

CLASS SYLLABUS
HTS 3803 Race, Medicine, and Science
Fall 2012

Professor: Dr. W. Pearson, Jr.

MWF: 12:05-12:55 PM

Office: OCE 119 (404-385-2265, willie.pearsonjr@hts.gatech.edu)

Class room: OCE 304

Office Hours: 11:00-11:50 AM; 2:00-3:00 PM MW and by appointment*

*During my regularly scheduled office hours, if you are unable to meet or if we are unavailable (due to meetings or speaking engagements), please leave a voice-mail message or speak with me after class and I can set up an appointment for an alternative time.

Required Readings: See Course Calendar

Text: NONE (various readings will be made available)

The instructor reserves the right to make revisions to the syllabus and course calendar. You are responsible for work according to any and all changes. In case of revisions, you will receive a written notice that the revised document is posted on T-Square.

INTRODUCTORY STATEMENT

The course has as its primary objective, the study of the intersection of race, medicine and science drawing on the literatures from a variety of disciplines. The course rigorously examines the sociological and cultural concept of race and its usefulness as an analytical category.

To put the discussion in perspective, the course will:

- Discuss the socio-historical context of the interrelationship of race, medicine, and science
- Critically review the literature concerning debates on race, medicine, and science.
- Discuss how scientists and medical/health practitioners have described and interpreted perceived human differences
- Examine various models of science
- Situate the topics in socio-historical context (e.g., human experimentation)
- Examine how racial difference became medicalized
- Examine the demographic characteristics of the scientific and medical workforces

Learning Outcomes for the course include:

- Students will demonstrate an understanding of how sociocultural, economic, and political forces shape behavior in medicine and science.
- Students will demonstrate an understanding of how social and cultural ideas of race shape individual behavior in medicine and science.
- Students will demonstrate an understanding of how the institutions of medicine and science impact racial minorities.

FORMAT AND EVALUATIVE REQUIREMENTS

The course will focus primarily on discussions and presentations. The final grade will be determined from the average score derived from: (1) individual and group class participation, (2) a four page typed

review of each assigned weekly reading—due at class time, (3) one single or co-authored research paper (15-25 double-space, typed pages, including annotated bibliography, appendices, etc.), and (4) an oral presentation based on the research paper. These assignments are described more fully below:

1. Class participation. Over the course of the semester, each student will be assigned to serve as a discussant or co-discussant by presenting a 10-15 minute synthesis or review of the assigned reading(s), after which the discussion will be opened to the entire class. You are encouraged to supplement the assigned readings with other relevant readings and/or video clips. Given the criticality of class participation, it is imperative that you keep up with your reading assignments and be well-prepared (this means having thought critically about the readings) to engage in a spirited but respectful discourse. It is highly recommended that you take notes and formulate questions while reading. You are expected to be an active participant. Always bring your readings, notes and questions to each class. Participation is not evaluated in terms of how many times you comment, but by the clear demonstration that you have read and comprehended the assignments, and the quality of your overall engagement in the discussion. Class participation includes the end-of-term presentations.

Discussants: Discussants are expected to lead the discussion, including calling on colleagues to respond or comment. To facilitate the process, the discussants will e-mail to the class at least 48 hours prior to class, a one-page synopsis of the assigned reading(s) outlining the purpose and main argument(s). At the end of each class discussion, the instructors will highlight the major points covered in the discussion and provide feedback if critical issues not covered or inadequately covered.

2. Reviews. A four page typed review of each weekly reading is due in class on the day of coverage (*unless otherwise noted*). **Reviews are focused and documented arguments—not summaries.** Informed opinions are encouraged. The reviews must examine the strengths and weaknesses of the authors' argument/evidence and assess the theoretical framework and methodology. The primary purpose is to demonstrate that the readings were not only read but comprehended.

3. Research paper. A précis must be approved by the instructor before proceeding with the research paper. The précis must: (1) identify the topic and its significance, (2) provide a brief review of the literature research, (3) include questions or hypotheses, (4) specify a theoretical framework or model, and (5) discuss methods used to collect data/information. The final paper will include points 1-4, (5) findings, and (6) implications of the findings for future research, policy or programs, and (7) annotated bibliography. In general, the research paper should follow the basic structure of the précis. The research paper must be double-spaced and well documented with scholarly citations and a reference/bibliographical listing. Research instruments (e.g., interview protocols, surveys), raw data, and other supplementary material should be placed in an appendix.

You are encouraged to seek assistance from the professionals at the GT library, especially Mr. Bruce Henson. The library staff is very knowledgeable about databases and other informational sources. The research paper must follow the MLA, Chicago or American Sociological Association style guide.

4. **Presentation.** You will present the results of your research paper at the end of the semester (a scoring guide will be provided at least two weeks prior to the scheduled presentation). It is important to practice the timing of your presentation because you will not be permitted to exceed your allocated time. If your presentation involves the use of AV equipment, you are strongly advised to come to class early on the day of your scheduled presentation and have an alternative plan in case the AV equipment malfunctions. If you plan to distribute handouts, you are responsible for providing a sufficient number of copies for the class. *Note that any missed presentation cannot be rescheduled. However, you may negotiate with a classmate to exchange time slots. In such case, the instructor must make approve of the change.*

NOTE: Throughout the semester, you will be allocated RESEARCH DAYS to work on your research paper and oral presentation.

All requirements are weighted equally and will be based on the following scale:

A = 100-93 B = 92-85 C = 84-75 D = 74-65 F = below 65

Grade Breakdown:

Class participation/discussion:	25%
Reviews:	15%
Research paper:	35%
<u>Presentation:</u>	<u>25%</u>
Total	100%

All assignments are scheduled for each week. Each student is required to be thoroughly prepared for each class. *All assignments are given far enough in advance so as not to warrant tardy assignments.* Each student is responsible for signing the attendance sheet and managing the folder of returned assignments.

Approved absences typically include: illness, religious holidays, family and personal emergencies, and official representation of GT in extracurricular events. To the extent possible, email and leave a voice message regarding expected absences.

NOTE: The course requirements will be adjusted to serve the needs and capabilities of ESL and LD students. The Georgia Tech Honor Code applies to all student work.

Race, Medicine, and Science Course Calendar (Fall 2012)

August

- M 20** **PART I** INTRODUCTION: GOALS AND OBJECTIVES
PART II FRAMING RACE, MEDICINE AND SCIENCE
- W 22** **Definitions, Theories/Conceptual Frameworks**
- TH 24** **CONT'D and Methodologies**
- M 27** **CONT'D and Precis Format**
- W 29** **LIBRARY ORIENTATION: RESOURCES FOR RESEARCH PAPER**
(REPORT TO MR. BRUCE HENSON, GT LIBRARY)
- F 30** **RESEARCH DAY: PREPARE PRECIS DRAFT AND SUBMIT VIA EMAIL**

September

- M 3** **HOLIDAY**
PART III HISTORICAL BACKGROUND
- W 5** **PRECIS DRAFT RETURNED AND DISCUSSED**
- F 7** **REVIEW 1 DUE:** R. K. Merton (1973), "The Normative Structure of Science."
Chapter 13 in *The Sociology of Science: Theoretical and Empirical Investigations*.
Chicago: U. of Chicago Press.
- M 10** **REVIEW 2 DUE:** P. L. Julian (1969). "On Being Scientist, Humanist, and Negro."
Pp. 147-157 in S. L. Wormley and L.H. Fenderson, Editors. *Many Shades of Black*.
New York: Morrow.
- W 12** **REVIEW 3 DUE:** H. Washington (2006) "Profitable Wonders: Antebellum
Medical Experiments with Slaves and Freedmen." Pp. 52-74 in H. Washington,
*Medical Apartheid: The Dark History of Medical Experimentation on Black
Americans from Colonial Times to the Present*. **New York: Double Day.**
- F 14** **VIDEO:** "Tuskegee Syphilis Study" (60 minutes)
- M 17** **REVIEW 4 DUE:** B. Rusert (2009). "A Study in Nature": The Tuskegee
Experiments and the New South Plantation." *J. of Medical Humanity*
30: 155-171.
- W 19** **RESEARCH DAY**
- F 21** **RESEARCH DAY**

- M 24 VIDEO: "Holocaust on Trial." (60 minutes)**
- W 26 PRECIS DRAFT DUE**
- REVIEW 5 DUE:** G. Baader, S. E. Lederer, M. Low, F. Schmaltz, and A. v. Schwerin (2005), "Pathways to Human Experimentation, 1933-1945: Germany, Japan, and the United States." *OSIRIS*: 205—231.
- F 28 RESEARCH DAY**
- October**
- M 1 RESEARCH DAY: DRAFT DUE of *Introduction, Theory, Methods and Literature Review***
- W 3 REVIEW 6 DUE:** P. Weindling (2012), "Cleansing" anatomical collections: The politics of removing specimens from German anatomical and medical collections 1988-92." *Annals of Anatomy* 1994: 237-242.
- F 5 DRAFT RETURNED AND DISCUSSED**
- M 8 REVIEW 7 DUE:** S. Timmermans (2003), "A Black Technician and Blue Babies." *Social Studies of Science* 33: 197-229.
- W 10 PART IV Contemporary Issues**
- REVIEW 8 DUE:** J. K. Shim (2005), "Constructing 'Race' Across the Science-Lay Divide: Racial Formation in the Epidemiology and Experience of Cardiovascular Disease." *Social Studies* 35:405-436.
- F 12 RESEARCH DAY**
- M 15 HOLIDAY**
- W 17 REVIEW 9 DUE:** J. Greene, J. Blustein, and B. C. Weitzman (2006), "Race, Segregation, and Physicians' Participation in Medicaid." *The Milbank Quarterly* 84: 239-272.
- REVIEW 10 DUE:** L. Pololi, L.A. Cooper, and P. Carr (2010), "Race, Disadvantage and Family Experiences in Academic Medicine". *Journal of General Internal Medicine*: 1363-1369.
- F 19 REVIEW 11 DUE:** Primary Care Physicians and Older Patients: How Does Race Matter?" *Journal of General Internal Medicine* 27: 576-81.

M	22	REVIEW 12 DUE: Stepanikova, Q. Zhang, D. Wieland, G. P. Eleazer, and T. Steward (2011), "Non-Verbal Communication Between
W	24	REVIEW 13 DUE C. Lee (2008), "Race" and "Ethnicity" in biomedical research: How do scientists construct and explain differences in health? <i>Social Science & Medicine</i> 68: 1183-1190.
F	26	TBA
M	29	REVIEW 14 DUE: J. Comas (1962), "Scientific Racism Again?" <i>Current Anthropology</i> 2:308-340. Comments in <i>Current Anthropology</i> (1962) 3:284-296.
W	31	REVIEW 15 DUE: Letters (<i>Science</i> 1964, 28: 913-915) on the "Science and the Race Problems. A report of the AAAS Committee on Science in the Promotion of Human Welfare." (1963) <i>Science</i> 142: 558.
November		
F	2	TBA
M	5	RESEARCH PAPER DRAFT DUE
W	7	REVIEW 16 DUE: R. K. King, A. R. Green, A. Tan-McGrory, E. J. Donahue, J. Kimbrough-Sugick (2008), "A Plan for Action: Key Perspectives from the Racial/Ethnic Disparities Strategy Forum." <i>The Milbank Quarterly</i> 86: 241-272.
F	9	TBA
M	12	REVIEW 17 DUE: E.N. Glenn (2008), "Yearning For Lightness: Transnational Circuits in the Marketing and Consumption of Skin Lightness." <i>Gender & Society</i> 22:281-302. READ: M. Bray (2002), "SKIN DEEP: Dying to be White." CNN.com RESEARCH PAPER DRAFT RETURNED
W	14	TBA
F	16	RESEARCH DAY
M	19	RESEARCH DAY
W	21	RESEARCH DAY: RESEARCH PAPER DUE
F	23	HOLIDAY
M	26	TBA RESEARCH PAPER RETURNED
W	28	RESEARCH DAY: PRESENTATION DRAFT DUE

F 30 RESEARCH DAY

December

M 3 PRESENTATIONS

W 5 PRESENTATIONS

F 7 PRESENTATIONS/WRAP UP

RECOMMENDED READINGS

P. M. Barnes, P. F. Adams and E. Powell-Griner (2010), "Health Characteristics of the American Indian or Alaska Native Adult Population: United States, 2004-2008." *National Health Statistics Reports*. March 9: 1-22.

B. Beaton (2007), "Racial Science Now: Histories of Race and Science in the Age of Personalized Medicine." *The Public Historian* 29:157-62.

T. Duster (2005), "Race and Reification in Science." *Science* 307: 1050-1051.

C. Holden (2003), "Race and Medicine." *Science* 302: 594-596.

R. Koenig (2000), "Reopening the Darkest Chapter in German Science." *Science* 288: 1576-1577.

R. E. Kuttner (1967), *Race and Modern Science*. New York: Social Science Press.

D. Malebranche (2004), "Learning About Medicine and Race." *Health Affairs*: 220-224.

R. Morello-Frosch and E.D. Shenassa (2006), "The Environmental "Riskscape" and Social Inequality: Implications for Explaining Maternal and Child Health Disparities. *Environmental Health Perspectives* 114:1150-1153.

"Not a black and white question; Race and medicine." *The Economist* (2006), Volume 379.

M. O'Reilly (1993), "Nazi medicine: "The perversion of the noblest profession." *Canadian Medical Association Journal* 148: 819-821.

L. M. Pohl (2000), "Long Waits, Small Spaces, and Compassionate Care: Memories of Race and Medicine in a Mid-Twentieth-Century Southern Community." *Bulletin History of Medicine* 74: 107-137.

D. C. Tate, J.J. Van Den Berg, N. B. Hansen, A. Kochman and K. J. Sikkema (2006), "Race, Social Support, and coping strategies among HIV-positive gay and bisexual men." *Culture, Health & Sexuality*

W. Troesken (2004), *Water, Race and Disease*. Cambridge, MA: MIT Press.