

Race and Racism in the History of Medicine

Course Director and Instructor: Dr. Sandy Sufian, PhD, MPH

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Elec 939

Virtual Meetings, January 31-February 11, 2022

Synchronous: 10 am- 1 pm

Asynchronous: 2-5 pm

“But all our phrasing—race relations, racial chasm, racial justice, racial profiling, white privilege, even white supremacy—serves to obscure that racism is a visceral experience, that it dislodges brains, blocks airways, rips muscle, extracts organs, crack bones, breaks teeth....You must always remember that the sociology, the history, the economics, the graphs, the charts, the regressions all land, with great violence, upon the body.”

— Coates, Ta-Nehisi. *Between the World and Me* 2015, 10.

Topic: **Anti-Racist History of Medicine course**

Time: 10:00 AM Central Time - 1 PM Central Time

Join Zoom Meeting

Join Zoom Meeting

<https://uic.zoom.us/j/81910753244?pwd=cVFWZHc2SGV3aFZlVWh3NlFPdWI4Zz09>

Meeting ID: 819 1075 3244

Passcode: f30yn71z

Description: Given recent social and political events in the United States and the pandemic’s exacerbation of already-existing disparities in health and healthcare, this year’s History of Medicine elective will center on various topics in the modern history of race, racialized bodies, health and medicine. The course will explore how the social category of race shapes and is shaped by modern concepts of difference in medicine, how diseases become associated with racial groups, the historical and material conditions that give rise to health disparities, health activism to address those disparities, and how we make sense of current trends in health and healthcare.

Synchronous: 10 am- 1 pm (with breaks)

Asynchronous: 4:00-6:00 pm please use one of your accounts

Learning Objectives:

1. To understand the contextual, cultural, and social aspects of race, health, medicine and racialized bodies in the modern world.
2. To appraise, synthesize, and analyze scholarly literature about various aspects of this topic.
3. To produce a well-researched podcast on an issue of group choice within the scope of the course.

Requirements:

1. Daily Encounters: Provide the instructor/class via an essay, photo, or recording telling us how you “encountered” our course content outside of class. The goal is to help you appreciate how much history is relevant. The daily encounter should correlate with leading that session’s discussion. **20%** of the grade.
2. Leading Discussion: You are responsible for providing general historical background to the session(s) that you lead. So, for instance, if you are leading the seminar discussion on medicine and slavery, please provide the class with information about the general history of the this time period to contextualize the discussion. Historical information can be found on the internet, in encyclopedias, articles, and books.

Leading the class discussion should focus on identifying the author’s argument, critiquing it (what it teaches us, what it leaves out, etc.), and providing questions that the readings raise for further research/discussion. *All students should work on this skill when they do the reading.*

10% of grade

2. Participation: **20%** of grade.
 - a. Class participation, including initiating two class discussions.

Engaging fully in class discussions while respecting others’ input.
Class participation is extremely important for this class so make sure to read all assignments and contribute your thoughts in class discussion.
 - b. Attending and engaging in the asynchronous reading prep and group project time.
3. Group Project: Creation and presentation of a Podcast on a relevant topic within the scope of the course. Presentation should include methods, considerations, and contribution to the focus of this course. **40%** of the grade.

-See Podcast folder in google team drive for directions and resources.

-See Podcast Resources on the last page of this syllabus.

4. Attendance: Because of COVID, the policy for attendance will be more flexible, according to students’ life circumstances. Please try your best to have one or fewer absences from this course because it only lasts two weeks. **10%** of grade.
5. Disability Accommodations: Please see me ([ASAP](#)) to request disability or other accommodations and to discuss what will work best for you if you need them.
6. Plagiarism: plagiarism will not be tolerated, as per the UIC student disciplinary policy.

Please see <https://researchguides.uic.edu/etds/plagiarism>
Sources from the internet must be cited and quotation marks must be used when using authors' exact words. If not using exact words, please **always cite** authors' ideas.

Daily Schedule-- [check first to see if readings are also in Readings folder]

Day 1: (January 31) Introduction to Course, Anti-Racism, and the Scientific Basis of Racial Difference

Leader: Dr. Sufian

Synchronous: [readings are also in Readings folder]

1. Scientific Theories of Racial Difference

a. Scientific Racism

[How False Beliefs in Physical Racial Difference Still Live in Medicine Today \(Published 2019\)](#)

2. Eugenics

Kevles, D. (2016). The History of Eugenics. *Issues in Science and Technology*, 32(3), 45–50.

<http://search.ebscohost.com.proxy.cc.uic.edu/login.aspx?direct=true&db=ehh&AN=114485188>

Spiegel AM. The Jeremiah Metzger Lecture: A Brief History of Eugenics in America: Implications for Medicine in the 21st Century. *Trans Am Clin Climatol Assoc.* 2019;130:216-234.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6736015/?report=reader>

3. New Concepts of Race: Racialization/Racial Formation

HoSang, Daniel Martinez, and Oneka LaBennett. "Racialization." In *Keywords for American Cultural Studies, Second Edition*, edited by Burgett Bruce and Hendler Glenn, 212-14. NYU Press, 2014. <http://www.jstor.org/stable/j.ctt1287j69.59>.

4. Embodiment

Nancy Krieger and Mary Bassett. The Health of Black Folk: Disease, Class, and Ideology in Science." *Monthly Review.*, vol. 38, Monthly Review Foundation, 1986. [in Readings folder]

5. Optional: Furtive Killing: Race and Public Health today

[Strange Fruit and the Furtive Killing of Blacks – the Thinking Republic](#)

Recommended:

Lombardo P. (2011). A Century of Eugenics in America: From the Indiana Experiment to the Human Genome Era. In *A Century of Eugenics in America*. Indiana University Press. <https://ebookcentral-proquest-com.proxy.cc.uic.edu/lib/uic/detail.action?docID=670259>

Stern A. *Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America*. University of California Press, 2015.

<https://ebookcentral-proquest-com.proxy.cc.uic.edu/lib/uic/detail.action?docID=670259>

Lucius Outlaw, "Toward a Critical Theory of `Race,'" In David Theo Goldberg, ed., *Anatomy of Racism* (Minneapolis: University of Minnesota Press, 1992), 58-82.

David Theo Goldberg, "The Social Formation of Racist Discourse," In Goldberg, ed., *Anatomy of Racism* (Minneapolis: University of Minnesota Press, 1992), 295-318. [in Readings folder]

Nuriddin A. "The Black Politics of Eugenics," Nursing Clio blog, June 1, 2017. [Nursing Clio The Black Politics of Eugenics](#)

Rutledge M. Dennis. Social Darwinism, Scientific Racism, and the Metaphysics of Race. *The Journal of Negro Education* Summer, 1995, Vol. 64, No. 3, Myths and Realities: African Americans and the Measurement of Human Abilities. Summer, 1995: 243-252.

https://i-share-uic.primo.exlibrisgroup.com/permalink/01CARLI_UIC/18a1ccs/cdi_proquest_journals_222108130

Eugenics Syllabus (for more readings on eugenics): Compiled by Aimi Hamraie and Jay Dolmage from collective contributions, 2020-present. <https://bit.ly/EugenicsSyllabus>. [#EugenicsSyllabus](#)

Asynchronous: Do reading prep for next day, work on your daily encounter, and start your group project.

Day 2: (February 1) Health, Medicine and the History of Slavery and Reconstruction

Leader:

Synchronous:

1. Slavery

Hogarth RA. *Medicalizing Blackness : Making Racial Difference in the Atlantic World, 1780-1840*, University of North Carolina Press, 2017. *ProQuest Ebook Central*. Chapter 3.

<https://ebookcentral-proquest-com.proxy.cc.uic.edu/lib/uic/detail.action?docID=5061554>

2. Civil War and its Aftermath

Long, Gretchen. *Doctoring Freedom: The Politics of African American Medical Care in Slavery and Emancipation*. The University of North Carolina Press, 2012. Chapter Two: Sickness Rages Fearfully among Them: A Wartime Medical Crisis and Its Implications. [in Readings Folder].

Project MUSE muse.jhu.edu/book/19093 or

https://northcarolina-universitypressscholarship-com.proxy.cc.uic.edu/view/10.5149/9780807837399_long/upso-9780807835838

Recommended but not Required: Chapter six [in Readings folder]

3. Share Select Daily Encounters

Recommended:

Downs J. *Sick from Freedom: African-American Illness and Suffering During the Civil War and Reconstruction*. New York: Oxford University Press, 2012.

[American Capitalism Is Brutal. You Can Trace That to the Plantation. \(Published 2019\)](#)

Berry DR, *The Price for Their Pound of Flesh: The Value of the Enslaved, from Womb to Grave, in the Building of a Nation* (Beacon Press, 2017).

https://www.google.com/books/edition/The_Price_for_Their_Pound_of_Flesh/ZRkZDAAQBAJ?hl=en&gbpv=0

Sasha Turner, "Slavery and the Production, Circulation and Practice of Medicine," *Social History of Medicine* 31.4 (November 2018): 870-876. [Slavery and the Production, Circulation and Practice of Medicine](#)

Fields B. (1990). Slavery, Race and Ideology in the United States of America. *New Left Review*, 181, 95-118.

<https://newleftreview-org.proxy.cc.uic.edu/issues/i181/articles/barbara-jeanne-fields-slavery-race-and-ideology-in-the-united-states-of-america>

Roberts C. *To Heal and To Harm: Medicine, Knowledge, and Power in the Atlantic Slave Trade*. Doctoral dissertation, Harvard University, Graduate School of Arts & Sciences. 2017.

Asynchronous: Do reading prep for next day, work on your daily encounter, and start your group project.

Day 3: (February 2) Race and Unethical Medical Research (Medical Abuses)

Leader:

Synchronous:

1. Gynecological Experiments during Slavery
[Deirdre Cooper Owens on "Medical Bondage: Race, Gender and the Origins of American Gynecology"](#) (youtube video lecture)

Optional: Podcast on the same. [Podcasts/Radio](#)

2. Tuskegee and Syphilis Experimentation

Fairchild A, Bayer R. "Uses and Abuses of Tuskegee." *Science (American Association for the Advancement of Science)* 284.5416 (1999): 919–921. [in Readings folder]. <https://doi.org/10.1126/science.284.5416.919>

3. Trachoma, Iodine, and Sterilization

Hodge F. "No Meaningful Apology for American Indian Unethical Research Abuses." *Ethics & Behavior* 22.6 (2012): 431–444.
<https://doi.org/10.1080/10508422.2012.730788>

4. Share Select Daily Encounters

Asynchronous:

Do reading prep for next day, work on your daily encounter, and start your group project.

Recommended:

Recalibrating the use of Race in Medical Research. Conversations with Dr. Bauchner; Interview with John P A Ioannidis, MD, DSC. AMA Ed Hub. Podcast. January 2021.

https://edhub.ama-assn.org/jn-learning/audio-player/18579865?utm_source=silverchair&utm_medium=email&utm_campaign=article_alert-jama&utm_content=olf&utm_term=012521

Brown DL, "‘You’ve got bad blood’: The Horror of the Tuskegee Syphilis Experiment." *Washington Post*. May 16, 2017.

Arras JD, "The Jewish Chronic Disease Hospital Case," *The Oxford Textbook of Clinical Research Ethics*, eds. Ezekiel J. Emanuel, Christine C. Grady, Robert A. Crouch, Reidar K. Lie, Franklin G. Miller, David D. Wendler (Oxford/New York: Oxford University Press, 2008), 73-79. [in Readings folder].

<https://ebookcentral-proquest-com.proxy.cc.uic.edu/lib/uic/detail.action?docID=665420>

Day 4: (February 3) Immigrants, Epidemics, and Race

Class starts at 11:30 and goes to 1:30 this day

Leader:

Synchronous

1. Disease and "The Foreign"

Kraut, A. (2004). Foreign Bodies: The Perennial Negotiation over Health and Culture in a Nation of Immigrants. *Journal of American Ethnic History*, 23(2), 3–22. [Foreign Bodies: The Perennial Negotiation over Health and Culture in a Nation of Immigrants](#)

2. Molina, N. Fit to be citizens? : Public health and race in Los Angeles, 1879-1939. Berkeley: University of California Press, 2006. Chapter 2: Caught between Discourses of Disease, Health, and Nation: Public Health Attitudes toward Japanese and Mexican American Laborers in Progressive Era Los Angeles. https://www.google.com/books/edition/Fit_to_be_Citizens/cEK6v8UHMfYC?hl=en&gbpv=1

3. TB, Jews, and Racial Immunity

Denoyelles, Adrienne. "'Peculiar Resistance': Tuberculosis, Identity and Conflict among Jewish Physicians in Early- Twentieth-Century America." *American Jewish History* 100, no. 3 (2016): 349-377. [doi:10.1353/ajh.2016.0037](https://doi.org/10.1353/ajh.2016.0037).

Asynchronous: Do reading prep for next day, work on your daily encounter, and start your group project.

Recommended:

Markel H, Stern AM. The foreignness of germs: the persistent association of immigrants and disease in American society. *Milbank Q* 2002;80(4):757-788.

<https://doi.org/10.1111/1468-0009.00030>

Alan Kraut, *Silent Travelers: Germs, Genes, and the "Immigrant Menace"* (Baltimore: Johns Hopkins University, 1994).

Howard Markel, *Quarantine! East European Jewish Immigrants and the New York City Epidemics of 1892* (Baltimore: Johns Hopkins, 1997).

Nayan Shah, *Contagious Divides: Epidemics and Race in San Francisco's Chinatown* (University of California, 2001).

McBride D. *From TB to AIDS: Epidemics among Urban Blacks since 1900* (New York: SUNY Press, 1991).

https://www.google.com/books/edition/From_TB_to_AIDS/1ixLkr95y9EC?hl=en

Brady BR and Bahr HM, "The Influenza Epidemic of 1918–1920 among the Navajos: Marginality, Mortality, and the Implications of Some Neglected Eyewitness Accounts," *American Indian Quarterly* 38 (4) (2014): 459–49. [The Influenza Epidemic of 1918– 1920 among the Navajos.](#)

Day 5: (February 4) Racialized Tests and Treatments

Leader:

Synchronous:

1. Braun L. *Breathing Race into the Machine: The Surprising Career of the Spirometer from Plantation to Genetics*, University of Minnesota Press, 2014. *ProQuest Ebook Central*, Chapter 5. <https://ebookcentral-proquest-com.proxy.cc.uic.edu/lib/uic/detail.action?docID=1637623>.
2. Pollock A. *Medicating Race: Heart Disease and Durable Preoccupations with Difference*. Duke University Press, 2012. Chapter 6. <https://ebookcentral-proquest-com.proxy.cc.uic.edu/lib/uic/detail.action?docID=1173263>.
3. Share Select Daily Encounters

Asynchronous: Do reading prep for next day, work on your daily encounter, and start your group project.

Day 6: (February 7) **Racialized Marketing:** Smoking and Racial Capitalism

Leader:

Synchronous:

1. Keith Wailoo. Selections from *Pushing Cool: Big Tobacco, Racial Marketing, and the Untold Story of the Menthol Cigarette*. University of Chicago Press, 2021. Introduction and Chapter 3.
<http://proxy.cc.uic.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2904503>
2. Watch: [[Keith Wailoo & Ruha Benjamin: Pushing Cool Big Tobacco, Racial Marketing, & the Menthol Cigarette - YouTube](#)]
3. Share Select Daily Encounters

Recommended:

M. Parascandola. The myth of healthy smoking. *Science*. October 22, 2021. [in Readings folder]

Asynchronous: Do reading prep for next day, work on your daily encounter, and start your group project.

Day 7: (February 8) **Health Activism, Empowerment, Politics**

Leader:

Synchronous:

1. Smith, Susan L.. *Sick and Tired of Being Sick and Tired : Black Women's Health Activism in America, 1890-1950*, University of Pennsylvania Press, 1995.
<https://ebookcentral-proquest-com.proxy.cc.uic.edu/lib/uic/detail.action?docID=3441481>. Chapter 5 [in Readings folder]
2. Black Power Movement

Alondra Nelson. The Longue Durée of Black Lives Matter. *American Journal of Public Health (1971)*, 106(10): 2016. 1734–1737. [The Longue Durée of Black Lives Matter | AJPH | Vol. 106 Issue 10](#) [in Readings folder]

3. AIDS and Black Politics

Cathy Cohen. *Boundaries of Blackness: AIDS and the Breakdown of Black Politics*. University of Chicago Press, 1999. Chapter 3.

https://www.google.com/books/edition/The_Boundaries_of_Blackness/Vg-ayQTt5-YC?hl=en

Recommended:

Nelson A. *Body and Soul: The Black Panther Party and the Fight against Medical Discrimination*. In *Body and Soul*. University of Minnesota Press, 2011. Chapter 3.

<https://ebookcentral-proquest-com.proxy.cc.uic.edu/lib/uic/detail.action?docID=819528>

Ramírez HNR. "'That's My Place!': Negotiating Racial, Sexual, and Gender Politics in San Francisco's Gay Latino Alliance, 1975-1983." *Journal of the History of Sexuality* 12, no. 2 (2003): 224-58. <http://www.jstor.org.proxy.cc.uic.edu/stable/3704613>.

Brier, J. (2018). "I'm Still Surviving": Oral Histories of Women Living with HIV/AIDS in Chicago. *The Oral History Review*, 45(1), 68–83. ["I'm Still Surviving": Oral Histories of Women Living with HIV/AIDS in Chicago](#)

Asynchronous: Do reading prep for next day, work on your daily encounter, and start your group project.

Day 8: (February 9) Re-biologization of Race

Leader:

Synchronous

1. Yudell, M and Roberts D et al. Taking race out of human genetics. *Science* (American Association for the Advancement of Science), (2016): 351(6273), 564–565. [Taking race out of human genetics](#)
2. Ted Talk of Dorothy Robert on Race and Genes. <https://youtu.be/KxLMjn4WPBY>
3. Mohsen H. Race and Genetics: Somber History, Troubled Present. *The Yale Journal of Biology & Medicine*, 2020: 93(1), 215–219. [Focus: Skin: Race and Genetics: Somber History, Troubled Present](#)

Share Select Daily Encounters

Asynchronous: Do reading prep for next day, work on your daily encounter, and start your group project.

Recommended:

Roberts D. (2009). Race, Gender, and Genetic Technologies: A New Reproductive Dystopia? *Signs*, 34(4), 783-804. [doi:10.1086/597132](https://doi.org/10.1086/597132).

Roberts D. Begando Lecture, UIC 2015. "Mistreating Health Inequities: Race, Medicine, and Justice" <https://www.youtube.com/watch?v=YBOX3AsDbyY> .

Roberts D. *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-first Century*. New York, London: The New Press; 2011. [[Google Scholar](#)].
The Allure of Race in Biomedical Research.

Day 9: (February 10) Health, Place and Health Differentials

Leader:

Synchronous:

1. Differentials in Maternal and Infant Mortality

Owen DC and Fett S. NYT. [Why America's Black Mothers and Babies Are in a Life-or-Death Crisis \(Published 2018\)](#)

2. History of Redlining

McClure, E. et al. (2019) The legacy of redlining in the effect of foreclosures on Detroit residents' self-rated health. *Health & place*. [Online] 559–19. [Legacy of Redlining and Self-related health](#).

3. Disability as a Health Disparity

Krahn GL, Walker DK, and Correa-De-Araujo R. Persons with disabilities as an unrecognized health disparity population. *American Journal of Public Health*. 2015; 105 Suppl 2:S198–S206. [Persons With Disabilities as an Unrecognized Health Disparity Population | AJPH | Vol. 105 Issue S2](#).

4. Share Select Daily Encounters

5. Watch Dr. Owen's talk at 1:00 pm Central

[Deidre Cooper Owens is giving a presentation Feb 10 at the National Library of Medicine. Here is the announcement: Deirdre Cooper Owens, PhD, The Charles and Linda Wilson Professor in the History of Medicine & Director of the Humanities in Medicine Program, University of Nebraska-Lincoln, will speak on “What History Reveals: Slavery and the Development of U.S. Gynecology.” Dr. Cooper Owens’s talk will take place via NIH Videocasting at 2pm ET.see [NLM History Talks - National Library of Medicine](#)]

Click here: [NIH VideoCast](#)

Recommended:

Institute of Medicine. 2003. Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care. Washington,DC: The National Academies Press.
<https://www.ncbi.nlm.nih.gov/books/NBK220344/#ddd00047>

Mapping Inequality: Redlining in New Deal America.
<https://dsl.richmond.edu/panorama/redlining/#loc=3/41.245/-105.469&text=intro>.

Bowleg, L., Teti, M., Malebranche, D. J., & Tschann, J. M. (2013). “It’s an uphill battle everyday”: Intersectionality, low-income black heterosexual men, and implications for HIV prevention research and interventions. *Psychology of Men & Masculinities*, 14(1), 25-34. [doi:http://dx.doi.org/10.1037/a0028392](http://dx.doi.org/10.1037/a0028392).

Asynchronous: Do reading prep for next day, work on your daily encounter, and start your group project.

Day 10: (February 11) COVID and Disparities/Podcast Presentation

Leader:

Synchronous:

1. Reverby S and Hammonds E. “Economic Reforms might be the best health-care reforms.” *Washington Post*. August 3, 2020.
<https://www.washingtonpost.com/outlook/2020/08/03/economic-reforms-might-be-best-health-care-reforms/> (pdf in Readings folder as well).
2. Sabatello M, Scroggins MJ, Goto G, Santiago A, McCormick A, Morris KJ, Daulton CR, Easter CL and Darien G. Structural Racism in the COVID-19 Pandemic: Moving Forward. *The American Journal of Bioethics*, 2020.
[doi: 10.1080/15265161.2020.1851808](https://doi.org/10.1080/15265161.2020.1851808).

3. Chen Z. Potential Impact of COVID-19-Related Racial Discrimination on the Health of Asian Americans. *American Journal of Public Health*. 2020:(1971), 110(11), 1624–1627. [Potential Impact of COVID-19–Related Racial Discrimination on the Health of Asian Americans | AJPH | Vol. 110 Issue 11](#)
4. Hill, Lilian H., and Rebecca Holland. “Health Disparities, Race, and the Global Pandemic of COVID-19: The Demise of Black Americans.” *New Directions for Adult and Continuing Education*, vol. 2021, no. 170, Wiley Subscription Services, Inc, 2021, pp. 55–65, <https://doi.org/10.1002/ace.20425>.
4. *Optional*: Maybank A, Jones CP, Uche B, and Perry JC. [Opinion | Susan Moore's death underscores the racism embedded in the US health care system/](#) December 26, 2020. *Washington Post*.

Video of Dr. Susan Moore:

<https://www.cnn.com/videos/us/2020/12/25/black-doctor-complains-racial-bias-co-vid-19-zw-orig.cnn>

Unveil Podcast (presentations of podcasts to class and instructor)

Recommended:

Hardeman, Rachel R., Medina, Eduardo M., and Katy B. Kozhimannil. “Structural Racism and Supporting Black Lives—The Role of Health Professionals.” *The New England Journal Of Medicine* 375, no. 22 (December 2016): 2113-2115. [doi:10.1056/nejmp1609535](https://doi.org/10.1056/nejmp1609535)

Bailey K. (2017). Structural racism and health inequities in the USA: evidence and interventions. *The Lancet* (British Edition), 389(10077), 1453–1463. [https://doi.org/10.1016/S0140-6736\(17\)30569-X](https://doi.org/10.1016/S0140-6736(17)30569-X)

Nong R. Patient-Reported Experiences of Discrimination in the US Health Care System. *JAMA Network Open*, 2020: 3(12), e2029650–e2029650. [Patient-Reported Experiences of Discrimination in the US Health Care System](#).

Center for Health Security. Blame and discrimination attached to COVID-19 — An FAQ for US elected leaders and health officials. April 16, 2020. [Blame and Discrimination Attached to COVID-19 — An FAQ for US Elected Leaders and Health Officials](#) [in Readings folder]

Dorn AV, Cooney RE, and Sabin ML. 2020. COVID-19 exacerbating inequalities in the US. *Lancet* (London, England) 395 (10232):1243–4. [doi: 10.1016/S0140-6736\(20\)30893-X](https://doi.org/10.1016/S0140-6736(20)30893-X).

Other topics we cannot cover but are equally important:

1. Reproduction and Motherhood
2. Police Violence and Morbidity and Mortality Burdens
3. Refugees, Health and American Racism
4. Climate Change, Health, and Racial Disparities
5. Childhood and Race
6. More on Health Insurance, Access and Racial Disparities
7. Employment, Injury Risk, and Race
8. Gender, Sexuality and Race

Resources:

1. 1619 Project:
<https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html>
2. The Wall Las Memorias AIDS Monument: <http://www.thewalllasmemorias.org/monument>
3. Annals of Family Medicine Systemic Racism and Health Disparities bibliography
[Racism In Medicine Collection](#)
<https://airtable.com/shrmUCt0BiEF3YyI5/tblqnJvbb0gDBRsH7>

Podcast Resources: Review and Use what is useful to your project.

1. <https://www.podcastinsights.com/start-a-podcast/>
2. <https://www.nytimes.com/2018/04/19/learning/lesson-plans/project-audio-teaching-students-how-to-produce-their-own-podcasts.html>. Use the pdf templates to plan out your podcast.
3. Platforms:
Spotify: <https://podcasters.spotify.com>
Podomatic: <https://www.podomatic.com>
Audacity (free) <https://www.audacityteam.org>

Use google drive instead of making public so it's just for our class (unless you want to). You can also just record audio on Zoom.

4. Resources for recording and editing audio: (you can check out microphones, computers, etc. if you need to)
<https://acc.uic.edu/services/teaching-learning/multimedia-production>
 5. Digital Humanities Librarian: Janet: jswatsc2@uic.edu
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