

IDS 201, Sect. 004: History, Race, and Disease

Emory University
Spring 2012
Tarbutton Hall, Room 106
Tuesday/Thursday—4:00 PM – 5:15 PM
Instructor: Melissa Creary
mcreary@emory.edu
Office Hours: By appointment

Course Description:

This class will integrate perspectives from US history of medicine, social psychology, behavioral medicine, bioethics, medical sociology, and clinical science to address big questions like: What is disease? What contributes to the social construction of illness? How is disease influenced by economics, politics, culture, and society? What are the roles of providers, patients, advocacy organizations, and government in the framing of disease? Using sickle cell disease and several other disease models as examples, we will examine how interdisciplinary fields have informed our thinking about the relationship between race and health. Through a close reading of a variety of historical and contemporary texts, media, and guest lecturers we will work towards questioning normative values assigned to concepts of race and disease and gain a deeper understanding of the social beliefs which act in union with technology and science in the course of disease diagnosis and treatment.

This class meets twice a week. Student participation is critical and you will be expected to read all assigned readings and watch all assigned viewings prior to the scheduled session.

Learning Objectives

- Describe behavioral, social and cultural factors that contribute to the health and well-being of individuals, communities and populations
- Describe the role of social and community factors in both the onset and solution of public health problems
- Critically analyze historical and contemporary interventions and policies

Course Evaluation:

Grades for this course will be evaluated based on the following:

Two short response papers (2-3 pp@ 5% each)	10%
Grant Proposal Draft	10%
Grant Proposal 2.0—Peer Review	10%
Grant Proposal Final	20%
Final presentation	20%
Writing Labs	10%
Participation and Attendance	20%

The course grading scale is as follows:

96-100	A
90-95	A-
86-89	B+
83-85	B

80-82	B-
70-79	C
60-69	D
0-59	F

Texts:

All required texts can be found online in Blackboard Learn or can be directly accessed through a hyperlink found in the syllabus. There are no required books to be bought for class.

Response Papers:

Response papers will explore the integration of topics covered in class. Questions will be provided in advance. A strong paper will have an introduction, thesis, topic sentences that support the thesis, informed examples, and analysis throughout. Papers will be due in Blackboard by 11:59 PM of due date and should be 2-3 pages long. Points will be deducted for going over page limit. **No** late papers will be accepted.

Grant Proposals:

The paper for this course will take the form of a modified Science, Technology, and Society Grant proposal to the US National Science Foundation for novel work that will address problems and issues at the interface of science, medicine and society, such as those having to do with practices and assumptions, ethics, values, governance, and policy. For instructions on the format of the proposal, see:

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5324. The instructor will discuss a modified version with students during specified class time. A successful proposal reviews the background of the area of study, and then proposes novel work that extends knowledge in some important way. It is important to convince your readers that your approach is practical as well as interesting. It should contain originality, evidence of critical thinking, mastery of the appropriate background, appropriate connections between the background and your project, a well-planned and feasible experimental plan and the clarity of your presentation. You can find examples of previously funded projects on the above referenced link.

You can also find more information to help you at the Class Library Guide:

<http://guides.main.library.emory.edu/IDS201Creary>

Abstract: Each student should pick a topic early in the semester and submit a non-graded 1-2 page abstract to the instructor. Upon approval, this abstract will serve as foundation to the 5 page proposal draft that will be submitted.

Draft: The draft should consist of a well thought out 5 page document that will outline the beginning stages of research for your grant proposal. A draft title, introduction, research question/objectives, brief literature review, planned methods, next steps, and references.

Draft 2.0—Peer Review: This 8-10 page draft should be a more developed version of your earlier version. The literature review and methodology should be clearly explained and enriched. The draft will be reviewed by a classroom peer chosen randomly. The peer review critique and NOT the paper will be graded. A review rubric will be provided to you.

Final: Based upon feedback from the drafts, students will be expected to adhere to comments given and submit a final 20 page grant proposal to the instructor in order to receive the final grade for the class. Papers should include: title, introduction, research question/objectives, literature review, methods, planned analysis and evaluation, conclusion and references.

Colloquia

Students are required to organize themselves into panels of three based on grant content. These panels will present their grant to a review board (class) and will have 30 minutes per panel. This will take place near the end of the semester. These presentations can be organized as 10 minutes per person or the three panelists can use their 30 minutes in a blended presentation. The presenters will be graded on their overall understanding of the grant proposal and ability to engage the class in a Q&A about the proposal. Further details will be given closer to the date.

Participation and Attendance

It is expected that students will attend each class session, and come fully prepared to discuss the assigned texts. Attendance will be taken every class session, and will count towards your participation grade. You are expected to come to all class meetings on time. If you are unable to attend a meeting, or will be late, please inform the instructor in advance. Students are allowed no more than two unexcused absences. After three unexcused absences, a ½ letter grade will be deducted for each absence thereafter. All late work not approved by the instructor in advance will be deducted ½ letter grade per day past the deadline.

Guidelines for Engagement

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Please make reference to the guidelines for engagement document.

The ILA Writing Lab Program

All ILA 200-level WR courses participate in an innovative peer-taught Writing Lab initiative. Writing Labs constitute a primary element of the WR component of the ILA 200-level courses (IDS 200, 201, 205, 213, 216, and AMST 201). Over the course of the semester, students attend 10 weekly, one-hour writing labs, offered at a regular array of times each week to fit each student's schedule (Tues., 6 pm, Wed., 6 & 7 pm, Thur., 6 pm). With the exception of two mandatory labs, students may waive the requirement to attend a week's lab by passing a quiz, administered through the Writing Lab BlackBoard site. A Writing Lab Manual, with weekly lessons, skills, and exercises is distributed electronically to each student and must be printed and brought in hard copy to each lab.

Required attendance at Writing Labs (or passing grades on weekly quizzes) will constitute 10% of your final grade; 1% for each week of the lab. Full credit is given for attendance or for passing a given week's quiz.

See more information about the writing labs here:

http://ila.emory.edu/home/undergraduate/special_programs/writing_labs.html

Honor Code:

Emory University's faculty and students subscribe to an honor code. Plagiarism is a serious offence, and I will refer all suspected cases to the Honor Council. See information about the honor code at:

http://www.college.emory.edu/current/standards/honor_code.html

Writing Center:

The center is located in Callaway Center North 212. I recommend that each student visit the center at least a couple of times, and let the center's associates evaluate papers you have written in this class. For more information, please visit their website, <http://www.writingcenter.emory.edu>, or call 404-727-6451.

Accommodating Disabilities and Office of Disability Services (ODS):

Emory University, and I your instructor, will make every effort to accommodate any documented disabilities any students have, in order to enhance their learning. If you are in need of a classroom accommodation, please make an appointment with me to discuss this as soon as possible. No student is required to reveal a disability, and all information will be held in the strictest confidence. Also, you will need to inform the Office of Disabilities Services, located in Room 110 of the Administration Building. They can be reached at (404) 727-9877 [voice], TDD: (404) 712-2049, or via the web at: <http://www.emory.edu/EEO/ODS/>. If you are already registered with ODS, make sure you provide me with a letter from the office documenting the accommodations you need.

****This syllabus is designed to allow for modifications in reading and topic when appropriate throughout the semester. THUS, you should check the Blackboard course site regularly for updates.****

Course Schedule

Session 1

Introduction

Th Jan 19

Course Introduction, exploring syllabus, getting to know each other

Session 2

Race: The Power of Illusion

Tu Jan 24

In Class Video Clip Viewing and Discussion

Hoffman, Frederick L. *Race Traits and Tendencies of the American Negro*. New York: Published for the American Economic Association by Macmillan, 1896. Skim Chapter 2.

Gray, George. "Sickle Cell Anemia," *Scientific American*, 2 (1951): 56-59

W JAN 25

DROP/ADD PERIOD ENDS

Session 3

Framing Race

Th Jan 26

Smedley, Audrey, and Brian D. Smedley. "Race As Biology Is Fiction, Racism As a Social Problem Is Real: Anthropological and Historical Perspectives on the Social Construction of Race." *American Psychologist*. 60.1 (2005): pp.16-26

Marks, J. [The Realities of Races](#). Social Science Research Council, 2006

Session 4**Framing Disease**

Tu Jan 31

Rosenberg, Charles E, and Janet L. Golden. *Framing Disease: Studies in Cultural History*, "Introduction: Framing Disease: Illness, Society, and History." New Brunswick, N.J: Rutgers University Press, 1992, pp. xiii-xxvi

Session 5**Slavery and Disease**

Th Feb 2

Savitt, Todd L. *Medicine and Slavery: The Diseases and Health Care of Blacks in Antebellum Virginia*. Urbana: University of Illinois Press, 1978, pp.7-17 and 35-47

Merrill, A. "[Diseases and Peculiarities of the Negro Race](#)," *De Bow's Review Southern and Western States*, XI (1851)

Session 6**Public Health, Public Good?**

Tu Feb 7

Galishoff, Stuart. "Germs Know No Color Line: Black Health and Public Policy in Atlanta, 1900-1918." *Journal of the History of Medicine and Allied Sciences*, 40.1(1985): pp. 22-41

Hunter, Tera W. *To 'joy My Freedom: Southern Black Women's Lives and Labors After the Civil War.* , "Tuberculosis as the 'Negro Servant's Disease." Cambridge, Mass: Harvard University Press, 1997, pp. 187-218

Response Paper Due (1 of 2)**Session 7****Tuskegee Syphilis Study**

Th Feb 9

Leavitt, Judith W, and Ronald L. Numbers. *Sickness and Health in America: Readings in the History of Medicine and Public Health*, "Racism and Research: The Case of the Tuskegee Syphilis Study." Madison: University of Wisconsin Press, 1978, pp. 331-343

Daniel, Pete. "Black Power in the 1920s: the Case of Tuskegee Veterans Hospital." *The Journal of Southern History*. 36.3 (1970): pp. 368-388

Session 8**Malaria and Sickle Cell Disease**

Tu Feb 14

Revisit: Savitt, Todd L. *Medicine and Slavery: The Diseases and Health Care of Blacks in Antebellum Virginia*. Urbana: University of Illinois Press, 1978, pp. 17-41

Laderman, C. "Malaria and Progress: Some Historical and Ecological Considerations." *Social Science & Medicine*. 9 (1975): pp. 587-594

McNeil, Donald. [Biochemistry: Scientists Decode the Protective Element Sickle Cell Anemia Offers Against Malaria](#), New York Times, 2011

Session 9

Th Feb 16

Sickle Cell Disease: Post WWII

Wailoo, Keith. *Drawing Blood: Technology and Disease Identity in Twentieth-Century America*, "Detecting Negro Blood: Black and White Identities and the Reconstruction of Sickle Cell Anemia." Baltimore: Johns Hopkins University Press, 1997. p. 134-161

Tapper, M. "An 'anthropathology' of the 'american Negro': Anthropology, Genetics, and the New Racial Science, 1940-1952." *Social History of Medicine*. 10.2 (1997): pp. 263-89

Abstracts Due**Session 10**

Tu Feb 21

Partnerships in Health

Beardsley, Edward H. *A History of Neglect: Health Care for Blacks and Mill Workers in the Twentieth-Century South*, "The Federal Rescue of Southern Health Programs, 1933- 1955." Knoxville: University of Tennessee Press, 1987, pp. 156-185

Rogers, Naomi, "Race & the Politics of Polio: Warm Springs, Tuskegee, and the March of Dimes," *American Journal of Public Health*, 97 (2007): pp. 784-795

Session 11

Th Feb 23

Negro Health

Cornely, PB. "The Health Status of the Negro Today and in the Future." *American Journal of Public Health and the Nation's Health*. 58.4 (1968): pp. 647-54

Ridgway, F. "Atlanta Opinions Clash in Debate Over Role of the Negro Hospital." *Modern Hospital*. 109.5 (1967): pp. 118-20

Seham, M. "Discrimination against the Negro in Medicine: a Paradox in the Democracy-Battlefront on Integration." *Journal of the National Medical Association*. 56 (1964): pp. 155-9

Washington, H. [Apology Shines Light on Racial Schism in Medicine](#), New York Times, 2008

Session 12

Tu Feb 28

Sickle Cell Disease: Obscurity to Prominence

"Black Genocide, Sickle Cell." Black Panther Newspaper, 1971

Culliton, BJ. "Sickle Cell Anemia: the Route from Obscurity to Prominence." *Science*. 178.4057 (1972): pp. 138-42

Session 13

Th Mar 1

Research beyond Wikipedia

Library Visit (**Room 312**)—Erica Bruchko

Response Paper Due (2 of 2)

Session 14 Newborn Screening: Implications and Ethics

Tu Mar 6 Hinton, C., Grant, A., & Grosse, S. (January 01, 2011). Ethical implications and practical considerations of ethnically targeted screening for genetic disorders: the case of hemoglobinopathy screening. *Ethnicity & Health*, 16, 4-5

Severo, R. "Genetic Screening at Du Pont: Blacks Only Need Apply." *Nation (New York, NY: 1865)*. 231.8 (1980): 243-5.

Guest Lecture: Cindy Hinton, PhD

Division of Birth Defects, Centers for Disease Control and Prevention

Session 15 Sickle Cell Trait: Implications and Ethics

Th Mar 8 Asgharian, A, K.A. Anie, and M Berger. "Women with Sickle Cell Trait: Reproductive Decision-Making." *Journal of Reproductive and Infant Psychology*. 21.1 (2003): 23-34

Session 16/17 Enjoy Spring Break!

Literature Review due March 12th at 11:59 PM in Blackboard

Session 18 Sickle Cell Trait: Athletes and the Media

Tu Mar 20 Thomas, K. [N.C.A.A. Council Approves Testing for Sickle-Cell Trait](#), New York Times, 2010

Stein, R. [Sickle cell testing of athletes stirs discrimination fears](#), Washington Post, 2010

Guest Lecture: Sean Trimble, MPH

Division of Blood Disorders, Centers for Disease Control and Prevention

Session 19 Global Perspectives on SCD

Th Mar 22 Al, Arrayed. "Campaign to Control Genetic Blood Diseases in Bahrain." *Community Genetics*. 8.1 (2005): pp. 52-55

Dennis-Antwi, JA; Dyson, SM and Ohene-Frempong, K. "Healthcare provision for sickle cell disease in Ghana: challenges for the African context". *Diversity in Health and Social Care*. 5.4 (2008): pp. 241-254

Sickle Cell In India: [Part I](#), [Part II](#), [Part III](#)

Session 20 Surveillance, Research, and Ethics

Tu Mar 27 [NIH Whistleblower Wins Right to Federal Court Trial and associated links](#)

[MMWR](#). HIPAA Privacy Rule and Public Health Guidance from CDC and the U.S. Department of Health and Human Services

Miller, T. [CDC, NIH Condemn 'Deeply Saddening' Guatemala Study , PBS News Hour](#)

Frieden, T. CDC internal statement

Guest Lecture: Althea Grant, PhD, MPH

Division of Blood Disorders, Centers for Disease Control and Prevention

Session 21 Measuring Race

Th Mar 29

Edited Interview with Dr. Camara Jones Research Director on Social Determinants of Health, Centers for Disease Control: [Working To Measure Racism](#)

Guest Lecture: Camara Jones, MD, PhD, MPH

Session 22 Race in Research

Tu Apr 3

Wilkinson, DY, and G King. "Conceptual and Methodological Issues in the Use of Race As a Variable: Policy Implications." *The Milbank Quarterly*. 65 (1987): pp. 56-71

Satcher, D, and G Rust. "Achieving Health Equity in America." *Ethnicity & Disease*. 16.2 (2006): pp. 3-8

[Healthy People 2010/2020](#) (skim website)

Search keyword: disparity, race

Session 23 Race and Genomics I

Th Apr 5

[Genetics and Race](#), Science Reporters' Seminar on Genome-Wide Association Studies (video)

Guest Lecture: Vence Bonham, JD,

The National Human Genome Research Institute (NHGRI), NIH

MEET IN LIBRARY-ECIT FOR SKYPE SESSION

Session 24 Race and Genomics II

Tu Apr 10

Hubbard, R., [Race and Genes](#), Social Science Research Council, 2006

Wallace, R., [A Racialized Medical Genomics: Shiny, Bright and Wrong](#), Race-The Power of Illusion Background Readings, 2003

Proposal Draft Due to Instructor in Blackboard by 11:59PM

Session 25 BIOETHICS SYMPOSIUM: Sickle Cell Disease—Equity and Ethics

Th April 12

[Genomic Careers](#), Interview with Dr. Carlton Haywood, NHGRI, NIH (video)

Carlton Haywood Jr., PhD, MA, The Johns Hopkins University
Psychology Building, Room 290, 4-6pm

Session 26 SCD in a Post-Racial Era

Tu Apr 17

Bediako, SM, and C J. Haywood. "Sickle Cell Disease in a "postracial" America." *Journal of the National Medical Association*. 101.10 (2009): pp. 1065-6

Smith, LA, SO Oyeku, C Homer, and B Zuckerman. "Sickle Cell Disease: a Question of Equity and Quality." Pediatrics. 117.5 (2006): pp. 1763-70

Session 27
Th Apr 19

Mini-Colloquia 1 & 2

Session 28
Tu Apr 24

Mini-Colloquia 3 & 4

Session 29
Th Apr 26

Mini-Colloquia 5 & 6

Session 30
Tu May 1

Reflections

Th May 3

Proposal Office Hours (Class time)

Th May 10

Grant Proposal Final Due—Posted in BlackBoard by 5pm