



Course Syllabus

<u>Course Title:</u>	Ethics, Medicine & the Holocaust: Legacies in Health & Society HEHE 5650 (Anschutz Medical Campus)
<u>Meeting:</u>	Wed, 17:00-20:50
<u>Location:</u>	Ed 1 1105
<u>Credit Hours:</u>	3
<u>Prerequisites:</u>	None
<u>Grading System:</u>	A-F
<u>Course Instructor:</u>	Daniel S. Goldberg, J.D., Ph.D Pronouns: He, his, him Associate Professor Department of Family Medicine, CUSOM Department of Epidemiology, CSPH Core Faculty, Center for Bioethics and Humanities Scholar in Equity, Health & Law Farley Health Policy Center University of Colorado Anschutz Medical Campus
<u>Contact Information:</u>	daniel.goldberg@cuanschutz.edu (preferred) Tel: 303-724-8946 Fax: 303-724-3997 Twitter: @prof_goldberg
<u>Office Hours:</u>	By appointment. Please note that I make frequent use of Zoom for meetings and conferences, and both I and learners often find it mutually convenient.



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Course Objectives:

By the time this course is complete, learners will be able to

1. Describe the roles that health care professionals played in supporting and resisting the Third Reich (including but not limited to the Holocaust);
2. Analyze the implications of health care professionals' participation in the Third Reich for contemporary health care ethics;
3. Explain the implications of the Holocaust for the problem of evil; and
4. Evaluate at least three approaches for preventing genocide and crimes against humanity.

Course Description:

The core content of the course engages the disturbing fact that German health care professionals – especially physicians but also nurses, pharmacists, dentists, midwives, and public health practitioners – actively participated in the architecture and machinery of the Third Reich. German physicians in particular joined the Nazi Party in proportions that greatly exceeded the rates at which other professionals joined. The course explores the implications of these facts for contemporary problems of applied health ethics, and expands beyond the Holocaust to consider the ramifications of this history for our understanding of the problem of evil in general: why, under certain circumstances, do so many otherwise “good” people readily and willingly do terrible things? Furthermore, attempted genocides have not disappeared after the Holocaust; nor have health professionals stopped participating in acts of ideologically-motivated violence and other breaches of human rights. This suggests that some important lessons of the Holocaust were not learned, and/or might be un-learnable. Yet, many medical and legal scholars and activists have taken the perspective that health professionals should, or must, play unique roles in protecting against human rights abuses. Accordingly, questions of why acts of genocide continue, what possible interventions can be used to impede or stop them, and what should be the role of health professionals, in particular, in efforts to support human rights remain crucial. The course will equip learners with the tools to analyze such inquiries.

Evaluation:

Students will be graded according to their written work and class participation. There are two kinds of writing in this course: reflective writing, or writing-to-learn, and academic writing.

Reflective Writing (Writing-to-Learn)



The course will provide students with a number of opportunities to write informally and reflectively, the details of which will be provided over the semester. The reflective writing tasks will be evaluated on a ✓+/✓/✓- system and will make up 30% of the final grade.

Academic Writing

There are three required formal assignments for this class. The first is a 5-7 page structured assignment requiring short answers to several questions. The second is a 5-7 page cohesive essay on an instructor-provided topic.

The third assignment offers learners a choice. You may author an 8-10 page cohesive essay or you may choose to submit an original product of virtually any form (subject to instructor approval). The essay may focus on any topic of your choosing so long as it relates to the course material.

The first two assignments must be accompanied by a “Writer’s Memo,” which asks you to reflect on what the writing process was like for you. Instructions for the completion of this Memo will be provided.

The first two **writing assignments** are worth 15% of the final grade. The third **assignment** is worth 20% of the final grade.

For each of the writing assignments, citation should generally conform to the Chicago Manual of Style. Wikipedia may not be used as a source. Evaluation rubrics will be provided to learners at the same time as instructions for the formal writing assignments are released.

Academic writing assignments will be graded along the following criteria:

1. Cogency of and technical rigor in the argument;
2. Engagement with and use of course material (readings, in-class discussion, electronic/cyber discussion, etc.); and
3. Mechanical aspects of good essay writing, including the existence of a clear thesis, proper paragraph structure, correct grammar and spelling, and appropriate diction and syntax.

Class preparedness and participation is worth 10% of the final grade and consists of familiarity with the readings and engagement with the class material. Please note that in a class of approximately 20 people, the instructor usually can identify the extent of the individual learner’s preparation.



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Several fora will be provided for class discussion, including in-class discussion and in-class group work, Canvas, and Twitter.

Presentation

Towards the end of the course, students will deliver a Pecha Kucha presentation on a topic of their choosing. This is worth 10% of the final grade.

Social Media Usage

This course will make regular use of social media as teaching and learning tools. Although not required, it is recommended that students have a Twitter account for class discussion. Students are free to use a previously established Twitter account or generate a new account specifically for participation in the class.

More details on the purpose behind and usage of Twitter in our course will be provided prior to and during the first class session.

The University of Colorado system encourages the use of social media to further its mission. Resources, including university policies that govern social media usage, are available here: <http://www.cu.edu/university-relations/cu-offices/university-relations/social-media-guidelines>

Grading Scale

This class will be graded on the Plus-Minus grading system, using a 10-point scale:

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69



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D- 60-62

Accommodations for Disabilities:

I have a background in disability studies and am committed to making every course accessible to people of various functionings and capabilities. At a minimum, I do my best to incorporate principles of Universal Design into the course architecture and mechanics. Although I am uneasy with the requirements of self-disclosure that the legal structure of disability accommodations require, nevertheless, it is difficult for me to assist without knowledge or understanding of the specific needs and requirements of different learners.

Thus, it is the policy of the University of Colorado to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete your course requirements, please contact me after class or make an appointment within the first two weeks of classes. All discussions will remain confidential. Additionally, students should contact the Office of Disability Services, which can then work with me to ensure we have all needed accommodations in place.

Honor Code/Academic Integrity:

Students are expected to show academic integrity and to adhere strictly to the Honor Code of the [Anschutz Medical Campus](#).

Required Textbooks:

- Robert Proctor, *Racial Hygiene: Medicine Under the Nazis* (Cambridge: Harvard University Press, 1988).



Readings & Prework

Week 1 (8/28):

Introduction & Open Discussion of Course

Pre-work:

- Watch the Welcome Video
- Read the Syllabus and note questions
- Proctor, pp. 1-9.
- Review the website “The Holocaust on Trial: Experiments”
<https://www.pbs.org/wgbh/nova/holocaust/experiside.html>

Week 2 (9/4):

Transatlantic Eugenics I

- Alexandra Minna Stern, “Making Better Babies: Public health and Race Betterment in Indiana, 1920–1935,” *American Journal of Public Health* 92, no. 5 (2002): 742-752.
- Martin S. Pernick, “Eugenics and Public Health in American History,” *American Journal of Public Health* 87, no. 11 (1997): 1767-1772.
- Audio: “Tomorrow’s Children: Interview with Martin Pernick,” available at
http://www.npr.org/programs/disability/ba_shows.dir/children.dir/highlights/bsmovsti.html
- Paul A. Lombardo, *Three Generations, No Imbeciles: Eugenics, the Supreme Court, and Buck v. Bell* (Baltimore: Johns Hopkins University Press, 2002), excerpts.
- *Buck v. Bell*, 274 U.S. 200 (1927).

Week 3 (9/11):

Transatlantic Eugenics II

- James Q. Whitman, *Hitler’s American Model: The United States and the Making of Nazi Race Law* (Princeton University Press, 2017), excerpts.
- Egbert Klautke, “‘The Germans are Beating us at our Own Game’: American eugenics and the German Sterilization Law of 1933,” *History of the Human Sciences* 29, no. 3 (2016): 25-43.



Week 4 (9/18):

Physicians Under the Third Reich Before 1941

- Proctor, pp. 10-63.
- Michael H. Kater, *Doctors Under Hitler* (University of North Carolina Chapel Hill Press, 1989), excerpts.
- Florian Bruns & Tessa Chelouche, “Lectures on Inhumanity: Teaching Medical Ethics in German medical schools under Nazism,” *Annals of Internal Medicine* 166, no. 8 (2017): 591-595.

Week 5 (9/25):

Guest Speaker/Topic TBD

First Writing Assignment Due 23:59 9/27

Week 6 (10/2):

Disability Under the Third Reich: The Aktion T4 Program

- Proctor, 64-130; 177-222.
- Götz Aly, “Medicine against the Useless,” in *Cleansing the Fatherland: Nazi Medicine & Racial Hygiene* (eds. Aly, Chroust & Prouss) (trans. Belinda Cooper) (Baltimore: Johns Hopkins University Press, 1994): 22-98.
- “Euthanasia Program,” US Holocaust Memorial Museum,
<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005200>

Week 7 (10/9):

Nurses, Midwives & Public Health Officials Under the Third Reich

- **FILM:** “Caring Corrupted: The Killing Nurses of the Third Reich,” available at <https://www.youtube.com/watch?v=Rz8ge4aw8Ws&t=> (~ 57 minutes)



- Wiebke Lisner & Anja K. Peters, “German Midwifery in the ‘Third Reich,’” in *Nurses & Midwives in Nazi Germany: The ‘Euthanasia Programs,’* (New York: Routledge 2014): 164-197.

Week 8 (10/16):

Health Care Professionals & The Final Solution

- Proctor, 133-176.
- Christopher R. Browning, “Genocide and Public Health: German Doctors and Polish Jews, 1939-41,” *Holocaust & Genocide Studies* 3, no. 1 (1988): 21-36.

Week 9 (10/23):

Health Professional Resistance to the Holocaust

- McKenna Longacre et al., “Public Health in the Vilna Ghetto as a Form of Jewish Resistance,” *American Journal of Public Health* 105, no. 2 (2015): 293-301.
- Weisz, George M., Andrzej Grzybowski, and William Randall Albury, “The Fate of the Warsaw Ghetto Medical Faculty,” *The Israel Medical Association Journal: IMAJ* 14, no. 4 (2012): 209-213.
- Myron Winick, “Hunger Disease: Studies by the Jewish Physicians in the Warsaw Ghetto: Their Historical Importance and Their Relevance Today,” available at http://www.columbia.edu/cu/epic/pdf/winick_lecture_2005.pdf

Week 10 (10/30):

Nazi Medical Experiments

- Weindling, Paul, Anna von Villiez, Aleksandra Loewenau, and Nichola Farron, “The Victims of Unethical Human Experiments and Coerced Research under National Socialism,” *Endeavour* 40, no. 1 (2016): 1-6.
- Robert N. Proctor, “Nazi Science and Nazi Medical Ethics: Some Myths and Misconceptions,” *Perspectives in Biology and Medicine* 43, no. 3 (2000): 335-346.
- Jordan Goodman et al., “Making Human Bodies Useful: Historicizing Medical Experiments in the Twentieth Century,” in *Useful Bodies: Humans in the Service of Medical Science in the Twentieth*



Century (Goodman, McElligott, & Marks, eds.) (Baltimore, MD: Johns Hopkins University Press 2008): 1-26.

Second Writing Assignment Due 23:59 11/1

Week 11 (11/6):

The Nuremberg Trials & The Nuremberg Code

- Ulf Schmidt, *Justice at Nuremberg: Leo Alexander and the Nazi Doctors' Trial* (London: Palgrave, 2004) (excerpts).
- Moreno, Jonathan D., Ulf Schmidt, and Steve Joffe, "The Nuremberg Code 70 Years Later," *JAMA* 318, no. 9 (2017): 795-796.
- Justice Robert H. Jackson, "Opening Statement: Nuremberg Trials (November 21, 1945)," excerpts available at <https://www.youtube.com/watch?v=EJj6NcWHkDE> (runtime ~26:41)

Week 12 (11/13):

Ethics & Human Subjects Research in the U.S. After the Holocaust (1945-1975)

- Henry K. Beecher, "Ethics and Clinical Research," *NEJM* 274, no. 24 (1966): 1354-1360 (read included commentary).
- *In re Cincinnati Radiation Litigation*, 874 F. Supp. 796 (S.D. Ohio 1995), available at <https://law.justia.com/cases/federal/district-courts/FSupp/874/796/1478171/>
- Felicia Schanche Hodge, "No Meaningful Apology for American Indian Unethical Research Abuses," *Ethics & Behavior* 22, no. 6 (2012): 431-444.
- Joel D. Howell & Rodney A. Hayward, "Writing Willowbrook, Reading Willowbrook: The Recounting of a Medical Experiment," in *Useful Bodies: Humans in the Service of Medical Science in the Twentieth Century* (Goodman, McElligott, & Marks, eds.) (Baltimore, MD: Johns Hopkins University Press 2008): 190-214.

Week 13 (11/20):

The Milgram Experiment



- Paul Lombardo, “Disability, Eugenics, & the Culture Wars,” *St. Louis University Journal of Health Law & Policy* (2008): 57.
- Reinders, Johannes, Tim Stainton, and Trevor R. Parmenter, “The Quiet progress of the new eugenics. Ending the lives of persons with intellectual and developmental disabilities for reasons of presumed poor quality of life,” *Journal of Policy and Practice in Intellectual Disabilities* 16, no. 2 (2019): 99-112.
- Deborah MacPhail et al., “Wombs at risk, Wombs as Risk: Fat Women’s Experiences of Reproductive Care,” *Fat Studies* 5, no. 2 (2016): 98-115.
- Seema Mohapatra, “Politically Correct Eugenics,” *FIU L. Rev.* 12 (2016): 51.

Week 15 (12/4):

Legacies & Contemporary Implications (Anti-Genocide Interventions & Geopolitics)

- Steven H. Miles, “Medical Associations and Accountability for Physician Participation in Torture,” *AMA Journal of Ethics* 17, no. 10 (2015): 945-951, available at <https://journalofethics.ama-assn.org/article/medical-associations-and-accountability-physician-participation-torture/2015-10>
- Doug Hickey et al., “Unit 731 and Moral Repair,” *Journal of Medical Ethics* 43, no. 4 (2017): 270-276.
- “Atrocity Prevention Legal Training Project,” available at <https://cardozo.yu.edu/programs-centers/human-rights-initiatives/atrocity-prevention-legal-training-project>
- Scott Straus, *Fundamentals of Genocide and Mass Atrocity Prevention* (Washington, DC: U.S. Holocaust Memorial Museum, 2016), pp. 113-186.

Week 15 (12/11):

Presentations

Third Assignment Due 23:59 12/13