Systemic Racism continues to burden United States public health institutions. Identifying leading factors which perpetuate these racial injustices is therefore crucial for repairing the relationship between medical institutions and black americans as well as creating new public health systems to support those affected by racial disparity. Overt discrimination and segregation of the 20th century medical field often reflect similar experiences to the mistreatment of black communities that we know today: Deception, Violations of Autonomy, Implicit Bias, hate crimes, neglect and others. Lectures from this course provide an overview of segregation and institutional failures which have led to systemic mistreatment of black patients throughout public health. Within this seminar, students will widen and apply acquired knowledge to the current racial injustices in US Medical systems. This course combines application of historical context regarding the mistreatment of black Americans throughout the 20th century in combination with ethical insights and academic observations of how systemic behavior is perpetuated today. Through a culmination of data, first-hand experiences, and scholarly insights from 20th century American history, students will be able to see how implicit forms of racism throughout the 21st century have been directly fostered by racism in the past. Other racial injustices and significant events may be briefly discussed in the lectures upon student’s request.

Course Goals and Student Learning Objectives
Upon completion of the course students will:

- Understand how acts of segregation directly contribute to health disparities for black americans today through citable examples of racial segregation in 20th century US public health.
- Innovate a clear action plan leading towards reformation in public health institutions at the community level or at large.
- Develop research and synthesis skills to clearly explain how conventionally understood racism directly fuels systemic racism rampant in contemporary US Public Health by
integrating personal narratives, statistical analysis, historical events, and argumentative writing.

**Required Readings**

**Recommended Auxiliary Readings**

**Classroom Procedures**
*Students are highly encouraged to find and examine racial injustices of their choice in the medical institutions of their choice to contribute new information to in class discussions.*

**Team Paper (2-3 students)**
A 6-8 page argumentative paper on a particular form of systemic racism in a particular field of public health. The first part will provide a summary and background for the selected form of systemic injustice, the second part will present historical context to highlight factors which may have contributed to how the systemic issue arose. In the final part, students will provide recommendations tailored to their specific field of public health for drafting an action plan to reform the institution, including a discussion of the weak points within their strategy.

**Presentation**
Each team will organize a class session during the semester in which they will present and educate on the issue selected for their team paper. The presentation will help the team to sort out and brainstorm possible recommendations while creating a clear and concise argument for the necessity of their proposed reformations, to be later formulated and justified within their team paper.

**Midterm and Quizzes**
Midterms and quizzes will be based on the lectures, slides and readings provided. The midterm will consist of summative questions regarding course content and short answer responses. Quizzes will occur following each major reading and will pertain directly to information found within each reading. The lowest quiz grade from the semester will be dropped. Quizzes will be open notes and taken outside of class while the midterm will be conducted in class without notes.

**Assignments and Grading Policy**
Grades are based on letters A through F will be granted.

- Team Paper 20%
- Team Presentation 20%
- In-class Activities (Assignments, participation, reflections, optional homework) 20%
- Midterm 20%
- Quizzes 20%

**Grading Rubric**
*90 –100%* An “A” will be given to work that goes above and beyond the base level in every facet of the prompt. Work which goes above and beyond may include ambitious attempts at scholarly engagement with the sources (including research trends, identifying relationships, framing questions, and raising up under-examined issues), fluent presentation skills (editing, grammar, and scholarly voice), and authenticity in one’s ideas, comprehension, and approach.

*80 –89%* A “B” will be given to work that displays a thorough attempt at conveying a message and which shows a firm understanding of course material but which could benefit from further intellectual engagement, clarity, or ingenuity.

*70 –79%* A “C” will be given to work that fulfils the basic requirements of the assignment at a minimum, but which either fails to attempt intellectually engaging with the material or work which displays shortcomings in layout and delivery.

*60 –69%* A “D” will be given to work with recurring inadequacies in delivery (typos, lack of revision, poor scholarly voice) or which shows little to no attention to detail with regards to course material.

*below 60%* An “F” will be given to work which fails to attempt any degree of understanding course material or which fails to properly acknowledge multiple facets of a given assignment.
**Attendance**
Regular class attendance is mandatory for all students. Absence from one class is allowed. Two or more absences lower the grade automatically (A to A-, A to B+ in case of 4 absences etc.). Students must attend at least 70% of the course. If a student attends less than 70% of the class meetings, he or she will receive the final grade 'F' on their transcript.

Presentation Policy: If an individual misses the group presentation, they will receive an F (0 points). If the individual is sick and has a medical note, the course facilitator must agree with the student on how and when the work will be made up for.

Quizzes and midterm test: Completing the midterm and final test is required. Failure to submit these exams before their deadlines will result in a grade F for missed assignment.

**Student Responsibility and Code of Conduct**
Students are subject to the general standards and requirements of the University of Puget Sound regarding attendance, examinations, and conduct, as well as to the specific requirements of the program. Students are expected to assume the initiative in completing all requirements at the time specified.

**Weekly Schedule**

*Course readings listed for a given day are expected to be completed prior to the class in which they will be discussed.*

**Context**

**Week 1 - What is race?**

*This week will be focused on developing a community within the classroom while establishing base expectations and setting a foundation for course content.*

**Tuesday:**

Syllabus & Introductions

**Thursday:**

[Project Implicit - Harvard Implicit Bias Test](Race) (Race)

Additional Syllabus Questions

**Week 2 - Knowledge and Power**
This week will focus on theoretical contextualization to understand who possesses power and the authority to construct history.

**Tuesday:**


**Thursday:**

*Continue Reading Power/Knowledge*

**Week 3 - Eugenics and Forced Sterilization**

This week will focus on developing an understanding as to how the perception of black bodies as inferior became embraced by scientific and academic debate.

**Tuesday:**


**Thursday:**


**How We Got To Now**

**Week 4 - Cycle of Segregations**

This week will be centered around examples of injustice and mistreatment perpetuated by generations of segregation limiting black communities ability to change their cycle of hardships.

**Tuesday:**


**Thursday:**

Week 5 - Internalization

This week will highlight examples of internalized racism and prejudice amongst black americans in order to express the ways in which racism has made universal impacts on american culture for generations to come,

Tuesday:


Thursday:

Continue reading Post Traumatic Slave Syndrome

Week 6 - Basics of Health Care

This week will focus on the fundamentals of US healthcare systems including both welfare provisions and private forms of health insurance.

Tuesday:


Thursday:

Continue reading Health Care of a Thousand Slights.

Week 7 - Health Care Injustices

This week will be spent bringing forward examples of black mistreatment in health care systems which have been seemingly overlooked repeatedly for reasons that can only be attributed to systemic racism and former segregation of public health institutions.

Tuesday:


Thursday:

Group project work day

Week 8 - Case Studies
This week’s content will feature specific black communities and trace their lineage of mistreatment to further unravel the direct nature of correlations between overt racism and contemporary systemic racism.

Tuesday:


Thursday:


Week 9 - Statistics and Data

This week’s class sessions will be spent deconstructing and interpreting data surrounding racial disparities in US public health across multiple sectors.

Tuesday:


Thursday:

Find your own data regarding racial disparities in public health and bring them to class!

Week 10 - MidTerm

Class this tuesday will be spent reviewing material for the MidTerm. Students will be released from class following the completion of their midterm and are encouraged to spend time revising and improving their group projects.

Tuesday:


Thursday:
In-Class MidTerm

Segregation Today

Week 11 - Inadvertent disparities

This week will focus on racial injustices which are seemingly evoked through no direct catalyst, but continue to limit black Americans from reaching equity.

Tuesday:


Thursday:

Group Meetings with Professor

Week 12 - Modern Segregation

This week will synthesize concepts from throughout the course in combination with an analysis of modern segregation to display a lack of progress in regards to certain forms of racial injustice.

Tuesday:


Thursday:


Week 13 - Group Presentations

Each group will be expected to fill at least 30 minutes of class time between presenting, group activities, and time for Q&A. Students will read team papers prior to individual group presentations.

Tuesday: Group 1
Thursday: Group 2

Week 14 - Group Presentations (Continued)

Tuesday: Group 3

Thursday: Group 4

Week 15 - Questions, Comments, and Addressing the Unaddressed

Tuesday: Class Discussion Only

FINALS: In substitute of a final exam, the final draft of your team paper will be due on ______ by 4pm