

COM 2416-01 The Holocaust Dr. Zimmerman, Instr. Fall 2018

WEBQUEST 2

EUGENICS AND RACISM IN THE UNITED STATES

Due: Email to instructor, Miriam@ndnu.edu, by midnight, **Fri., Sept. 14, 2018.**

Purpose: To introduce to students the connections between eugenics, immigration, and racial discrimination.

Grade:

Questions are worth from 10 to 20 points as noted; total, 100 points. Use **Microsoft's spell check and grammar check to avoid making mechanical errors in spelling and punctuation.** **Five points or more deducted** for obvious failure to proofread or use spell/grammar check.

Mechanical directions: Save this file in the following format: [WQ2 your last name]. Thus, my file would be as follows: **WQ2 Zimmerman**

Put your name above the heading. Do not justify your text (it makes it very difficult to insert comments); leave all text left-justified.

Use black font for your answers so that I can easily distinguish your work from my questions. Insert your answers after each question. Your final submission should include the WebQuest questions followed by your answers embedded in the paper. Be sure the numbering system remains true—1a., 1b., etc. Each answer should follow the question it answers.

Content directions: Answer the following questions in your own words. Use the websites given in the questions to help you. Feel free to explore the various pages on any specific website. **Please let me know immediately if any of the links do not work.**

Avoid copying and pasting a lot of information from the Internet. I want to read **answers in your own words** as an example of your **individual learning** (as opposed to what you think the instructor wants) as you explore a variety of Holocaust-related websites. **Brief answers** are best.

I always appreciate students who express what is of interest to them, why the

material has captured their attention, and **any additional questions** they may have about the information. Having curiosity about a topic ensures that students approach the research assignment with genuine interest and not as another academic exercise.

When you have completed the assignment, email to the instructor as an attached Microsoft Word file, Miriam@ndnu.edu by midnight, **September 14, 2018**. Please **do not send as a .pdf or as a Google doc**.

Note: “Shoah” is the Hebrew word for “Holocaust”; the two words, “Holocaust” and “Shoah” are used interchangeably in this assignment and throughout the semester.

Grade: Questions are worth from 10 to 20 points as noted; total, 100 points. Use Microsoft’s spell check and grammar check to avoid making mechanical errors in spelling and punctuation. Five points or more deducted for failure to proofread or use spell/grammar check.

Mechanical directions: Save this file in the following format: [WQ2 your last name]. Thus, my file would be as follows: WQ2 Zimmerman

Include a heading: your name, name of course, my name, and WebQuest 2. Do not justify your text (it makes it very difficult to insert comments); leave all text left-justified.

Use black font for your answers so that I can easily distinguish your work from my questions. Insert your answers after each question. Your final submission should include the WebQuest questions followed by your answers embedded in the paper. Be sure the numbering system remains true—1a., 1b., etc. Each answer should follow the question it answers.

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Introduction. Unfortunately, Hitler obtained many of his racial theories from the Eugenics Movement of the United States, which Hitler admired very much. He also admired the “Jim Crow” laws of the Southern States of the U.S., which separated “coloreds” from whites. Some of Hitler’s Nuremberg Laws segregating Jews from Aryans were based on those same U.S. Jim Crow laws. The United States’ racial discrimination preceded Hitler.

The Dolan DNA Learning Center and Cold Spring Harbor Laboratory maintain an “Archive on the American Eugenics Movement” that depicts the unfortunate history of the United States eugenics movement. Browse to <http://www.eugenicsarchive.org/eugenics/>

Click on “I prefer the original, HTML-only Eugenics Archive site, **take me there**” to answer the first four questions, clicking on the designated icon:

1. Click on “**Social Origins**” in the left menu. What were the social origins of the United States Eugenics movement?
2. Click on “**Eugenics Popularization**” in the left menu. What was the “Fitter Families Exhibit?”
3. Click on “**Eugenic Sterilization Laws**” in the left menu. How many states passed eugenic sterilization laws, allowing certain categories of people to be forcibly sterilized? How many

people were sterilized under these laws?

4. Click on “**Immigration Restriction**” in the left menu. When did the United States begin to pass laws restricting immigration? Which categories of people were excluded?
5. **Reflection question** – no right or wrong answer. In your opinion, to what extent are the issues explored in this assignment relevant today?

Read the article, “**How the Nazis Used Jim Crow Laws as the Model for Their Race Laws,**” by Bill Moyers, Oct. 13, 2017.

<https://billmoyers.com/story/hitler-america-nazi-race-law/>

Answer the following questions:

6. About one-third of the way through the article, you will come across “The Prussian Memorandum” followed by “race treason.” What were these concepts?
7. What was the “one-drop rule”? Compare the Nazi interpretation with the U.S. interpretation of the one-drop rule.
8. What did the Nazis admire most about the U.S. legal system? [Discussed at the end of the article.]
9. **Reflection question** – no right or wrong answer. To what extent did you know about this history? Do you think it should be taught to high school students? Why/why not?

10. **Reflection question**–

no right or wrong answer; your thoughts or ethical concerns about what you have learned from this WebQuest.

Background: one of the goals of the Nazis was to create a master race of Aryans. Compared to today, the Nazis' eugenics tools were primitive. Contemporary tools such as gene splicing, recombinant DNA, and gene editing among others, were yet to be discovered. The only tools of the Nazis were to stimulate reproduction of the desired race, forbid immigration from non- Aryan countries, and sterilize and/or exterminate "*Untermenschen*." Translated as "Sub- human," Untermenschen included the mentally and physically disabled, Jews, anyone with a genetic defect, the tribes of the Roma and Sinti (Gypsies), homosexuals; and anyone who had been incarcerated in a federally funded institution for more than five years, no matter what the reason, including prison.

With the advances of the science of Genomics, defined as "the branch of molecular biology concerned with the structure, function, evolution, and mapping of genomes," ethical issues arise faster than humans can respond to them. Such issues include, but are not limited to, privacy (of the individual whose genes are sequenced), ethics of human cloning, selecting desirable traits in offspring, "fixing" mutations (gene editing), etc.

Question: To what extent should governments control new Genomics technologies such as gene editing, human cloning, gene sequencing of individuals; in short, all the tools of this emerging field?

11. Feedback. No points, but points deducted for not answering the following questions:

- a. Which question(s) promoted the most learning for you or interested you the most?
Why/how?
- b. Which question would you delete? Why?
- c. How would you improve this assignment?