**The Immortal Life of Henrietta Lacks E-Learning Assignment Two**

*Many college classes will require you to spend a considerable amount of time online as you pursue your degree.*

*The purpose of this assignment is to familiarize you with the electronic learning environment.*

*In addition to this assignment, we will spend some class time reflecting on the experience. Specifically, how is online, independent studying different from studying in the classroom? How is it better and how is it worse? When you register for college classes, will you prefer classes that are face-to-face, online or hybrid?*

This assignment will take approximately **four hours** to complete. Completion of the assignment is mandatory and is part of your attendance. We will go over the information in the afternoon session.

*First*, read the description below.

*Second*, complete the “think and write”. This should take about 10 minutes.

*Third*, look at the vocabulary preview. Check any unfamiliar words in your dictionary. These will be important for understanding the lecture.

*Finally*, watch the lecture and answer the accompanying questions. Experiment with strategies that work for you. For example, read the questions first and then watch. Take notes as you listen. Watch 10 minutes, pause, retell what you have learned, continue. There are many ways you can approach this information. **It is not a good idea to watch the whole lecture and then look at the questions and rely solely on your memory; the lecture is more than one hour long.**

Human Guinea Pigs: Involuntary Medical Experimentation - A Global Perspective
Friday, March 01, 2013
01h: 45m:38s | 365 views

This program will examine involuntary experiments upon human beings in the United States, Europe, Central America and Africa. We will discuss the ethical implications of forced procedures conducted by medical institutions, governments, and private companies on children, women, people with disabilities, indigenous peoples and the poor. The presentation will also explore resistance by the victims and their pursuit of justice. Guest Speaker: Beth Lilach, Senior Director of Education & Community Affairs, Holocaust Memorial & Tolerance Center.

“Involuntary medical Experimentation- A Global Perspective”, Speaker: Beth Lilach

<http://www.qcc.cuny.edu/tigermedia/detailView.aspx?MediaID=2182&CategoryID=9>

**Before Watching**

*Think and write:*

This talk is about involuntary medical experimentation. Have you heard of any historical examples of this? Do you think this is happening now anywhere in the world?

*Vocabulary preview:*

Guinea pigs, informed consent, indigent, offshoring, subhuman, eugenics, forced sterilization, human subject, The Holocaust, dwarf, exempt, financially compensated, genome project, racism, classism, persecution, legislator

1. **Introduction**

This event takes place at the Kupferberg Holocaust center. Visit the center, take some pictures and briefly write up what event is now there.

This talk is described as “intense”, “heavy”, “horrific” and “painful”, but also “important”.

“As young people, hopefully you’ll take some of this knowledge to make a dent (impact) on public policy in the future.”

What does it mean to “learn from history”?

“The purpose of the Common Read is making connections across the disciplines”. What are some subjects Ms. Madera mentions? (2:00)

Who is the presenter?

What do you learn about her?

1. **Involuntary medical experimentation: who does it? To whom? Why?**

Who are most of the victims of involuntary medical experimentation? (5:30)

How is this related to “social worth”?

What is “offshoring”? Why is it done?

Who conducts involuntary medical experiments?

Why are involuntary experiments so prevalent? Give at least two reasons.

1.

Where are the highest percentages of pharmaceutical profits?

1. **A history of medical ethics and experimentation**

Describe three examples before WWII:

1.

2.

3.

Throughout the presentation, the word “prisoners” is highlighted in red. What are some reasons so much experimentation has been conducted on prisoners?

What do you think, “Is it really informed consent if a person is incarcerated?” (20:00)

Pay special attention to information about the Tuskegee experiments (25:00).

We will watch a film about these experiments. What did you learn?

1. **Unit 731**

**Stop and predict**

Have you heard of Unit 731? This is a group of Japanese who conducted “medical research” during WWII. What do you know? Conduct brief internet research and take some notes.

**Restart the presentation**

Summarize what you learned about Unit 731.

The power of language: what are some terms used to refer to victims of involuntary experimentation? (31:00) (eg. Logs)

1. **The Holocaust**

**Stop and predict**

Have you heard of The Holocaust? This tragedy took place in Europe during WWII. What do you know? Conduct brief internet research and take some notes.

**Restart the presentation**

Summarize what you learned about Auschwitz.

Who were the SS? (50:50)

Who is Dr. Josef Mengele?

Describe the confusion over the “Roma twins” (56:00)

Why do you think twins were especially interesting for “medical research”?

What was “Project Paperclip”? (61:00)

What was “The Nuremberg Code”? (66:00)

1. **More recent examples**

Describe three examples of experiments conducted here in New York:

1.

2.

3.

Describe three examples of experimentation after WWII:

1.

2.

3.

Do you feel that victims of involuntary experimentation in the United States and abroad should be financially compensated? Explain.

Why are indigenous women being targeted for DNA genome research? (83:00)

What does it mean “to educate a person in mind and not in morals”?

*After the presentation, there was a lengthy question and answer session with the audience. Before you continue, stop and write three questions you would ask if you were in the audience.*

What questions would you ask Beth Lilach? Write three.

1.

2.

3.

1. **Personal Reflection**

Someone in the audience asks, “Is there anything we can do now that you have empowered us and given us all this information?” What does Ms. Lilach recommend? (88:00)

What is the “We the People online petition”?

“Until the 1960s we still had anti-miscegenation laws” prohibiting mixed-race marriage.” Are you surprised to learn about these laws?

**Below are some quotes. Choose two. Explain the significance of the quote and how it makes you feel.**

1. A student asks, “should we just forgive them… because after this presentation I feel so angry.” What do you think? (85:30)
2. Someone in the audience says, “You have the right to ask questions. You have the right to say no. If we don’t like it, it should not be happening. We are not just students or professors, we are citizens…being passive makes you guilty.” (96:00)
3. Dr. Novick says, “Instead of just doing what you are told, you should know what you are doing.” (93:00)
4. Someone in the audience says, “We need to pressure our legislators. We need to put pressure on the people that have power.”
5. Ms. Lilach says, “The mentality of patients has changed over the years. It used to be doctors were God; you didn’t get a second opinion. Now you have to.”

**Choose one.**

Describe your emotional reaction to this presentation. Did you feel angry, heartbroken, confused, depressed?

Have you heard the expression “ignorance is bliss”? This means “it is better not to know” or “if you don’t know, you will be happier”. Most Americans don’t know all of this information you have just learned about. Are you glad you know this information? Do you wish you could go back in time and “unlearn” this information?

What will you do with this powerful knowledge?

Wow. That was a heavy assignment. We should take Ms. Lilach’s advice.

Your homework assignment is to do something fun or joyful this weekend. And you need to tell us about it on Monday. Take care.