

HTS 3088 A — RACE, MEDICINE, AND SCIENCE
GEORGIA INSTITUTE OF TECHNOLOGY
FALL 2019

Instructor: Jennifer Singh, MPH, Ph.D.

Phone: 404-894-7445

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Office: Old Civil Engineering Bldg., G-22

Meeting Time: MWF 10:10 pm – 11:00 pm

Room: Architecture East Room 107

Office Hours: MW 2-4 pm or by appointment.

How to contact the instructor: Please contact Professor Singh by using the Canvas site dedicated to the course. I will respond to your e-mails within 42 hours.

COURSE DESCRIPTION

The primary objective of this course is to study the interrelationship of race, medicine, and science drawing on various literatures such as history, sociology, and anthropology. The course rigorously examines the social, political, and cultural concept of race and its usefulness as an analytical category with a emphasis on American history. In line with the Quality Enhancement Program at Georgia Tech, the course is designed and will be instructed based on student community engagement with local non-profit organizations that serve social and medical needs related to sickle cell disease and/or HIV/AIDS. Service-learning is an educational approach that provides students with structured opportunities to learn, develop, and reflect through active participation in thoughtful, organized community engagement.

To put the discussion into perspective, the course will:

1. Examine the historical development of contemporary racial categories used in scientific medical research
2. Discuss the socio-historical context of the interrelationship of race, medicine, and science
3. Critically review the literature concerning debates of race, medicine, and science
4. Discuss how scientists and medical/health practitioners have described and interpreted perceived human differences
5. Examine how scientists constructed racial difference and how the existence of racial difference influenced the construction of medical knowledge.
6. Situate the topics in socio-historical context (e.g., human experimentation)
7. Examine how racial difference became medicalized

AREA E APPROVED LEARNING OUTCOME:

Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior in medicine and science. Upon completion of this course, students will demonstrate that they have met the Area E social science learning outcome by writing five critical analyses based on weekly assigned readings; participating in community service event and project and writing an individual paper based on service learning experience; class assignments; leading class discussion; and five written reading responses.

LEARNING OUTCOMES

In addition to Area E social science learning objective described above, because of taking this course, students will be able to:

1. Identify sociological, historical, and political dimensions at the intersection of race, medicine, and science
2. Describe how social and cultural ideas of race shape individual behavior in medicine and science.
3. Recognize how the institutions of medicine and science impact racial minorities.
4. Explain major concepts, methods, and theories used to critically analyze the interrelationship between race, medicine, and science.
5. Develop individual critical thinking, analytical, reading and writing skills.

SERVE-LEARN-SUSTAIN

This course is part of Georgia Tech's Serve-Learn-Sustain (SLS) initiative, uniting classroom learning with community action. SLS works with all six colleges to offer courses and programs connecting sustainability and community engagement with real-world partners and projects, allowing students to use their disciplinary expertise related to science and technology to help "create sustainable communities" where humans and nature flourish, now and in the future, in Georgia, the U.S., and around the globe. More information about SLS can be found at www.serve-learn-sustain.gatech.edu. Visit the website to sign up for the [SLS Email List](#), view the full list of [affiliated courses](#), and find links to Facebook, Instagram and Twitter.

SERVE-LEARN-SUSTAIN OBJECTIVES

Develop Skills & Knowledge

1. Identify relationships among ecological, social, and economic systems
2. Describe how actions affect community sustainability
3. Work effectively in different communities
4. Analyze the impact of decisions on community sustainability

Connect to Professional Practice

5. Relate discipline to community sustainability
6. Work in diverse contexts
6. Create and evaluate approaches to addressing community sustainability
7. Communicate with the public about sustainable communities

Build Long-Lasting Values and Beliefs

8. Manifest personal values and beliefs demonstrating responsible community membership

REQUIRED TEXTS AND READINGS

Available at the Georgia Tech Bookstore.

Roberts, Dorothy. 2011. *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-First Century*. The New York Press: New York.

Wailoo, Keith Wailoo and Stephen Pemberton. 2006. *The Troubled Dream of Genetic Medicine: Ethnicity and Innovation in Tay-Sachs, Cystic Fibrosis, and Sickle Cell Disease*. Johns Hopkins University Press: Baltimore.

In addition to these books, there will be a selection of required articles and book chapters. Unless indicated with “Canvas” all additional reading materials are available online through the Georgia Tech Library – Web of Science Database or online books.

COURSE REQUIREMENTS

1. Class Participation, Reading Responses and Attendance (20%)

Class participation (5%) includes attending class, keeping up on assigned readings, and contributing effectively to class discussions. Students are expected to do **all** the assigned reading thoroughly before coming to class and be prepared to participate actively in class discussions. Most class meetings will involve some group discussion of the readings.

Reading Responses (10%) Each student is responsible for turning in 5 one to two-page written responses based on selected articles and/or book chapters indicated by a * in the syllabus. **There are 2 mandatory responses (August 26 and Oct. 28)**. You can choose the remaining three responses. Responses should include: 1) citation of the assigned reading in ASA style; 2) major concepts and/or theories addressed; 3) a brief summary; 4) a critique of the reading (do you agree or disagree with approach, what is stated, methods, conclusions, etc.? What comparisons can you draw from previous readings? What are the strengths and weakness? What questions were left unanswered? What did not make sense to you?); and 5) two thoughtful questions for the class – these will be the basis of our class discussion. **If applicable, you should also relate the readings to your SLS experiences. All reading responses must be posted by 6pm the day before class on Canvas. In the title of your post please indicate the author name/year.**

No credit will be given to responses turned in late or that do not meet the above criteria. Only excellent responses will receive complete credit. You may not make up responses at the end of the semester.

By having prepared a response to the material in advance and sharing your evaluations with the rest of the class, it is my hope that you will be better prepared to engage in productive class discussions and that you will gain more from each other’s analyses than you would otherwise. I will be looking for clear intellectual engagement.

In-Class Assignments (5%) There will be several in-class assignments throughout the semester based on the readings/class activities/videos. These assignments cannot be made up unless you have an excused absence.

Attendance Policy Attendance will be taken and is part of your final grade. Beginning with the 4th absence 1% will be deducted from your final grade. For each successive absence an additional percentage point will be deducted from your final grade. For example, 5 absences would result in a 2% deduction from your final grade; 6 absences would result in a 3%

deduction, and so on. Absences as defined by the University Senate (serious illness, illness or death of a family member, university related trips, major religious holidays) will be excused.

2. Lead Class Discussion (10%)

Each student will sign up for a day to lead facilitation of the class readings. Students will have to work together to identify the main points of the reading, how it relates to the other course materials, and develop discussion questions for the class. The discussion group must also share a news item or some other media that relates to the class materials for that day (new scientific discoveries related to race, news or stories about a specific racialized disease, contemporary or other historical issues of medical experimentation among racial groups, other legacies of Tuskegee Syphilis Study for health, social movements against racial/ethnic medical discrimination, contemporary racial pathologies, designer racial drugs, etc.). The news item or media must be shared with Professor Singh 5 days before the scheduled discussion to get approval before sharing it with the class. The class discussion will last 20 minutes. If sharing a video, only 3 minutes allowed.

3. Take Home Exam (10%) – Due Oct. 11 at 9am.

4. Service Learning Assignments (60%) – Working with Sickle Cell Foundation of Georgia and/or the Georgia Department of Public Health HIV/AIDS department.

- A. SLS Orientation (5%) - Thursday, Sept. 12, 2019, 11-12pm – Klaus – 1116 West Seminar Room – Intro to SLS and Service Learning and Community Engagement Orientation. ASSIGNMENT: Write a 1-page reflection about what you learned at the SLS orientation and how this information will be useful for the SLS project. Turn in response on Canvas/Assignments/SLS orientation. **Due Friday, Sept. 13 at 11:55pm.**
- B. (5%) Working in groups, you will serve as a consultant for BMED 3600 to identify the social, ethical, political, historical issues that may be associated with the drug they design for HIV/AIDS and/or Sickle Cell Anemia. ASSIGNMENT: Write a 3-page group paper addressing these issues based on course material. This will be shared with the BMED 3600 students. **Due Nov. 8, 2019 (consultation on Oct. 28, 2019)**
- C. (50%) Volunteer as an individual or small group for at least 15 hours (each) with an organization(s) that works with communities related to HIV/AIDS and/or Sickle Cell Anemia. As an individual student, write a final paper involving one interview (or more) with someone who is involved in research/clinical practice/intervention on HIV/AIDS or Sickle Cell Anemia, and one interview with a person who has experience living with HIV/AIDS or Sickle Cell Anemia (this can also be a caregiver or sibling). If you are working as a small group on a community project, interviews can be done together and used for individual papers. You must be involved in the question development and interviewing process to use an interview for final paper. Each student is responsible for writing their own paper.
 - a. Contact community partner(s) and identify mutual partnership (this should happen by **September 13, 2019**) – **Due: Sept 27, 2019 – One-page outline of the name of community partner and specific volunteer work you will be doing alone or in a group (5%). Must also meet with Professor Singh.**

- b. Conduct volunteer work (15 hours throughout the semester – including events and interviews) – **Turn in with final paper: Volunteer sheet that documents dates/hours of volunteer work and signed by supervisor. For each volunteer event, a written reflection must also be turned in within a week of participation (10%)**
- c. Identify people to interview/Develop interview questions/Conduct interviews – **Interview Guide due: Oct. 16 (5%)**
- d. Write final paper incorporating course materials, volunteer experience, and interviews (25%). Present SLS experience with class based on paper (5%) (Nov.18-22). **Due Dec. 6, 2019 at 11:30am.**

COURSE EVALUATION

		<u>Calculate your grade</u>
Class Participation	5%	(your grade)(.05) = a
Reading Responses	10%	(your grade)(.10) = b
Class Assignments	5%	(your grade)(.05) = c
Lead Class Discussion	10%	(your grade)(.10) = d
Take Home Exam	10%	(your grade)(.10) = e
SLS Project	60%	(your grade)(.60) = f
- SLS orientation (5%); SLS Consultant (5%);		
- Community Partner Contact (5%); Volunteer/Reflections (10%)		
- Interviews/Observation (5%); Presentation (5%)		
- Final Paper (25%)		
Attendance	(deduct % points based on # of absences) = g	
Total	100 %	(a+b+c+d+e+f) – g = grade
Course grade: 90-100=A	80-89=B	70-79=C 60-69=D Lower than 60=F

70 is a passing grade

ACCOMMODATIONS

Students with disabilities needing reasonable accommodations are encouraged to contact the instructor. The Office of the Dean of Students, the Office of Disability Services Program is available to assist us with the reasonable accommodations process. More information at: <https://disabilityservices.gatech.edu/>

SLS COMMUNITY PARTNERS

I have established a connection with two potential partners. However, you may also know of additional HIV/AIDS or Sickle Cell Anemia community organizations (or events) that would welcome student volunteers.

Georgia Department of Public Health – HIV/AIDS Division

<https://dph.georgia.gov/hiv-prevention>

- Women's HIV
- Prenatal HIV
- LGBTQ+ (MSM) HIV
- STD/High Impact Prevention Program in DeKalb County

- September 26-28, 2019 – **The Journey to Change Leadership Conference (J2C)** formerly the MSM Symposium – FREE conference for the LGBTQ+ community and health care providers. Register: <https://j2c.ticketleap.com>

- Sunday, September 29, 2019 – **AIDS Walk Atlanta and Music Festival** (Volunteers needed)

Sickle Cell Foundation of Georgia – see volunteer page (Many events in September):

<https://sicklecellga.org/feature/volunteer/>

- Saturday, August 31, 2019 (9-1pm). **Ready, Set, Transition** – Sickle Cell Anemia Transition Education Series – Great opportunity to learn more about the lived experiences of people living with Sickle Cell. Registration Required: <https://www.eventbrite.com/e/ready-set-transition-sickle-cell-transition-education-series-tickets-68148113843>
- Saturday, September 14, 2019 – **Walk a Mile for Sickle Cell**. Fundraiser Register: www.active.com/atlanta-ga/walking/sickle-cell-fnd-of-ga-walk-a-mile-2019
- Saturday, Sept. 21, 2019 (1-3pm) **Volunteer Meet and Greet** – Location: Sickle Cell Foundation of Ga, Inc. 2391 Benjamin E. Mays Drive SW Atlanta, GA 30311

CLASSROOM CONDUCT

- Do not talk during lecture, while other students are asking questions, or during movie/video presentations.
- Please **silence** cell phones, and **turn off** iPods, or other electronics during class.
- Computers are allowed in class to take notes only. You are prohibited from using e-mail, Facebook, You-Tube, or any other non-related electronic material. It disrupts not only your learning but also the learning of those around you. If it becomes apparent that you are using your computer in class to surf the web and are disengaged in class, I will ask you to close your computer and you will no longer be able to bring it to class.

- Late arrivals & early departures disrupt not only me, but also other students; therefore, if you know you will be late or need to leave early—please talk to me *before* class (or email me).
- Since this course discusses controversial issues, I expect you to respect and listen to everybody’s opinions and perspectives. I value and respect your contributions. Please do the same for others in the class. Our class is a space free of sexist, racist or other offensive comments.

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology’s commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in broader society.

POLICIES FOR WRITTEN WORK

All writing assignments are to be typed, double-spaced, using 12-pt. Time New Roman font, and must include page numbers and proper use of citations. **Please use ASA citation style.** I have posted a quick guide to ASA citation style on Canvas /Files/ASA citation.

Guidelines for Student Reflections on SLS events and/or volunteer work.

Please clearly divide each reflection into the following categories

1. Date, time, and place of activity (SLS event or volunteer work)
2. Objective/Description of your experiences: *What happened? Write a factual account of what you did, the social interactions you observed that does not include your opinion. Write at least 100 words.*
3. Interpretation/Explanation: *Now try to understand the social interactions you described above in #2. Use principles and concepts from the course reading material and lectures in making your interpretations.*
4. Personal Opinions/Feelings and Learning: *Thoughts/opinions. Interpret what you saw and heard today. What does it mean to you? Use emotion words (i.e., happy, surprised, frustrated) to describe your feelings. What knowledge and/or skills did you acquire today? What did you learn about yourself? What did you learn about others around you?*

Research/Writing Resources at Georgia Tech: <http://libguides.gatech.edu/research>: This guide will help you learn how to conduct research, how to write well, and how to avoid plagiarism by citing your sources.

The Communication Center at Clough Commons also provides tutoring in communication-related assignments or projects regardless of discipline. The **CommLab** is located on the 4th floor of the Clough Commons:

<http://www.communicationcenter.gatech.edu/>

For international students, there is a writing center that will help you with your written reports. Please see the Language Institute about writing services:
<https://esl.gatech.edu/additional-programs/georgia-tech-campus-support>

ACADEMIC HONOR CODE

Academic Integrity Statement: Students are expected to act according to the highest ethical standards. The immediate objective of an Academic Honor Code is to prevent any Students from gaining an unfair advantage over other Students through academic misconduct. The following clarification of academic misconduct is taken from Section XIX Student Code of Conduct, of the Rules and Regulations section of the Georgia Institute of Technology General Catalog: Academic misconduct is any act that does or could improperly distort Student grades or other Student academic records. Such acts include but need not be limited to the following:

Plagiarism: Plagiarizing is defined by Webster's as "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source." I will check all papers for plagiarism and your papers will be considered as "plagiarized" in part or entirely if you do any of the following:

- Submit a paper that was written by someone other than you.
- Submit a paper in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references.
- Submit a paper in which you "cut and paste" or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, and place the source in your list of references.

If caught plagiarizing, you will not receive credit for the assignment and you will be dealt with according to the GT Academic Honor Code.

Working with other students: Unless specifically identified as group work, all assignments are to be completed alone.

Cheating: Cheating off of another person's test or quiz is unethical and unacceptable. Cheating off of anyone else's work is a direct violation of the GT Academic Honor Code, and will be dealt with accordingly.

Unauthorized use of any previous semester course materials, such as tests, quizzes, homework, projects, and any other coursework, is prohibited in this course. Using these materials will be considered a direct violation of academic policy and will be dealt with according to the GT Academic Honor Code.

For any questions involving these or any other Academic Honor Code issues, please consult me, my teaching assistants, or visit www.honor.gatech.edu

COURSE SCHEDULE

The instructor reserves the right to change schedule as needed to accommodate course changes.
All assignment due dates will remain the same.

Date		Reading Assignment/Topic	Assignments
Aug 19	M	Introduction to course	Read Syllabus/ Purchase books
Aug 21	W	Class Activity: Race – The Power of Illusion: http://www.pbs.org/race/002_SortingPeople/02_00-home.htm	
Aug 23	F	Review the SLS website, SLS linked courses, and SLS community health: https://sls.gatech.edu Wailoo, K. 2017 “Sickle Cell Diseases – A History of Progress and Peril.” <i>NEJM</i> LAST DAY TO REGISTER FOR COURSE	LINKED COURSE Professor Singh Professor Platt LOCATION: Marcus Nanotech Conference Room 1117-1118
THE SOCIAL AND SCIENTIFIC CONSTRUCTION OF RACE			
Aug 26	M	Theoretical Approach *Omi and Winant – <i>Racial Formation in the United States</i> , Ch. 4: Racial Formation (Canvas)	DUE: Mandatory Reading Response (6PM on Aug. 25)
Aug 28	W	*Roberts, Ch. 1: The Invention of Race	
Aug 30	F	*Roberts, Ch. 2: Separating Racial Science from Racism	DUE Class Assignment: Turn in reflection of your understanding of race and why it matters in science and medicine (11:55pm)
Sept 2	M	NO CLASS - HOLIDAY	
Sept 4	W	*Smedley and Smedley (2012) <i>Race in North America</i> Ch. 9: The Rise of Science and Scientific Racism; Ch. 10: Growth of the Racial World view in 19 th Century America (Canvas)	
Sept 6	F	Class video: The Power of Illusion	DUE Class Assignment: Answer questions from video (11:55pm)
Sept 9	M	*Stephen J. Gould, “American Polygeny and Craniometry Before Darwin: Blacks and Indians as Separate, Inferior Species,” in Harding, <i>Racial</i>	

		<i>Economy of Science</i> . pp. 84-115	
Sept 11	W	*Krieger and Bassett “The Health of Black Folk: Disease, Class, and Ideology in Science” in Harding, <i>Racial Economy of Science</i> . pp.161-169 *Braun et al. (2007) “Racial Categories in Medical Practice: How Useful are They? <i>PLOS Medicine</i> Vol. 4 (9): 1423 – 1428.	Student Discussion
Sept 13	F	Living with Sickle Cell – Guest Speaker	DUE: SLS Orientation 1-page reflection (11:55pm) LOCATION: Children’s Healthcare of Atlanta Seminar Room (EBB)
RACIALIZED DISEASES: SICKLE CELL AND TAY-SACHS			
Sept 16	M	*Duster <i>Back Door to Eugenics</i> Ch. 1 and 3 (Canvas)	
Sept 18	W	*Wailoo and Pemberton: Introduction and Ch. 1. Eradicating a “Jewish Gene”: Promises and Pitfalls in the Fight against Tay-Sachs Disease	Student Discussion
Sept 20	F	*Reuter <i>Tay-Sachs Disease and the Right to be Responsible</i> . Introduction, Ch.1 Diagnosis the Genuine “Jewish Type” (Canvas)	
Sept 23	M	*Reuter <i>Tay-Sachs Disease and the Right to be Responsible</i> . Ch. 2 Governing Disease (Canvas)	
Sept 25	W	*Wailoo <i>Dying in the City of Blues</i> : Introduction and Ch. 2 Race Pathologies, Apparent and Unseen (Canvas)	Student Discussion
Sept 27	F	SLS day - TBD	DUE: 1-page outline of community partner and volunteer work (11:55pm) LOCATION: Children’s Healthcare of Atlanta Seminar Room (EBB)
Sept 30	M	*Wailoo – <i>Dying in the City of Blues</i> Ch. 4 The Commodification of Black Health and Conclusion (Canvas)	
Oct 2	W	*Wailoo and Pemberton: Introduction and Ch.3 *Pauling et al. “Sickle Cell Anemia, a Molecular Disease” <i>Science</i> , November 25, 1949, Vol. 110.	CROSS LINKED CLASS Professor Singh 152 Auditorium Kendeda

		(Canvas)	Building 422 Ferst Drive
Oct 4	F	*Nelson – <i>Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination – Intro and Ch.4</i> (Canvas)	Student Discussion
Oct 7	M	*Wailoo and Pemberton Ch. 2. Risky Business in White America: Gene Therapy and Other Ventures in the Treatment of Cystic Fibrosis and Conclusion	
Oct 9	W	Interview/Observation Tips – Reading TBD Section review and receive take home exam question – short essay	
Oct 11	F	Exam is due Friday at 9 am on Canvas. Bring electronic or hard copy to class and be prepared to discuss your paper.	EXAM DUE AT 9AM
Oct 14	M	NO CLASS - FALL BREAK	
RACIAL SCIENCE: EXPERIMENTATION			
Oct 16	W	*Brandt, Allan M. 1978. "Racism and research: The case of the Tuskegee Syphilis study." <i>The Hastings Center Report</i> 8(6): 21-29. *Jones, James. "The Tuskegee Syphilis Experiment – A Moral Astigmatism" in Harding, <i>Racial Economy of Science</i> . pp. 275 – 277.	DUE: Interview Guide (11:55pm) Student Discussion
Oct 18	F	*Thomas, S. B., and Quinn, S.C. (1991). Tuskegee syphilis study, 1932 to 1972: Implications for HIV education and AIDS risk education programs in the Black community. <i>American Journal of Public Health</i> , 81(11), 1498-1505. *James H. Jones. <i>Bad Blood: The Tuskegee Syphilis Experiment Ch. 14: AIDS Is it Genocide?</i> (Canvas) AIDS Vu: https://map.aidsvu.org/map	CROSS-LINKED CLASS Professor Singh LOCATION: Marcus Nanotech Conference Room 1117-1118
Oct 21	M	HIV/AIDS *Freidman, et al. 2009. "Structural and Social Context of HIV Risk Among African Americans" <i>American Journal of Public Health</i> , Vol 99, no 6.	CROSS-LINKED CLASS HIV/AIDS – LECTURE BY PROFESSOR MANU PLATT

			LOCATION: Marcus Nanotech Conference Room 1117-1118
Oct 23	W	Tuskegee Syphilis Study (Video)	Class Assignment: Turn in questions from video (11:55pm)
Oct 25	F	*B. Rusert (2009). "A Study in Nature: The Tuskegee Experiments and the New South Plantation." <i>J. of Medical Humanity</i> 20:155-171 *Lombardo and Dorr (2006) "Eugenics, Medical Education and the Public Health Service" <i>Bull. Hist. Med.</i> 80:291-316.	Student Discussion
Oct 26	S	LAST DAY TO WITHDRAWL FROM CLASS WITH "W" 4PM EST	
Oct 28	M	*Lee, S. Ch. 10 "Waiting on the Promise of Prescribing Precision: Race in the Era of Pharmacogenomics" in <i>Genetics and the Unsettled Past</i> , Wailoo, Nelson, Lee (Eds.) (Canvas) Group Consultation	DUE: Mandatory Reading Response (Due 6pm on Oct. 27) CROSSED LINKED CLASS Professor Singh Professor Platt LOCATION: Marcus Nanotech Conference Room 1117-1118
Oct 30	W	*Gamble, V. (1997) "Under the Shadow of Tuskegee: African Americans and Health Care" <i>American Journal of Public Health</i> Vol. 87(11): 1773-1778. *Washington, <i>Medical Apartheid</i> - Introduction (Canvas)	Student Discussion
Nov. 1	F	*Washington, <i>Medical Apartheid</i> - Ch. 1. Southern Discomfort and Ch. 2 Antebellum Medical Experimentation with Slaves and Freedmen (Canvas)	CROSSED LINKED CLASS Professor Singh LOCATION: Children's Healthcare of Atlanta Seminar Room (EBB)
THE NEW RACIAL MEDICAL SCIENCE			
Nov. 4	M	*Rajagopalan, Nelson and Fujimura. Ch. 12 Race and Science in the 21 st Century in <i>The Handbook of Science and Technology Studies 4th Ed.</i> MIT Press: Cambridge and London. (Canvas)	

Nov. 6	W	*Roberts <i>Fatal Invention</i> . Ch. 3 Redefining Race through Genetic Terms *Roberts <i>Fatal Invention</i> . Ch. 4 Medical Stereotyping	Student Discussion
Nov. 8	F	*Roberts <i>Fatal Invention</i> . Ch. 5 The Allure of Race in Biomedical Research	DUE: 3-page Group Consultation Paper (11:55pm)
Nov 11	M	*Roberts <i>Fatal Invention</i> . Ch. 6 Embodying Race	
Nov 13	W	*Roberts <i>Fatal Invention</i> . Ch. 7 Pharmacoethnicity *Roberts <i>Fatal Invention</i> . Ch. 8 Color-Coded Pills	Student Discussion
Nov 15	F	*Roberts <i>Fatal Invention</i> Ch. 12 and Conclusion	
Nov 18	M	Presentations	
Nov 20	W	Presentations	
Nov 22	F	Presentations	
Nov 25	M	Closure of Community-Health Linked Course class	Linked Course Prof. Singh Prof. Platt Marcus Nanotech Conference Room 1117-1118
Nov. 27	W	NO CLASS - HOLIDAY	
Nov. 29	F	NO CLASS - HOLIDAY	
Dec. 2	M	Course wrap up and evaluations. Please bring computers to class.	
Dec 6	F	11:30am Final papers due	

Mandatory Participation

Thursday, Sept. 12, 2019, 11-12pm – Klaus – 1116 West Seminar Room – Intro to SLS and Service Learning and Community Engagement Orientation

Other Events of Interest - CANCELLED

~~Monday, September 30, 2019, 4:00 – 6:30pm – Kendeda Building for Innovative Sustainable Design – Liam’s Symposium: Facing Climate Change: Tools and Stories that Connect Communities.~~

ADDITIONAL RESOURCES

General Sociology Resources:

Socio-Web: The SocioWeb is an independent guide to the sociological resources available on the Internet and is founded in the belief that the Internet can help to unite the sociological community in powerful ways. <http://www.socioweb.com/>

Sociological Images: Sociological Images encourages people to exercise and develop their sociological imaginations with discussions of compelling visuals that span the breadth of sociological inquiry. <http://thesocietypages.org/socimages/>

Sociology Journals that focus on Medicine and Health

Sociology of Health & Illness

Social Science & Medicine

Journal of Health and Social Behavior

Biosocieties

Disability and Society

Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine

Health, Risk, and Society

Qualitative Health Research

New Genetics and Society

Media, Culture, and Society

Mainstream Medical Journals:

Lancet , Journal of the American Medical Association (JAMA) , New England Journal of Medicine (NEJM)

Mainstream Media Sources

NPR: Health news

BBC <http://www.bbc.co.uk/?ok>

CNN <http://www.cnn.com/>

Examiner.com <http://examiner.com>

Guardian <http://www.guardian.co.uk/>

Los Angeles Times <http://www.latimes.com/>

Newsweek <http://www.newsweek.com/>

New York Times <http://nytimes.com>

San Francisco Chronicle <http://www.sfgate.com/>
The Huffington Post <http://www.huffingtonpost.com/>
TIME.com <http://time.com>
Washington Post <http://washingtonpost.com>

Web Sites (there are hundreds of good websites on health):

US Food and Drug Administration www.fda.gov
Institute of Medicine www.iom.edu
National Institutes of Health www.nig.gov
National Library of Medicine www.nlm.nih.gov
National Women's Health Network www.womenshealthnetwork.org
Center for Genetics and Society www.genetics-and-society.org
American Cancer Society www.cancer.org
American Heart Association www.americanheart.org
American Lung Association www.lungusa.org
Center for Disease Control and Prevention www.cdc.gov
GaTech built environment and public health data <http://bephec.gatech.edu/data-and-assessment##health>

Georgia Tech Library Resources

Medical Journal Searches: PubMed
Media searches: Lexis-Nexus Academic Database
Social Science Databases: JSTOR and/or Web of Science

Sickle Cell Anemia

http://www.sicklecellinfo.net/basics_of_sickle_cell.htm

HIV/AIDS

AIDSVu: <https://map.aidsvu.org/map>

Race – science and medicine – *Any of these readings would be appropriate to include in your discussion day.**

What is Race: https://www.pbs.org/race/001_WhatIsRace/001_00-home.htm

Is Race Real?: <http://raceandgenomics.ssrc.org/>

Science: Genetics, human variation, evolution, scientific classification and more:

https://www.pbs.org/race/000_About/002_04-background-01.htm

Other resources

<https://www.wabe.org/where-does-georgia-rank-on-some-key-health-measures/>

https://www.ted.com/talks/dorothy_roberts_the_problem_with_race_based_medicine

<https://www.scientificamerican.com/article/race-is-a-social-construct-scientists-argue/>