

English 1320: Interdisciplinary Writing and Research
Race, History, and Medicine in the US

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MWF 2-2:50
CRN: 27411
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COURSE OVERVIEW

As described by the Undergraduate Bulletin, English 1320 “fulfills the UCA Core requirement for Composition II. The course focuses on evaluating academic arguments and on writing papers that make an argument and that utilize scholarly sources. The course is thematic, with instructors choosing topics and choosing an interdisciplinary set of readings focused on that topic. Prerequisite: C or better in WRTG 1310.”

The relationship of science to the concept of race has a long and problematic history. Enabled by European imperialism, race as a scientific concept took root in the seventeenth century and developed over the course of the eighteenth and nineteenth centuries. Scientific theories of racial inferiority and superiority served to justify European imperialism. In US history, colonists’ interactions with indigenous people and reliance on an enslaved labor force from West Africa reflect scientific racism, which would persist in various forms, including racial segregation, eugenics theories, and medical experimentation, throughout the nineteenth and into the twentieth centuries. In the mid- to late-twentieth century, biological understandings of race became discounted and replaced with the conceptualization of race as a matter of culture. With all of these alarming applications of “race theory” in hindsight, it seemed doubtful during the last decades of the twentieth century that race would re-emerge as a concept relevant to science. Moreover, if race is largely understood to be a cultural concept (a “social construct”), what might the term mean within the realm of science?

But in recent years the field of human genetics has reopened conversations across disciplines about the relationship of science and medicine to race. With developments in human genetics, does the concept of race take on new meaning and value? Should medicines, for example, be designed for use by a particular racially-defined group? What are the risks of validating race as a category within medical research? What exactly do we mean when we say “race” and who gets to define an individual’s racial identity? How have traditional beliefs and practices regarding health and healing that are rooted in ethnic identity been maintained by individuals within American healthcare systems? Selected readings from the fields of law, literature, medicine, and sociology will guide our inquiry into these and related questions as we hone the skills of academic writing and research.

AIMS AND OBJECTIVES

- To gain a sense of some of the issues and concerns surrounding the history of race and medicine in the US.
- To interrogate the value of interdisciplinary study.
- To become more adept at analyzing scholarly arguments and formulating one’s own.
- To become skilled at academic research and familiar with resources available in Torreyson library.
- To become more sophisticated, confident, and graceful writers.

REQUIRED TEXTS

Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (2010)
Gerald Graff and Cathy Birkenstein, eds. *They Say / I Say: The Moves that Matter in Academic Writing*. 2nd Ed. (2010)
First-Year Writing @ UCA: A Guide (2013)
Additional Readings available via Blackboard—must be printed and brought to class.

CLASS COMMITMENT AND ETIQUETTE

This course is discussion-based, its success depending on the contributions of the participants. If a full schedule or personal matters will prevent full participation, please take the course another time. To prepare for class, read the assigned material, take notes, and come prepared to contribute thoughtful questions and comments. This course expects that participants will extend respect and courtesy to one another and to the texts under discussion. In this

spirit, please be on time and remain engaged for the duration of the class. Take care to power down and put away all electronic devices before class begins. Make it a point to voice comments and questions every class while being respectful and considerate of others so that no one person dominates the discussion.

REQUIREMENTS

Attendance and Participation: To be counted as present, students are required to bring to class the texts to be discussed. (Please bring the *UCA Writing Guide* to every class.) But attending and bringing one's books constitutes the minimal form of participation. Throughout the semester students should take an active role in sharing with the class their insights and concerns about the readings. Attendance, punctuality, observation of classroom etiquette, and contribution to class discussions affect one's grade. If a student shows up after attendance has been taken, it is his or her responsibility to inform the instructor, and the absence will be changed to tardy. Instances of late arrival will be recorded and will add up to absences. Three absences (for whatever reason) will not alter one's grade; however, each subsequent absence will result in the deduction of five points from the point total. Please be aware that seven absences will result in a grade of WF for the course.

Six Idea Papers: In 250 words (one type-written, double-spaced page), address a specific aspect of the reading assigned for the day's class. Submit the Idea Paper in two formats: (1) **Post your Idea Paper to Blackboard by 9:00 am on the day it is due, and (2) bring the type-written paper to class.** Treat the assignment as an opportunity to focus on what you find most interesting, compelling, challenging, or provocative about the reading. You can also draw connections among texts, but keep the focus on the text assigned for that day. Incorporate textual evidence into your paper in the form of paraphrase and brief quotations. Idea Papers will be assessed in terms of both content and form. If you know you will miss class on the day an Idea Paper is due, you can submit it early. Late idea papers will not be accepted. (Seven Idea Paper Opportunities will be offered over the course of the semester. Choose six to complete.)

Five Major Assignments: With its focus on honing the skills involved in academic writing and research, this course includes assignments that gain in complexity over the semester. We will begin with a focus on summarizing, paraphrasing, quoting, and annotating before moving on to analysis and research. The major assignments are as follows: summary, annotation, annotated bibliography, analysis, and research paper (including abstract and bibliography). Instructions for major assignments will be distributed in advance of their due dates. Assignments are marked down half a letter grade for each day they are late, including weekend days.

Five Peer-Review Workshops: Writing workshops provide the opportunity to offer feedback on your classmates' writing and receive feedback on your own. A complete draft of the upcoming paper is required for admittance to the workshops, and participation is assessed according to quality of offered feedback. To receive credit for the workshop, arrive on time with a full draft, participate for the duration of class, and submit paperwork from the workshop (the commented-upon draft and worksheet) on the day the finished assignment is due.

POINT DISTRIBUTION

| | |
|---|-------|
| Idea Papers x 6 | 60 |
| Peer-Review Workshops x 5 | 25 |
| Assignment #1 Summary (2 pages) | 40 |
| Assignment #2 Annotation (1 page) | 20 |
| Assignment #3 Annotated Bibliography on Tuskegee (3-4 pages) | 80 |
| Assignment #4 Analysis + 1 secondary source (4 pages) | 80 |
| Assignment #5 Research Paper + 5-6 sources (6 pages) | 100 |
| Two smaller assignments with early deadlines accompany Assignment #5: | |
| (1) abstract | 10 |
| (2) bibliography of secondary sources | 10 |
| | <hr/> |
| Total Points | = 425 |

Points will be converted to percentages to yield final grades according to the following scale:

90% - 100% = A
80% - 89% = B
70% - 79% = C
60% - 69% = D
Below 60% = F

ACADEMIC INTEGRITY The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction that the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

THE WRITING CENTER is eager to help you work on your writing at any stage of development. To make an appointment, submit a paper for online tutoring, or to find out about drop-in hours, visit <http://www.uca.edu/writingcenter/appointment.php>. They also offer useful online resources at http://www.uca.edu/writingcenter/online_resources.php. **The Academic Success Center** is also available to help you with all aspects of college work. Please check them out at <http://www.uca.edu/ucollege/asc.php>.

EVALUATIONS Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the twelfth week of instruction through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.

EMERGENCY PROCEDURES SUMMARY An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

UNIVERSITY POLICIES If you have questions about the university's academic policies, guidelines regarding sexual harassment, or any other matters, please consult the relevant sections of the UCA Student Handbook. UCA adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, contact the UCA Office of Disability Services at 450-3135.

Day-by-Day Syllabus

Friday, Jan. 10 Introductions

Week 1

Monday, Jan. 13 Graff, Introduction (xvi-16)

Wednesday, Jan. 15 Graff, "They Say" (17-29); UCA Guide (94-100); discussion of formatting technologies

Friday, Jan. 17 Lopéz, "The Social Construction of Race" (191-203); **Idea Paper #1**

Week 2

Monday, Jan. 20 Holiday in Honor of Martin Luther King, Jr.

Wednesday, Jan. 22 Byrd and Clayton, "Race, Medicine and Health Care in the United States: A Historical Survey"; Annotating

Friday, Jan. 24 Byrd and Clayton, "Race, Medicine and Health Care in the United States: A Historical Survey," continued; **Idea Paper #2**

Week 3

Monday, Jan. 26 Graff, "Her Point Is" (30-41); Paraphrasing and Quoting

Wednesday, Jan. 28 **Workshop #1**

Friday, Jan. 31 **Assignment #1**; Graff, "As He Himself Puts It" (42-52)

Week 4

Monday, Feb. 3 Schwartz, "Racial Profiling in Medical Research"

Wednesday, Feb. 5 Schwartz, "Racial Profiling in Medical Research"; Discussion of Annotated Bibliography

Friday, Feb. 7 **Workshop #2**

Week 5

Monday, Feb. 10 **Assignment #2**; Documentary: *Deadly Deception*

Wednesday, Feb. 12 Finish *Deadly Deception*; Identifying scholarly sources; Torreyson databases

Friday, Feb. 14 **Meet in Library (Torreyson 117)**; Partner Research

Week 6

Monday, Feb. 17 Partner work in class; bring sources for annotated bibliography

Wednesday, Feb. 19 **Workshop #3**

Friday, Feb. 21 **Assignment #3**

Week 7

Monday, Feb. 24 Skloot xiii-41; **Idea Paper #3**

Wednesday, Feb. 26 Skloot, 42-66

Friday, Feb. 28 Skloot, 67-92

Week 8

Monday, March 3 Skloot, 93-126; **Idea Paper #4**

Wednesday, March 5 Skloot, 127-57

Friday, March 7 Skloot, 158-90

Week 9

Monday, March 10 Skloot, 191-240; **Idea Paper #5**

Wednesday, March 12 **Meet in Library (Torreyson 117)**; Skloot, 241-78

Friday, March 14 Skloot, 279-310

Week 10

Monday, March 17 Graff, "Three Ways to Respond" (55-67); Graff, "And Yet" (68-77)

Wednesday, March 19 **Workshop #4**

Friday, March 21 **Assignment #4**; Graff, "Skeptics May Object" (78-91); discuss research papers

Spring Break, March 24-28

Week 11

Monday, March 31 "Crossing the Bridge: Adaptive Strategies Among Navajo Health Care Workers;" **Idea Paper #6**

Wednesday, April 2 "Crossing the Bridge," continued; Graff, "Analyze This" (175-92)

Friday, April 4 **Meet in Library (Torreyson 117)**; **Abstract Due**; Discuss final research paper

Week 12

Monday, April 7 **Meet in Library (Torreyson 117)**; Graff, "As a Result" (105-120); individual research

Wednesday, April 9 **Meet in Library (Torreyson 117)**; Graff, "Ain't So/ Is Not" (121-128); individual research

Friday, April 11 Graff, "So What? Who Cares?" (92-101); **Bibliography Due**

Week 13

Monday, April 14 Graff, "The Data Suggest" (156-174); **Idea Paper #7**

Wednesday, April 16 Graff, "But Don't Get Me Wrong" (129-40)

Friday, April 18 **Workshop #5**

Week 14

Monday, April 21 **Meet in Library (Torreyson 117)**; Course Evaluations and Self-directed Revisions

Wednesday April 23 **Assignment #5**; Course Overview