



Course title: THE HOLOCAUST: LESSONS FOR MEDICINE
Course number: 18911
School: MEDICINE
Studies: MEDICAL DEGREE
Level: Course type: CROSS CURRICULAR
Credits: 3

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.



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1.9 Faculty data

Lecturers:

- Prof. Dr. Esteban González López. Associate Professor. Department of Medicine, Family Medicine Unit.
- Prof. Rosa Ríos Cortés. Professor of History. School of Medicine. Autonomía University of Madrid, Spain. Graduates of the International School on Holocaust Studies, Yad Vashem (Jerusalem). Members of the Center for Medicine after the Holocaust, Houston, Texas.

Department:

- Department of Medicine. Autonomía University of Madrid, Spain.

School:

- Medicine

Office – Module:

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

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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 thousands 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 allows 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.



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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.



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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.

- Winick M, ed. Studies by the Jewish Physicians in the Warsaw Ghetto.

- New York: John Wiley, 1979.
- Lensky M. A Physician Inside the Warsaw Ghetto First Edition. Holocaust Survivors' Memoirs Project & Yad Vashem; First edition (November 1, 2009).
 - Reicher E. Country of Ash: A Jewish Doctor in Poland, 1939–1945. Bellevue Literary Press (April 16, 2013).
 - Roland CG. Courage under Siege. Starvation, Disease and Death in the Warsaw Ghetto. Oxford University Press 1992.
 - Blady Szwajger A. I Remember Nothing More. The Warsaw Children's Hospital and the Jewish Resistance. Pantheon Books 1990.
 - Weinreb A. The Memoirs of a Doctor in the Vilna Ghetto (Hebrew). Jerusalem: Yalkut Moreshet, 1979.
 - Pankiewicz T. The Krakow Ghetto Pharmacy. Krakow: Wydawnictwo Literackie, 2013.
 - Mozes Kor E, Rojany Buccieri L. Surviving the Angel of Death. The True Story of a Mengele Twin in Auschwitz. Tanglewood: Terre Haute, 2012.
 - Matalon Lagnado L, Cohn Dekel S. Children of Flames. Dr. Josef Mengele and the Untold Story of the Twins of Auschwitz. Penguin Books 1991.
 - Posner GL, Ware J. Mengele. The complete story. Cooper Square Press. 2000.
 - Koren Y, Negev E. Giants. The Dwarfs of Auschwitz. London: Robson Press, 2014.



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- Adelsberger L. Auschwitz. A Doctor's Story. Boston: Northeastern University Press, 1995.
- Nyzsli M. Auschwitz: A Doctor's Eyewitness Account. New York: Arcade Publishing, 2011.
- Langbein H. People in Auschwitz. The University of North Carolina Press. 2004.
- Lengyel O. Five Chimneys: A Woman Survivor's True Story of Auschwitz 2005
- Gisella Perl. I was a doctor in Auschwitz. International Universities Press, New York 1948.
- Elias R. Triumph of Hope: From Theresienstadt and Auschwitz to Israel. John Wiley & Sons, Inc. 1999.
- Lingens Reiner E. Prisoners of Fear. Gollancz 1948.
- Hansen HR. Witness to Barbarism. Thousand Pinetree Press. St. Paul 2002.
- Heberer P. Children during the Holocaust. Altamira Press 2011.
- Strzelecka I. Medical Crimes. The experiments in Auschwitz. Voices of

- Memory 2.Auschwitz State Museum. Oswiecim, 2008.
- Strzelecka I. Medical Crimes. The Hospitals in Auschwitz. Voices of Memory 3.Auschwitz State Museum. Oswiecim, 2008.
 - Kapralski S, Martyniak M, Talewicz-Kwiatkowska. Roma in Auschwitz. Voices of Memory 2.Auschwitz State Museum. Oswiecim, 2011. • Jay Lifton R. Medical Killing and the Psychology of Genocide. Basic Books. 2000.
 - The Auschwitz-Birkenau State Museum. KL Auschwitz seen by the SS. Rudolf Höss, Pery Broad. Johann Paul Kremer. Oswiecim 2010. • Ley A, Mörsch G. Medical Care and Crime. The infirmary at Sachsenhausen Concentration Camp 1936-1945. Verlag Metropol 2007. • Grodin MA. Jewish Medical Resistance in the Holocaust. Berghahn 2014. • Rittner C, Roth JK. Women and the Holocaust. Paragon House. • Roelcke, V. Silence, Scapegoats, Self-Reflection: The Shadow of Nazi Medical Crimes on Medicine and Bioethics (Formen Der Erinnerung). V&R Academic 2014.
 - Mitscherlich A, Mielke F. Doctors of Infamy: The Story of the Nazi Medical Crimes. Henry Schuman 1949.
 - Baumslag N. Murderous Medicine: Nazi Doctors, Human Experimentation, and Typhus. Praeger 2000.
 - Spitz V. Doctors from Hell: The Horrific Account of Nazi Experiments on Humans. Sentient Publications, 2005.
 - Kohl W. Die Pyramiden von Hartheim. Euthanasie in Österreich 1940-1945. Grünbach, Steinmassl, 1997.
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- Proctor R. The Nazi war on Cancer. (1999). Princeton, NJ: Princeton University Press.
- Aly G, Chroust P, Pross C. Cleansing the Fatherland: Nazi Medicine and Racial Hygiene. Baltimore: John Hopkins University Press; 1994. • 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.
- Rubenfeld S. Ed. Medicine After The Holocaust. From the Master Race to the Human Genome and Beyond. Palgrave Mac Millan New York 2010.
- Weindling P. Victims and Survivors of Nazi Human Experiments: Science and Suffering in the Holocaust. London. Bloomsbury, 2015
- Weindling P. Nazi Medicine and the Nuremberg Trials. From Medical Warcrimes to Informed Consent. Palgrave Macmillan UK. 2004.

- 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.
- Cuerda-Galindo E, Sierra-Valenti X, González-López E, López-Muñoz F. Syphilis and human experimentation from the first appearance of the disease to World War II: a historical perspective and reflections on ethics. *Actas Dermosifiliogr.* 2014;105:762-7.
- Cuerda-Galindo E, Sierra-Valenti X, González-López E, López-Muñoz F. Syphilis and human experimentation from World War II to the present: a historical perspective and reflections on ethics. *Actas Dermosifiliogr.* 2014; 105:847-853.
- González López E. ¿Hay que seguir utilizando (algunos) epónimos médicos? *Medicina Clínica.* 2010; 134: 703-704.
- González López E. Tabaco y Salud Pública en la Alemania nazi. *Jano* 2011; Febrero: 75-78.
- González López E. Medicina y nazismo. Aprender de la Historia. *Revista Clínica Española.* 2011; 211: 199-203.
- 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.
- Cuerda Galindo E, González López E, López Estebaranz JL. Dermatología en la Alemania nazi. *Actas Dermo-Sifilográficas* 2011; 102: 423-428.



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- Lazowski ES, Matulewicz S. Serendipitous discovery of artificial Weil Felix reaction used in "private microbiological war." *American Society for Microbiology News* 1977;43:300-2.
- Adelsberger L. Medical Observations in Auschwitz Concentration Camp. *Lancet* 1946; 247: 317-319.
- Peleg RJ. Gisella Perl: a Jewish gynecologist in Auschwitz. *Womens Health* 2005; 14: 588-91.
- Roland CG. An underground medical school in the Warsaw ghetto 1941-2. *Med Hist* 1989; 33: 399-419.
- Benedict S, Caplan A, Lafrenz Page T. Duty and 'euthanasia': the nurses of Meseritz-Obrawalde.. *Hist Psychiatry.* 2008 Mar;19(73 Pt 1):68-76. • Benedict S, Chelouche T. Meseritz-Obrawalde: a 'wild euthanasia' hospital of Nazi Germany. *Nurs Ethics.* 2007 Nov;14(6):781-94. • Benedict S, Georges JM. Nurses and the sterilization experiments of Auschwitz: a

postmodernist perspective. *Nurs Inq.* 2006 Dec;13(4):277-88. • Benedict S. The nadir of nursing: nurse-perpetrators of the Ravensbrück concentration camp. *Nurs Hist Rev.* 2003;11:129-46

- López-Muñoz F, C. Álamo C. Psychotropic drugs research in Nazi Germany: the triumph of the principle of malfeasance (editorial). *Acta Neuropsychiatrica*, 21: 50-53 (2009).
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- López-Muñoz F, Álamo C, García-García P, Molina JD, Rubio G. The role of psychopharmacology in the medical abuses of the Third Reich: from euthanasia programmes to human experimentation. *Brain Res Bull.* 2008 Dec 16;77(6):388-403. Epub 2008 Oct 10.
- López-Muñoz F, García-García P, Álamo C. The pharmaceutical industry and the German National Socialist Regime: I.G. Farben and pharmacological research. *J Clin Pharm Ther.* 2009 Feb;34(1):67-77. • Declaration of the Stockholm International Forum on the Holocaust. In <https://www.holocaustremembrance.com/about-us/stockholm-declaration>

Documentaries:

- Mack J. *Selling Murder: The Killing Films of the Third Reich.* (1991). • 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)



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Movies

- Sophie Scholl: The final days. M. Rothermund. (2005)
- Shoah. Claude Lanzman. (2005)
- Out of the ashes (about Dr. Gisella Perl). J. Sargent. (2003) • And the Violins stopped playing. A. Ramati.(1988)
- Amén. C. Costa-Gavras.(2002).
- Good. V. Amorim. (2008)
- The Grey zone. T. Blake Nelson. (2001).

Recorded testimonies:

- USC Shoah Foundation and Visual History Archive Online <https://sfi.usc.edu/collections/holocaust>

- Iudit Barnea and Lia Huber.
http://www.yadvashem.org/yv/en/remembrance/2009/barnea_huber.asp
- Theresia Seible and Rita Prigmore.
https://www.ushmm.org/wlc/en/media_obj.php?ModuleId=10005219&MediaId=5094
- 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.
https://www.ushmm.org/online/film/display/detail.php?file_num=4736
- 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. Israel National Commission for Unesco. In <http://www.unesco-chair-bioethics.org/wp-content/uploads/2015/09/Casebook-on-Bioethics-and-the-Holocaust.pdf>
- Halpin RW. A history of concern: The ethical dilemma of using Nazi medical research data in contemporary medical and scientific research. 2008. University of Sydney. Department of Hebrew, Biblical & Jewish Studies. In <https://ses.library.usyd.edu.au/handle/2123/4010>



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Other resources

- Law for the Prevention of Offspring with Hereditary Diseases (July 14, 1933). In http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=1521
- Letters on Sterilization. Letter from SS-Oberfuehrer Brack to Reichsfuehrer-SS Himmler, June 23, 1942 [DotH, p. 272]. In <http://remember.org/witness/links-let-ster>
- Letters on Euthanasia. Letter from chief of institution for feeble-minded in Stetten to Reich Minister of justice Dr. Frank, September 6 1940 [ToWC, Vol. I, p. 854]. In <http://remember.org/witness/links-let-eut>

- 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/>
- 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/

Websites:

- Yad Vashem <http://www.yadvashem.org/>
- Holocaust Museum of Washington <http://www.ushmm.org/> • Memorial and Educational Center in Wannsee (Berlin). <http://www.ghwk.de>
- International Holocaust Remembrance Alliance <https://www.holocaustremembrance.com/>
- Memorial and Combatants Museum in the Warsaw Ghetto <http://www.gfh.org.il/Eng/?CategoryID=251>
- Holocaust Museum of Buenos Aires <http://www.museodelholocausto.org.ar/>
- Holocaust Museum of Houston. www.hmh.org
- Shoah Memorial, Paris. <http://www.memorialdelashoah.org/> • Holocaust Museum of Oslo <http://www.hlsenteret.no/>
- Museum Ana Frank Amsterdam <http://www.annefrank.org/> • Izieu Memorial www.memorializieu.eu
- Violeta Friedman Foundation <http://www.violetafriedman.com> • Amical Mauthausen <http://www.amical-mauthausen.org/>
- Raoul Wallenberg Foundation <http://www.raoulwallenberg.net/es/> • Yahad in Unum <http://www.yahadinunum.org/index.php?lang=es> • Memorial and Museum Auschwitz –Birkenau. <http://www.auschwitz.org.pl/>



Course title: THE HOLOCAUST: LESSONS FOR MEDICINE

Course number: 18911

School: MEDICINE

Studies: MEDICAL DEGREE

Level: Course type: CROSS CURRICULAR

Credits: 3

- 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.stiftungbg.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/exhibition/steinhof-vienna>
- <http://www.camps.bbk.ac.uk/>
- <http://www.deathcamps.info/>
- <http://www.deathcamps.org>
- <http://isurvived.org/>
- <http://www.irenasandler.org/>
- <http://www.memoriales.net/>

Websites for information and teaching on the Holocaust:

- Center for Medicine after the Holocaust.
<http://www.medicineaftertheholocaust.org/>
- Maimonides Institute for Medicine, Ethics and the Holocaust.
www.mimeh.org
- CANDLES Holocaust Museum and Education Center
<https://candleholocaustmuseum.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> • A
- Teacher Guide on the Holocaust. <http://fcit.coedu.usf.edu/holocaust/> • Center for Holocaust and Genocide Studies. University of Minnesota.
<http://www.chgs.umn.edu/>
- <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.catedrahandler.org/comision.php?id=53> •
- <http://www.holocaustresearchproject.org/>
- porrajmostebisterdontumareanava.blogspot.com.es/ •
- medicinayholocausto.blogspot.com.es



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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.
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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.



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3. Student workload

Course organization

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

*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.