Revision and Assessment

Key Issues

New ideas about race

New ideas developed in the late 19th and 20th centuries which led to prejudice, policies of discrimination and in extreme cases, genocide. These ideas:

- were pseudo-scientific, based on a wrong understanding of the principles of evolution and the 'survival of the fittest'
- led to the idea that some human races were physically and mentally superior to others
- were used to explain and justify European imperialism and control over other races
- led to eugenics, the belief that the quality of the population would improve, if people who had the right physical and mental characteristics were encouraged to have children
- influenced government policies and practices in a number of countries, especially in the USA, Europe and the European colonies
- have now been disproved by modern genetics and scientific understandings of human differences.

In 20th century Australia:

- white administrators believed that the indigenous Aboriginal population was doomed to die out
- the 'White Australia' policy encouraged only white immigrants; yet despite this policy some British child immigrants were badly treated
- some government officials such as Cecil Cook and AO Neville encouraged the 'breeding out of blackness' by the forced removal of racially mixed children from Aboriginal parents. These were later known as the 'Stolen Generation'.

In Nazi Germany in the 1930s and 1940s:

- ideas of German 'Aryan' racial superiority were partly influenced by eugenic ideas and practices in the German colony of Namibia
- the Nazis promoted racial supremacy by discrimination against anyone who was defined as racially different
- this persecution was extended to any one 'different', such as Communists, Socialists, Jehovah's Witnesses, unemployed people and homosexuals, in concentration camps
- persecution led to the mass murder or genocide of those believed to be racially inferior, in particular Jewish people, in what became known as the Holocaust or the 'Final Solution'.

After the end of the Second World War, the knowledge of what had happened during the Holocaust led to a reaction against pseudo-scientific racism and a growing awareness of human rights. However racism, xenophobia and discrimination against people thought to be 'different' are still a major problem in the world today.

Research assignment

Develop and answer an analytical question on the ethical implications of the actions and beliefs of a person from the Nazi period

You have learnt in this unit about the choices that people faced in Nazi Germany. Some people became perpetrators and were responsible for, or helped to carry out, the Nazi programme of genocide. Many people were bystanders and closed their eyes and minds to what was going on around them. Others chose to resist the Nazis and spoke out against their policies or tried to rescue those who were being persecuted. For this assignment you are required to select one specific person and research his or her life and the philosophical and/or ethical issues raised by his or her actions or beliefs.

Here are some suggestions (but you may research anyone else whom you think is relevant):

Josef Mengele	Josef Goebbels
Heinrich Himmler	Adolf Eichmann
Sophie Scholl	Bishop von Galen
Martin Niemoller	Oskar Schindler
Dietrich Bonhoeffer	Claus von Stauffenberg

SKILLS SUPPORT

The process of research:
1   Formulate a research question that will require you to **analyse**, **assess** or **evaluate** (rather than simply to outline, narrate or describe). These are some examples, but you are encouraged to formulate your own question:
- *Why did Josef Mengele, a trained doctor, abandon the standard ethical procedures associated with medicine to work for the Nazis?*
- *Does Oskar Schindler, who ran a factory under the Nazis, deserve his reputation as a hero?*
- *Was Sophie Scholl courageous, or **naïve**, in her work as part of the White Rose movement?*
- *If Dietrich Bonhoeffer was a priest and a pacifist, why did he plan to assassinate Hitler?*

2   Research your topic, using a variety of resources and not relying solely on the internet. These sources should be relevant and appropriate for your task. You need to make sure that they include different views of the topic, and do not all have the same bias.
3   Select relevant information to answer the question which you have formulated. Make rough notes to use when you write your essay.

Writing your research essay:
1   Read your rough notes to plan the structure of your essay. Sort your information into categories.

New words

naïve
having a simple and too-trusting attitude

2   The essay should start with an introduction which indicates how you intend to answer the question which you have formulated.
3   The body of your essay should be divided into paragraphs in a way that presents your argument in a logical, chronological and coherent way.
4   Your conclusion should be based on the evidence which you have presented and the argument that you have developed in the essay.

Presentation:
1   Use the essay format, but you may use sub-headings if necessary.
2   Length: 1 000 words.
3   The sources of all quotations should be acknowledged, either in a footnote or at the end of the essay. (See the Skills Support information on 'How to reference your work' below.)
4   You must include an alphabetically-arranged bibliography, which must include any internet sources, properly referenced. (See the Skills Support information on 'How to set out a bibliography' below.)

Warning:
1   You must use your own words, apart from quotations.
2   No part of your assignment should be plagiarised, either from books or from the internet.

Assessment:
Your essay will be assessed according to the rubric on page 121.

SKILLS SUPPORT

How to reference your work:
Whenever you quote or use an idea that you have gained from someone else, you must say where the idea came from. You can either put the author's details and page number or web address in brackets after the relevant quotation or paragraph. Or you can make a footnote. You do this by putting a superscript number after the quotation and then a number at the bottom of the same page with the author's surname and page number on which you found the information. It would look like this.
Imagine this is a sentence in your essay:
   Dr. Mengele carried out experiments on concentration camp inmates. He was particularly interested in the genetics of twins.[1]

The number shows that the writer got this idea from a book. Notice the number at the bottom of this page. That is the footnote. The number matches the one after the relevant sentence or quotation.

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[1]   Lifton, page 345

SKILLS SUPPORT

How to set out a bibliography

The bibliography gives the full details of all the books or websites that you have used in your research. In this way other people who are researching this topic can check the accuracy of what you have said and do further reading of their own. It is also a way of showing how thorough your own research is.

The entries should be in alphabetical order according to the surname of the writer. So the entry in the bibliography for the footnote given in this example would be done in one of these two ways:

Chicago method:

Lifton, Robert Jay, *The Nazi Doctors: Medical Killing and the Psychology of Genocide,* Basic Books, New York, 2000

OR

Harvard method:

Lifton, R. J., 2000, *The Nazi Doctors: Medical Killing and the Psychology of Genocide*, New York, USA, Basic Books

NOTE that it does not matter which of the two methods you use, as long as you are consistent.

What to do if you are using a website

If you can find the name of the author and their article, set it out in the same way as for books, but put the full web address in the place of the book title and publishing details. If you can't find this information, then just write down the web address. This is an example: http://www.holocaustresearchproject.org/revolt/scholl.html

You also need to add the date when you accessed the website: e.g. Date accessed: 16 August 2011

Rubric for research essay

Criteria	Outstanding	Very good	Substantial	Adequate	Moderate	Elementary	Not achieved	Mark
Formulation of question Question is appropriately phrased to facilitate analysis	8–10	7	6	5	4	3	1–2	
Sources used Sources are relevant and varied	8–10	7	6	5	4	3	1–2	
Knowledge and understanding Important issues identified Shows knowledge and understanding	16–20	14–15	12–13	10–11	8–9	5–7	1–4	
Concepts and interpretation Relevant historical concepts explained Significant power relations identified Differing points of view identified	16–20	14–15	12–13	10–11	8–9	5–7	1–4	
Historical enquiry and communication Information and data relevant Information coherent, logical, chronological Argument well-planned and constructed Line of argument based on evidence Conclusion based on evidence	16–20	14–15	12–13	10–11	8–9	5–7	1–4	
Presentation Illustrations (if used) relevant Sources and quotations acknowledged Bibliography properly set out	8–10	7	6	5	4	3	1–2	
Plagiarism and expression Own words used; expression is clear, accurate and in a formal style No evidence of plagiarism	8–10	7	6	5	4	3	1–2	