

## Medicine of the Third Reich

### Educational subject description sheet

#### Basic information

<p><b>Organizational unit</b> Faculty of Medicine</p> <p><b>Field of study</b> Medicine, Program in English</p> <p><b>Study level</b> long-cycle master's degree program</p> <p><b>Study form</b> full-time</p> <p><b>Education profile</b> general academic</p> <p><b>Disciplines</b> Medical science</p> <p><b>ISCED classification</b> 0222 History and archaeology</p>		<p><b>Didactic cycle</b> 2020/21</p> <p><b>Realization year</b> 2021/22</p> <p><b>Lecture languages</b> english</p> <p><b>Block</b> obligatory for passing in the course of studies</p> <p><b>Mandatory</b> elective</p> <p><b>Examination</b> graded credit</p> <p><b>Standard group</b> D. Behavioral and social sciences with elements of professionalism</p>	
<b>Subject coordinator</b>	Katarzyna du Vall		
<b>Lecturer</b>	The full list of lecturers is available on the website <a href="http://usosweb.uj.edu.pl">usosweb.uj.edu.pl</a> in the tab Directory → Courses.		
<b>Periods</b> Semester 3, Semester 4	<b>Examination</b> graded credit	<b>Activities and hours</b> e-learning: 30	<b>Number of ECTS points</b> 3.0

#### Goals

C1	In the Third Reich, medicine has become one of the main instruments of introducing racist policy. Without active participation of many doctors and nurses, the program of compulsory sterilisation, forced euthanasia, and medical experiments in concentration camps would not be fully implemented. Moreover, their involvement in eugenics provided pseudo-scientific justification for anti-Semitism. Therefore, the aim of the course is to describe and analyse eugenic ideas in the Third Reich in comparative context, as well as to raise student's awareness of crucial role of ethics in the profession of doctors.
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## Subject's learning outcomes

Code	Outcomes in terms of	Effects	Examination methods
<b>Knowledge - Student knows and understands:</b>			
W1	the main concepts, theories, principles and ethical rules serving as a general framework for the proper interpretation and analysis of moral and medical issues	D.W16	written examination, classroom observation, essay
W2	cultural, ethnic and national determinants of human behavior	D.W19	written examination, classroom observation, essay
W3	standards relating to patients' rights	D.W24	written examination, classroom observation, essay
<b>Skills - Student can:</b>			
U1	follow the patient's rights	D.U15	written examination, classroom observation, essay
U2	demonstrate responsibility for one's own professional development, contribute to the further development of sciences, transfer own knowledge to others	D.U22	written examination, classroom observation, essay
<b>Social competences - Student is ready to:</b>			
K1	formulate opinions on the various aspects of the professional activity	O.K10	written examination, classroom observation, essay
K2	assume responsibility for decisions taken in the course of their professional activities, including in terms of the safety of oneself and others	O.K11	written examination, classroom observation, essay
K3	to be guided by the well-being of a patient	O.K2	written examination, classroom observation, essay

## Calculation of ECTS points

Activity form	Activity hours*
e-learning	30
case analysis	60
<b>Student workload</b>	<b>Hours</b> 90
<b>Workload involving teacher</b>	<b>Hours</b> 30
<b>Practical workload</b>	<b>Hours</b> 60

\* hour means 45 minutes

## Study content

No.	Course content	Subject's learning outcomes	Activities
1.	<p>Topic 1</p> <p>I. Situation and role of Jewish society in pre-war Krakow - 2h Prof. dr hab. n. med. Aleksander Skotnicki</p> <p>II. Holocaust in the light of philosophy - 4h Prof. dr hab. Jan Woleński • Problem of explanation: intentionalism, contextualism • Image of a Jew in Nazi propaganda - Jew as public enemy No. 1 • Philosophical foundations of the Nazi race concept • Dehumanization of Jews • Construction of the world of death • The Holocaust and religion • Sources of knowledge about the Holocaust • The problem of narrative about the Holocaust: realism, symbolism • Moral attitudes towards the Holocaust • The issue of responsibility for the Holocaust .</p> <p>III. Institutionalization of racist doctrine in the Third Reich - 6h mgr Katarzyna du Vall 1. Birth of the racist stream of eugenics • International context: ideas of eugenics in the United States, Scandinavia and Poland • Race hygiene movement in Germany • The problem of race in Nazi ideologists: the views of Adolf Hitler, Alfred Rosenberg , Walthera Darré 2. Eugenics of population policy in the Third Reich • The so-called inherited; problem of Jewish population • eugenic legislation • Organization of health care; doctors in the SS ranks and oath of loyalty to Hitler • The role of propaganda in the implementation of the eugenics program 3. Positive and negative Eugenics • Family policy, the role of women, Lebensborn • Sterilization for eugenic reasons of German citizens 4. Euthanasia • Action T4 (program of physical "elimination of life not worth living "Implemented in the years 1939-1941); euthanasia of children 5. Eugenics and so-called Jewish issue • Anti-Jewish legislation in Germany.</p> <p>IV. Implementation of the anti-Jewish policy of the Third Reich after the outbreak of World War II - 4h Agnieszka Zajączkowska-Drożdż, MA • Anti-Jewish legislation in the occupied territories and incorporated into the Third Reich • Concepts of solving the so-called Jewish issues: resettlement to the General Government, idea of creating a Jewish 'reserve' in Madagascar, idea of resettlement to the USSR • Conference in Wannsee • The role of state administration in the Holocaust of Jews • Ghettoization • The role of concentration camps .</p> <p>V. Medical and pseudomedical experiments and post-war fate of doctors - 6h mgr Agnieszka Zajączkowska-Drożdż 1. Medical and pseudomedical experiments • Guidelines of the Nazi authorities regarding the method and scope of conducting experiments • Experiments carried out in the Buchenwald, Auschwitz-Birkenau, Ravensbruck, Dachau, Mauthausen-Gusen, Natzweiler-Struthof, Neuengamme, Sachsen and Sachsen camps Types of experiments carried out • Range of experiments, number of victims, number of doctors involved • Profiles of individual doctors and nurses 2. Post-war fate of doctors • First Nuremberg trial - US trial A vs. Karl Brandt and others: main defendants, charges and proceedings, judgments • Profile of Karl Brandt - doctor Adolf Hitler. • Presentation of fragments of source materials from the process.</p> <p>VI. Contemporary bioethical issues in the historical context - 8h Katarzyna du Vall</p>	W1, W2, W3, U1, U2, K1, K2, K3	e-learning

## Course advanced

### Teaching methods :

case study, discussion, e-learning, problem solving method, case study method, presentation, group work, seminar, lecture, lecture with multimedia presentation

Activities	Examination methods	Credit conditions
e-learning	written examination, classroom observation, essay	attendance + exam / presentation / essay

### Additional info

Credit requirements:

- Attendance (2 absences allowed = 4 hours) + taking part in group discussion OR making a 20-30-minute presentation (individually or in pairs) OR essay OR exam;
- 3 absences (6 hours) + the criteria mentioned above + essay (1500-1800 words);
- 4 absences allowed (8 hours) + the criteria mentioned above + essay (2100-2400 words).

Additional information:

- Attendance shall be confirmed at any time during online classes;
- Every student shall take part in group discussions or make a 20-30-minute presentation;
- If, due to specific nature of online classes, discussion is not possible or a presentation has not been delivered, submitting an shall be compulsory.

## Entry requirements

Interest in the history of medicine and medical ethics in the interwar period and during WW2.

## Literature

### Obligatory

1. Friedlander H., The Origins of Nazi Genocide: From Euthanasia to the Final Solution, 1997
2. Proctor R., Racial Hygiene: Medicine Under the Nazis, Harvard University Press, 1990
3. Schafft G., From Racism to Genocide: Anthropology in the Third Reich, University of Illinois Press, 2004

### Optional

1. Burleigh M., Death and Deliverance: 'Euthanasia' in Germany, c.1900 to 1945, Cambridge University Press, 1994
2. Lifton R.J., The Nazi Doctors. Medical Killing and the Psychology of Genocide, Basic Books, 2000

## Kierunkowe efekty uczenia się

Kod	Treść
O.K2	The graduate is ready to focus on the welfare of the patient
O.K10	The graduate is ready to draft opinions on various aspects of professional activity
O.K11	The graduate is ready to accept liability for the decisions made in the course of professional activities, including in terms of own safety and the safety of others
D.U15	The graduate can respect patient rights
D.U22	The graduate can demonstrate responsibility for one's own professional development, contribution to further development of medical science, passing the knowledge on others
D.W16	The graduate knows and understands main concepts, theories, principles and ethical rules being a general framework for the proper interpretation and analysis of moral-medical issues
D.W19	The graduate knows and understands cultural, ethnic and national determinants of human behaviour
D.W24	The graduate knows and understands patient rights-related standards