**Unit Two: Racism and Medicine**

*Day 1:* Class: Intro to Unit II: Racism and Medicine

In-class assignment: Read “Introduction” from Medical Apartheid by Harriet Washington. Annotate, discuss with groups.

HW: Complete reading if needed. Work on Unit Essay I, due Monday.

*Day 2:* Class: Introduce unit two topic: Racism and Medicine.

In-class assignment: Handout-quotes regarding racism. Students are to respond to the quotes objectively (avoiding personal statements). Approximately 1 hour of writing time. 20 minute discussion around what students wrote.

HW-Continue to edit and revise final draft of Unit I essay. Due Monday, Oct. 5th.

*Day 3*: Class: Make sure that students will upload Unit I Essay.

In-class assignment: Critical reading of “Southern Discomfort” by Harriet Washington. Students will read article aloud in class and will discus, highlight and annotate text.

HW: Complete reading and annotating at home.

*Day 4:* Class: Read, “The Restless Dead” by Harriet Washington. Annotate, question the text

In Class: Students will create their own questions in preparation for tomorrow’s silent discussion.

HW: Complete all readings in preparation for discussion in class. Have questions prepared.

*Day 5*: Class: Quick review of silent discussion. All students put up a question on the boards or around the room.

In Class: “Silent” discussion, answer questions and responding to others. Twitter symbols. Whole class discussion of activity.

HW: Read Diagnosis: Freedom by Harriet Washington. Take notes, annotate, question

*Day 6:* Class: Complete discussion of twitter conversation. Discuss “Diagnosis: Freedom”.

In Class: Students will read aloud in class “A Notoriously Syphilis-Soaked Race” by Harriet A. Washington. A chapter from her book Medical Apartheid. Students will stop, discuss, analyze and question the passage. This is in preparation to watch the movie “Miss Evers’ Boys”.

HW: Complete Reading of “A Notoriously Syphilis-Soaked Race”.

*Day 7:* Class: Class discussion of “A Notoriously Syphilis-Soaked Race”.

In Class: Students will begin to watch Ms. Evers’ Boys

HW: N/A

*Day 8*: Class: Continue watching “Miss Evers’ Boys”.

In-Class: Students will take notes on film. Asking questions and noting anything that was particularly intriguing to them.

HW: N/A

*Day 9:* Class: Watch last 15 minutes of “Miss Evers’ Boys”

In Class: Students will discuss the notes and questions they had on the film. Students will refer back to their article “A Notoriously Syphilis-Soaked Race”.

HW: N/A

*Day 10:* Class: Look at Student response essay 4. Provide students with additional views of Rivers and Tuskegee

In Class: Students will write their response essay.

HW: If needed, students make take home response essay 4 to complete.

*Day 11*: Class: Student will bring up discussion topics they prepared in order to discuss their response to student response essay 4.

In Class: Students will read “The Black Stork” by Harriett A Washington from her book Medical Apartheid. Students will dissect the article in small groups.

HW: Students should read the article for homework and make any additional comments or questions they have.

*Day 12*: Class: Students will lead a discussion on “The Black Stork”.

In Class: Watch “Law and Order: Birthright” episode. Students are to take notes and record questions and observations.

HW: Students will read three articles: “Lest we forget: The Tuskegee Experiment”, “U.S. apologizes for Guatemala STD experiment” and “STD study revelation a reminder of era abuses”.

*Day 13*: Class: Students will discuss HW articles and Law and Order episode.

In Class: Read “Caged Subjects” by Harriet Washington. Annotate, question, discuss in small groups.

HW: Complete Reading if needed.

*Day 14:* Class: Whole Class Discussion of “Caged Subjects”

In Class: Close reading of “The Children’s Crusade” by Harriet Washington

HW: Complete reading for homework

*Day 15:* Class: Discussion of “Caged Subjects”.

In Class: Discussion about Unit I essay. Students may look at comments from teacher. Students should plan to reexamine their first essay for revision purposes. Students will have an opportunity to rework this essay and resubmit. Students will have the opportunity to discuss their Unit I essay with the instructor. Students may ask question and clarifications in order to help them improve on their next essay.

HW: Work on resubmissions. Read pages 1-33 in “Rewriting”. Keep notes, questions, and annotations.

*Day 16:* Class: Discussion of “Rewriting” chapter 1.

In Class: Read Chapter 2 in “Rewriting” in small groups. Class discussion

HW: Chapters 8-10 in “They Say, I Say” pages 105-138. Continue to work on resubmission revisions.

*Day 17*: Class: Students will discuss “They Say, I Say” as a class

In-Class: Students will read “Genetic Perdition” together and analyze the text.

HW: Student will complete reading and annotation of “Genetic Perdition”

*Day 18:* Class: Discuss “Genetic Perdition” Handout essay assignment. Discuss assignment and timelines.

In-Class: Read “Epilogue” of Medical Apartheid. Class Discussion. If time students may work on outline of essay #2

HW: Complete outline of essay #2

*Day 19:* Class: Students will meet with teacher individual to discuss outlines.

In-class: While teacher is conferencing with students, students should work on drafting Unit II Essay. Students should attempt to stretch and try new techniques. Use “Rewriting” and “They say, I Say” as references

HW: Continue to work on rough draft

*Day 20*: Class: Students will have time to work on rough drafts of essays

HW: Work on rough draft of essay.

*Day 21:* Class: Students will be reminded of timeline.

In-class: Students will work on writing rough draft.

HW: Work on rough drafts, get essays uploaded to turn it it.

*Day 22*: Class: Reminder of round-house revisions.

In-Class: Students will partake in round house revision. Each essay will be discussed for it’s clarity, fluidity, and success. ()

HW: Work on rough drafts/revisions

Day 23: Class: Reminder of round-house revisions.

In-Class: Students will partake in round-house revisions. Each essay will be discussed for its clarity, fluidity and success. ()

HW: Work on rough drafts/revisions. Revisions of.

*Day 24:* Class: Reminder of round-house revisions

In-Class: Students will partake in round-house revisions. Each essay will be discussed for its clarity, fluidity and success. ()

HW: Work on rough drafts/revisions. Revisions of

*Day 25*: Class: Reminder of round-house revisions.

In-Class: Students will partake in round-house revisions. Each essay will be discussed for its clarity, fluidity and success. ()

HW: Work on rough drafts/revisions. Revisions of

*Day 26*: Class: Reminder of round-house revisions.

In-Class: Students will partake in round-house revisions. Each essay will be discussed for its clarity, fluidity and success. ()

HW: Work on revisions/final drafts.

*Day 27:* Class: Reminder of due date, TBD.

In-Class: Students will have the period work on their revisions in preparation for the submission of their final draft.

HW: Complete final draft of essay 2.

**Unit Essential Questions:**

How has racism in medicine shaped or affected modern medicine?

Is racism in medicine still present in today’s society?

How do developing readers and writers create a purpose for reading and writing?