*Deadly Medicine “Lecture” Series*

*Thursday, September 17th through Thursday, October 8th*

*Gannon University and Penn-State University, The Behrend College*

**Series Overview**

September 17th – Nash Library, Gannon University

* Introductions and video from USHMM regarding exhibit
* Walk through Deadly Medicine Exhibit in the Nash Library at Gannon University
* Brainstorm topics for next week, and questions

September 24th – Classroom at Behrend

* Lectures from Dr. Amy Carney (Behrend) and Dr. Jeffrey Bloodworth (Gannon)
* Brainstorm in preparation for lesson plan session following week
* BRING A LAPTOP OR TABLET IF POSSIBLE FOR THIRD WEEK

October 1st – Classroom at Behrend

* Lesson planning session
* Report out ideas for lessons

October 8th – Gannon University

* Survivor testimony at Gannon University

September 17th:

Thank you for joining us! Please walk through the exhibit on eugenics and racial science, entitled “Deadly Medicine.” It is a traveling exhibit provided by the United States Holocaust Memorial Museum. As you read the text and study the visuals, please keep in mind two objectives that we have for this series:

1. For you to gain more in depth knowledge about the Holocaust, specifically eugenics and racial science, and related subjects.
2. For you to create lesson plan ideas with actual materials related to this exhibit for your classroom or institution.
3. For you to experience a survivor testimonial.

With those in mind, we would appreciate the following feedback from you in the last part of the evening:

* What are the topics that you would like to know more about? As you study the exhibit, what people, events, situations, or other items can we elaborate upon? Amy and Jeff have several set topics for their lecture next week-but left time open for what you request as well.
* I have listed several questions below that I created while studying the exhibit. What other questions can you think of that we can use with students? Or, feel free to re-word anything that I wrote! Your classrooms range in subject and age level-anything you create would be helpful and I intend on listing all of our questions in a document that I post on my website, among other materials that we create next week. This exhibit also can be accessed in part on the USHMM website in their “online exhibitions.” While your students may not see the exhibit in person, they could access the online version and use the materials that we create during this series.

My website: <http://whiletheywatched.weebly.com/>

USHMM: <http://www.ushmm.org/>

Deadly Medicine link in USHMM: <http://www.ushmm.org/information/exhibitions/online-features/online-exhibitions/deadly-medicine-creating-the-master-race>

Questions:

1. What influenced nations around the world to embrace eugenics at the beginning of the Twentieth Century?
2. How and/or why was the study of eugenics used by state powers in the post World War I period?
3. What factors and fears, showcased by Nazi propaganda, led Germany to transition from forced sterilization to euthanasia?
4. How did the role of the “care giver” such as doctors, nurses, and midwives change with the growth of eugenics? Did their role as care givers influence their “punishment” at the end of the Holocaust?
5. What roles did women specifically play in the growth of state sponsored programs like sterilization and euthanasia? Does the information in this exhibit change your perception of the role of women during this time period?