdyeU
- Ruth Elias.
- Olga Lengyel.
  https://www.youtube.com/watch?v=ufxLw-xSEMM
  https://www.youtube.com/watch?v=Zq1Uh_BiMso
  http://vhaonline.usc.edu/quickSearch/resultList.aspx
- Holocaust Survivor Testimony: Ephraim Reichenberg
  https://www.youtube.com/watch?v=9V41_BeF8Qo
- Spiegelgrund Survivors Speak Out.
  http://gedenkstaettesteinhof.at/en/interview

Casebooks
- Chelouche T, Brahmer G. Casebook on Bioethics and the Holocaust.
Other resources

- Personal Statements From Victims of Nazi Medical Experiments. Testimonies of Jewish Victims of Nazi Medical Experiments. In [http://www.claimscon.org/about/history/closed-programs/medical-experiments/personal-statements-from-victims/](http://www.claimscon.org/about/history/closed-programs/medical-experiments/personal-statements-from-victims/)
- Grodin MA, Mozes Kor E, Benedict S. The Trial That Never Happened: Josef Mengele and the Twins of Auschwitz. In [https://works.bepress.com/michael_grodin/1/](https://works.bepress.com/michael_grodin/1/)

Websites:

- Memorial and Educational Center in Wannsee (Berlin). [http://www.ghwk.de](http://www.ghwk.de)
- International Holocaust Remembrance Alliance [https://www.holocaustremembrance.com/](https://www.holocaustremembrance.com/)
- Holocaust Museum of Houston. www.hmh.org
- Izieu Memorial [www.memorializieu.eu](http://www.memorializieu.eu)
- Violeta Friedman Foundation [http://www.violetafriedman.com](http://www.violetafriedman.com)
• Concentration Camp at Mauthausen. (Austria). https://www.mauthausen-memorial.org/en
• Memorial at Schloss Hartheim (Austria). http://www.schloss-hartheim.at
• Memorial at Hadamar. (Germany) http://www.gedenkstaette-hadamar.de/
• Memorial at Brandenburg An der Havel. (Germany) http://www.stiftung-bg.de/doku/neues/neues_m1.htm
• Memorial at Bernburg (Germany). https://stgs.sachsen-anhalt.de/gedenkstaetten/gedenkstaette-fuer-opfer-der-ns-euthanasie-bernburg/
• Memorial at Am Spiegelgrund. (Austria) http://gedenkstaettesteinhof.at/en/exibition/steinhof-vienna
• http://www.camps.bbk.ac.uk/
• http://www.deathcamps.info/
• http://www.deathcamps.org
• http://isurvived.org/
• http://www.irenasendler.org/
• http://www.memoriales.net/

Websites for information and teaching on the Holocaust:

• Center for Medicine alter the Holocaust. http://www.medicineaftertheholocaust.org/
• Maimonides Institute for Medicine, Ethics and the Holocaust. www.mimeh.org
• CANDLES Holocaust Museum and Education Center https://candlesholocaustmuseum.org/
• Holocaust Educational Trust http://www.het.org.uk/
• University Central London Centre for Holocaust Education. https://www.holocausteducation.org.uk/
• The Holocaust Explained. http://www.theholocaustexplained.org/
• The National Holocaust Centre and Museum. http://holocaustcentre.net/
• Cold Spring Harbor Laboratory’s. Image Archive on the American Eugenics Movement http://www.eugenicsarchive.org
• Medical Ethics and the Holocaust. Schusterman Center for Jewish Studies University of Texas at Austin http://www.utexas.edu/cola/centers/scjs/med-ethics/lectures.php
• http://www.jewishvirtuallibrary.org/jsource/index.html
• http://www.mazal.org/
Course title: THE HOLOCAUST: LESSONS FOR MEDICINE
Course number: 18911
School: MEDICINE
Studies: MEDICAL DEGREE
Level: Course type: CROSS CURRICULAR
Credits: 3

- [http://www.holocaustresearchproject.org/](http://www.holocaustresearchproject.org/)
- porrajmostebisterdontumareanava.blogspot.com.es
- medicinayholocausto.blogspot.com.es
2. **Teaching methodology**

2.1 **Methodology.**

Each module lasts two hours and includes a lecture with audiovisual content.

The methodology encourages participation and debate.

2.2 **Classroom activities.**

2.2.1 **Sessions.**

- Historical frameworks (1918-1945).
- Workshop on how to analyse written and audiovisual documents.
- The role of doctors and nurses in Eugenics and Euthanasia.
- Jewish doctors in ghettos.
- Nazi doctors in concentration and extermination camps.
- Medical experiments in camps.
- Medical and psychological consequences on Holocaust survivors. Traces of the Nazi period in Medicine today.
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2.2.2 **Workshop.**

One of the sessions will be a workshop on how to analyse written and audiovisual documents.

2.3 **Homework.**

Every week, each student prepares a written assignment on one of the case studies presented based on documents that includes testimonies of victims, statements of Nazi doctors and descriptions of ethical dilemmas. Students will be advised and guided by the professors during the production of each assignment.

In the last module, called “Lessons from the Holocaust for present day Medicine” students are encouraged to find some news in the media related to the decline of ethical values and to prepare a written essay about it. The aim of this activity is that the students comprehend that some of the events discussed in class could in fact happen again.
3. **Student workload**

**Course organization**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cross Curricular Subject</th>
<th>Number of hours</th>
<th>% ratio (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>Sessions</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshop</td>
<td>2</td>
<td>24% (18 h)</td>
</tr>
<tr>
<td></td>
<td>Counselling</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td>Project production, study hours, information search, text commentaries and watching documentaries.</td>
<td>57</td>
<td>76% (57 h)</td>
</tr>
<tr>
<td>Total workload</td>
<td>25 hours (3 ECTS*)</td>
<td>75</td>
<td>100% (75 h)</td>
</tr>
</tbody>
</table>

*ECTS= European Credit Transfer System

4. **Evaluation procedures and weight of components in the final grade**

- **Evaluation procedures and grading policy.**
  - Compulsory attendance: at least 7 sessions (85% sessions).
  - Producing at least 8 projects and meeting deadlines.
  - Projects completed by the students will be uploaded to the online platform Moodle on a weekly basis. Project evaluation will make up the final grade, which will be given at the end of the semester.
  - Each student must understand these criteria when registering, so this class does not overlap with other classes.
  - In order to evaluate a student’s performance, not only knowledge will be assessed. Critical reasoning, information search and clear and efficient communication skills will also be evaluated.

- **Compensatory exam.** Students unable to be evaluated on under the above criteria must take a compensatory exam. In this case, a test on the whole course will be taken. It will be made up of five (5) essay questions, one (1) of which will be a text commentary.