



Jacob Lawrence, *Ambulance Call* (1948) (Description via [Google](#))

## **BSC 750/HIST 650**

### History of Medicine Among African Americans: Implications for Health Disparities

Term: Fall 2024

Credit hours: 3.0

Meeting days/time/location: Wednesdays, 5-7:30pm, MBSB 104

#### **Instructor Information**

Name: [Claire Clark, PhD, MPH](#)

Email: [claire.clark@uky.edu](mailto:claire.clark@uky.edu)

Office building and room number: MBSB 110

Office phone: (859) 559-9322

Office hours (virtual and in-person): By appointment

Preferred method of communication: Email is the preferred method of communication. I do my best to respond to email within 48 hours, not including weekends.

## Course Description

This inquiry-based course explores the historical roots of contemporary health disparities facing African Americans in the U.S. and invites students to consider past and present methods for addressing them. We will investigate the origins and legacy of medical racism, including associated histories of racial violence, exploitation, exclusion, and oppression. We will also explore sources of resistance to medical racism as well as the pursuit of health and healing among African American communities. In addition to analyzing scholarly monographs and articles written by historians of medicine, students will be invited to explore course material through engagement with primary sources and with other media forms such as art, craft, poetry, podcasts, and film.

## Course Prerequisites

Completion of the first semester of medical school (for MD 825) or graduate standing (for BSC 750/HIS 650).

## Required Materials

Jim Downs, *Sick From Freedom: African American Illness and Suffering During Civil War and Reconstruction* (Oxford University Press, 2015)

Helena Hansen, Jules Netherland, and David Herzberg, *Whiteout: How Racial Capitalism Changed the Color of Opioids in America* (UC Press, 2023)

Alondra Nelson, *Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination* (Minnesota, 2013)

Deidre Cooper Owens, *Medical Bondage: Race, Gender, and the Origins of American Gynecology* (UGA Press, 2018)

Keisha Ray, *Black Health: The Social, Political, and Cultural Determinants of Black People's Health* (Oxford University Press, 2023)

Samuel Kelton Roberts, *Infectious Fear: Politics, Disease, and the Health Effects of Segregation* (UNC Press, 2009)

Dan Royles, *To Make the Wounded Whole: The African American Struggle Against HIV/AIDS* (UNC Press, 2020)

Harriet Washington, *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present* (Anchor, 2008)

Christopher D.E. Willoughby, *Masters of Health: Racial Science and Slavery in US Medical Schools* (UNC Press, 2022)

Pdfs of additional articles or excerpts are available on Canvas. Readings may be subject to change. **The final version of the syllabus is on Canvas.** You will need to regularly access the BSC 750 Canvas site. To log in, visit <https://uk.instructure.com>. You will be prompted to enter your LinkBlue user id (after "MC\" or "AD\"") and your Link Blue password. Once you are logged in, you simply select BSC 534 to enter the course website. The course website serves four critical functions:

1. Providing access to video, audio, and readings for downloading (via the Modules tab)
2. Submitting all assignments (via the Assignments tab)
3. Receiving feedback on your assignments from the course instructor
4. Seeing due dates for assignments (via the Calendar)

## Associated Expenses

Purchase of additional materials may be required for the final unessay assignment

### Activities Outside of Regular Class Meetings

None.

### Skill and Technology Requirements

This web-enhanced course requires the following: (1) a computer with high speed access to the internet (Ethernet, broadband cable or DSL connection) and an internet browser.

#### **MINIMUM REQUIRED TABLET COMPUTER HARDWARE**

- Processor: Dual Core 1.3 Ghz or higher | Apple A5 or higher
- Storage capacity: 32 GB or larger
- Operating system: Most recent version for your hardware (for example, Windows 8.1, Windows RT, iOS 8)

#### **MINIMUM REQUIRED LAPTOP COMPUTER HARDWARE**

- Processor: Dual Core 1.8 Ghz or higher
- RAM: 4 GB minimum (more preferred)
- Hard Drive: 250 GB or larger preferred (minimum 100 GB or larger)
- Wireless card: 802.11n preferred (minimum 802.11 b/g compatible)
- Operating system: Most recent version for your hardware (for example, Mac OS 10.10+ or Windows 8+)
- Up-to-date virus software, preferably installed before coming to campus
- Webcam (many laptops come with an integrated webcam and will not require an external device)
- Headphones or headset with microphone
- *Other helpful options:* 2 GB or higher USB Flash Drive, external hard drive (for data backup/extra storage), wired or wireless external mouse, video out adapters (dvi/hdmi), and a laptop security cable

Because tablets have less storage than laptops, tablet users with high-speed Internet connectivity can use UK's virtual desktop and application solution ([www.uky.edu/VirtualDEN](http://www.uky.edu/VirtualDEN)) to expand the number of applications available to them. See further below in this document about the software this service provides. Also, many tablets have HDMI or USB ports for connecting external monitors, keyboards, mouse, headset, and other devices.

#### **SOFTWARE**

Visit <https://download.uky.edu/> to learn about software available free of charge or at a reduced rate. If you do not have Microsoft Office 2007 or later then please download Microsoft Office 2007, which is available free to all university students from

<http://e5.onthehub.com/WebStore/Welcome.aspx?ws=f43536c5-bbb4-dd11-b00d-0030485a6b08&vsro=8&JSEnabled=1>

Contact the University of Kentucky Instructional Technology Customer Service Center (859) 257-1300 for download instructions.

Students should be familiar with the basic Microsoft Office suite (specifically Word and PowerPoint), EndNote or other reference manager, and basic web surfing skills.

If you need assistance, help is available in The Hub, located in the basement of W.T. Young Library.

For more information, visit <http://www.uky.edu/Libraries/hub>. In addition, students should be able to use the internet to access the Medical Center and other UK Libraries, search library data bases, and obtain literature necessary for class work and assignments.

### **CANVAS SUPPORT**

- Login: The link Canvas is <http://www.uky.edu/Canvas> or from the linkblue button on UK's homepage you can click on the Canvas link. If you have issues with your account (exchange/linkblue/canvas) contact the UK helpdesk at 859-218-HELP
- Canvas issues: The Help button provides links to Guides and videos, the hotline number and a link to live chat. Live Chat has been particularly helpful to us and they can help you if you have a problem. Make sure you are using Canvas supported browsers. To check for Browser Updates: <https://community.canvaslms.com/docs/DOC-1284> Please use the Canvas help hotline 844-480-0838 for issues with Canvas or the HELP menu in the Canvas application.
- There are TUTORIALS in Canvas that may be helpful in resolving some issues.

### **SUPPORT FROM UKAT**

- UKAT's Academic Technology Group (ATG) offers online tutorials and face-to-face training, as well as technicians who specialize in troubleshooting issues that arise for students. Web: <http://www.uky.edu/UKAT/>
- UKIT technicians can be reached by calling 859-218-HELP (4357), where the Customer Service Center can troubleshoot many issues immediately. You can also email [218help@uky.edu](mailto:218help@uky.edu). Complicated issues will be escalated to the technicians in ATG.
- If you need one-on-one assistance, ATG can meet with you to discuss your needs and walk you through the steps. Call 257-8195 to request one-on-one time with one of our staff or student team.

**DISTANCE LEARNING PROGRAMS:** <http://www.uky.edu/ukonline/>

### **OTHER UK TECHNOLOGY SUPPORT SERVICES**

Need help with recording your video assignments or uploading them to Canvas?

The Media Depot is a student digital media space located in the Hub at William T. Young Library. The Media Depot provides; access to recording equipment and space, editing stations with specialized multimedia software, and technical support for students' development of their academic media projects.

<http://www.uky.edu/ukat/mediadepot> **Phone Number: (859) 323-1105**

**For technical/account help**, students can contact Information Technology Services by phone 859-218-HELP (4357) and via the [ITS Customer Services](#) page.

(<https://www.uky.edu/its/customer-support-student-it-enablement/customer-services>)

### **Student Learning Outcomes**

1. Describe the historical ways that disparities in American health care systems have developed.
2. Identify how historical and contemporary medical issues have contributed to medical ethics of distrust in the African American community.
3. Develop, present, and assess creative methods for raising awareness about the historical dimensions of contemporary health disparities.

## Course Details

### Tentative Course Schedule

#### Week 1: Introductions

No discussion board post/guiding question. Optional assignment: schedule an individual meeting with the instructor

- Paolo Friere, *Pedagogy of the Oppressed: 50<sup>th</sup> anniversary edition* (Bloomsbury Academic, 2018), Chapter 2
- Barbara J. Fields, "Slavery, Race, and Ideology in the United States of America," *New Left Review*, Issue 181, May/June 1990
- Barron Lerner, "Positionality" in *Do Less Harm: Ethics for Health Historians*, edited by Courtney Thompson and Kylie Smith, under preparation for Johns Hopkins University Press
- Two works of art on display in the College of Medicine: Richard Haines *The Science of Man* (undated, approximately 1950s/60s) and Christine Kuhn, *Interconnectivity* (2023)

#### Week 2: Framing Racial Health Disparities

Guiding question: *Why and how should we study the historical (in addition to the social, political, cultural, etc) determinants of black people's health?*

**Discussion board post and 1-2 questions for class discussion due at 5pm the day before class meets**

- Ayah Nurridin, Graham Mooney, Alexandre R White, "Reckoning with histories of violence and medical racism in the USA" *The Lancet* 396 (October 3, 2020): 949-951.
- Ayah Nurridin, "Silences and Violences" in *Do Less Harm: Ethics for Health Historians*, edited by Courtney Thompson and Kylie Smith, under preparation for Johns Hopkins University Press.
- Keisha Ray, *Black Health: The Social, Political, and Cultural Determinants of Black People's Health* (Oxford University Press, 2023)

#### Week 3: Medical Racism: Roots and Resistance

Guiding question: *What is medical racism? What are some sources of medical racism? How can it be resisted (both historically and in the present)?*

**Discussion board post and 1-2 questions for class discussion due at 5pm the day before class meets**

- REPAIR Project Steering Committee, "The REPAIR Project: A Prospectus for Change Toward Racial Justice in Medical Education and Health Sciences Research" *Academic Medicine* 97 (12): 1753-1759.
- Christopher DE Willoughby, *Masters of Health: Racial Science and Slavery in US Medical Schools* (UNC Press, 2022)

Recommended Supplemental Reading and Listening:

- UCSF REPAIR website: <https://repair.ucsf.edu/home>
- Eric Herschthal "Slavery, Health, and Healing Now: The State of the Field" *Journal of the History of Medicine and Allied Sciences* 2022; 77(1): 1-23.
- Britt Russert, *Fugitive Science: Empiricism and Freedom in Early African American Culture* (NYU Press, 2017), Introduction and Chapter 1: The Banneker Age: Black Afterlives of Early National Science
- New Books Network interviews with Christopher Willoughby and Britt Russert:

- <https://newbooksnetwork.com/christopher-willoughby-masters-of-health-racial-science-and-slavery-in-us-medical-schools-unc-press-2022>
- <https://newbooksnetwork.com/britt-rusert-fugitive-science-empiricism-and-freedom-in-early-african-american-culture-nyu-press-2017-1>

#### **Week 4: The History of Obstetrics and Gynecology and the Production of Medical Knowledge**

Guiding question: *In your own words (but drawing on the assigned readings), tell the origin story of obstetrics and gynecology. Explain why you chose to tell this origin story the way that you did.*

**Discussion board post and 1-2 questions for class discussion due at 5pm the day before class meets**

- Deirdre Cooper Owens, *Medical Bondage: Race, Gender and the Origins of American Gynecology* (University of Georgia Press, 2018).
- Deirdre Cooper Owens and Sharla M. Fett. "Black Maternal and Infant Health: Legacies of Slavery" *American Journal of Public Health* (October 2018): 1342-1345.
- Robert Thom, *J. Marion Sims: Gynecologic Surgeon* (1952), "Great Men in Medicine" series at the University of Michigan, <https://exchange.umma.umich.edu/resources/41241/view>

Recommended Supplemental Reading:

- Sharla Fett, *Working Cures: Health, Healing, and Power on Southern Plantations* (UNC Press, 2002), Chapter 5: Doctoring Women

#### **Week 5: Medicine and Public Health After Emancipation**

Guiding question: *What is the Medical Division of the Freedmen's Bureau? In what ways is the history of the Medical Division of the Freedmen's Bureau significant to our understanding of the histories of medicine and public health? What is Downs's argument about the lived experiences of African American illness, suffering, and disability in relation to traditional medical structures in this period?*

**Discussion board post and 1-2 questions for class discussion due at 5pm the day before class meets**

- Jim Downs, *Sick from Freedom: African American Illness and Suffering During the Civil War and Reconstruction* (Oxford University Press, 2012)
- Gretchen Long "'I Studied and Practiced Medicine without Molestation': African American Doctors in the First Years of Freedom," in *Precaious Prescriptions: Contested Histories of Race and Health in North America*, (University of Minnesota Press), pp43-65.
- <https://catalog.archives.gov/search?q=%22SIL!mig%2Ffb%22>

#### **Week 6: The Flexner Report and the Training of Black Health Professionals**

Guiding Question: *What is the Flexner Report? In what ways might the Flexner Report have been a probable cause of later racial health disparities? In your opinion, what is the historical legacy of the Flexner report?*

**Discussion board post and 1-2 questions for class discussion due at 5pm the day before class meets**

- Moya Bailey, "The Flexner Report: Standardizing Medical Students Through Region-, Gender-, and Race-Based Hierarchies" *American Journal of Law and Medicine* (May 2017): 209-223.

- Anna Flag, "The Black Mortality Gap, and a Document Written in 1910," August 20, 2021 *The New York Times*, <https://www.nytimes.com/2021/08/30/upshot/black-health-mortality-gap.html>
- John E. Snyder, Rachel D. Upton, and Thomas C. Hassett, "Black Representation in the Primary Care Physician Workforce and Its Association With Population Life Expectancy and Mortality Rates in the US" *JAMA Network Open*. 2023;6(4):e236687. doi:10.1001/jamanetworkopen.2023.6687
- Abraham Flexner, *Medical Education in the United States and Canada: A Report to the Carnegie Foundation for the Advancement of Teaching* (Carnegie Foundation, 1910), Chapter 1: Historical and General; Chapter 13: The Education of Women; Chapter 14: The Medical Education of the Negro, Part II: Kentucky, [http://archive.carnegiefoundation.org/publications/pdfs/elibrary/Carnegie\\_Flexner\\_Report.pdf](http://archive.carnegiefoundation.org/publications/pdfs/elibrary/Carnegie_Flexner_Report.pdf)

Recommended Supplemental Reading:

- David McBride, *Caring for Equality: A History of African American Health and Healthcare* (Rowman and Littlefield, 2019) Chapter 3: The Black Medical World.

### **Week 7: Midterm**

*No reading or discussion board. We will present and workshop proposals and draft grading standards for final unessay projects*

### **Week 8: Tuberculosis and Public Health Under Capitalism and Segregation**

Guiding Question: *What can the history of public health in the Progressive Era tell us about its future, particularly in regard to racial health disparities and racist healthcare practices?*

**Discussion board post and 1-2 questions for class discussion due at 5pm the day before class meets**

- Amy L. Fairchild, David Rosner, James Colgrove, Ronald Bayer, Linda P. Fried, "The Exodus of Public Health: What History Can Tell Us about the Future," *American Journal Public Health* 100(1) (2010): 54-63.
- Samuel Kelton Roberts, *Infectious Fear: Politics, Disease, and the Health Effects of Segregation* (UNC Press, 2009)
- Alexandre White, Rachel J.L Thornton, Jeremy Greene, "Remembering Past Lessons About Structural Racism—Recentering Black Theorists of Health and Society" *New England Journal of Medicine* (August 26, 2021) 386, no. 9: 850-855.

Recommended Supplemental Reading:

- Tera W. Hunter, "Tuberculosis as the 'Negro Servants' Disease," Chapter 9 in Hunter, *To 'Joy My Freedom: Southern Black Women's Lives and Labors after the Civil War*. Cambridge, MA; London: Harvard University Press, 1997, 187-218.
- Karen Kruse Thomas, *Deluxe Jim Crow: Civil Rights and American Health Policy, 1935-1954* (University of Georgia Press, 2011) Introduction and Chapter 1

### **Week 9: Beyond Tuskegee: A Question of Trust**

Guiding Question: *Summarize what happened in the US Public Health Service syphilis study at Tuskegee. How, to whom, and in what contexts should this history be taught (be detailed and specific)? Why is understanding the history of the US Public Health Service syphilis study at Tuskegee necessary but not*

sufficient for understanding the intertwined histories of medical racism and contemporary research ethics?

**Discussion board post and 1-2 questions for class discussion due at 5pm the day before class meets**

- Vanessa Northington Gamble, "Under the Shadow of Tuskegee: African Americans and Health Care," *American Journal of Public Health* 87 (1997): 1773-78
- Harriet Washington, *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present* (New York: Doubleday, 2006)

Recommended Supplemental Reading:

- Allan M. Brandt, "Racism and Research: The Case of the Tuskegee Syphilis Study," in *Sickness and Health in America: Readings in the History of Medicine and Public Health*, pp. 331-343. Editors Judith Walzer Leavitt and Ronald L. Numbers, 2nd revised ed., Madison: University of Wisconsin Press, 1985.
- Susan L. Smith, "Neither Victim nor Villain: Eunice Rivers and Public Health Work," *Journal of Women's History* 8 (1996): 95-113.

### **Week 10: The Tradition of Protest and Institutionalizing Health Equity Work**

Guiding Question: *What role, if any, should protest play in addressing racial health disparities and health system reforms?*

**Discussion board post and 1-2 questions for class discussion due at 5pm the day before class meets**

- Alondra Nelson, *Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination* (University of Minnesota Press, 2011)
- Brian W. Powers, Nancy E Oriol, and Sachin H Jain, "Practice and Protest: Black Physicians and the Evolution of Race-Conscious Professionalism," *Journal of Health Care for the Poor and Underserved* 26 (2015): 73-81.

Recommended Supplemental Reading:

- David Chanoff and Louis W. Sullivan, *We'll Fight it Out Here: A History of the Ongoing Struggle for Health Equity: How a coalition of Black health professions schools made health equity a national issue* (Johns Hopkins University Press, 2022)

### **Week 11: Historical Epidemics, Racial Disparities, and HIV/AIDS**

Guiding Question: *What is Charles Rosenberg's argument about AIDS in historical perspective, and how does Keith Wailoo revise it? What historical and practical lessons do you take from Dan Royles's accounts of African American HIV/AIDS activism?*

**Discussion board post and 1-2 questions for class discussion due at 5pm the day before class meets**

- Charles E. Rosenberg, "What is an epidemic? AIDS in Historical Perspective" republished in *Bulletin of the History of Medicine* 2020; 94 (4): 563-567.
- Dan Royles, *To Make the Wounded Whole: The African American Struggle Against HIV/AIDS* (UNC Press, 2020)



- Keith Wailoo, "Spectacles of Difference: The Racial Scripting of Epidemic Disparities," *Bulletin of the History of Medicine*, 94 (2020): 602-625

## **Week 12: Prescription Opioid Epidemic, the War on Drugs, and the Legacy of Mass Incarceration**

Guiding Question: *In what ways are racial capitalism and the construct of whiteness central to understanding the contemporary opioid epidemic? What are the strengths and weaknesses of Whiteout's interdisciplinary approach to this topic? Of the authors' reflections on their own positionality?*

**Discussion board post and 1-2 questions for class discussion due at 5pm the day before class meets**

- Helena Hansen, Jules Netherland, David Herzberg, *Whiteout: How Racial Capitalism Changed the Color of Opioids in America* (University of California Press, 2023)
- Eric Reinhardt, "Reconstructive Justice—Public Health Policy to End Mass Incarceration" *NEJM* February 9, 2023; 388 (6): 559-564.

## **Week 13: Unessay presentations**

*No reading or discussion board. We will share and discuss our final unessay presentations.*

### **Course Activities and Exams**

#### **Class participation: 5 points**

This class aims to foster an atmosphere of curiosity, courage, and inclusivity that is guided by a critical pedagogical approach in which students and teachers learn from each other. All class members are expected to practice self-reflexivity, prepare for and participate in class discussions, and respectfully engage with the course material and with each other. Attendance is required and students should notify the instructor in advance if an absence is anticipated (see attendance policy below). A single unexcused absence will result in forfeiture of all 5 class participation points.

#### **Weekly discussion board posts: 11 posts at 5 points each: 55 points**

Each week students will answer the guiding question with reference to all the assigned readings and pose 1-2 questions for class discussions. Posts should be approximately 750-1000 words and reflect your own thinking (use of ChatGPT or similar AI software is not permitted). They will be graded according to a rubric evaluating the sophistication of their grammar and form, the synthesis of assigned reading material, the presence of self-reflection, and the quality of the concluding discussion questions. Posts are due at 5pm prior to the day class meets. Students should read their classmates' posts and submit at least one comment prior to the class meeting. Discussion board posts form the basis of our class discussions and will demonstrate our fundamental understanding of the course material. Thus, they make up the bulk of the course grade.

#### **Primary source presentation: 10 points**

On a week of their choosing, each student will identify and locate a historical primary source (this may be in any format – text, figure, image; texts central to the historical analysis in the assigned reading are encouraged) mentioned in the course readings and lead the class in a 30- to 45-minute close reading and discussion of this source. Students should notify the instructor of the primary source chosen and their

plan for presentation and discussion no less than 48 hours prior to their presentation on the class meeting date. Primary source presentations will be informally evaluated in conversation with fellow class members and graded based on completion.

### **Unessay scaffolding activity: 10 points**

On a week of their choosing, each student will lead the class in an interactive and/or multimedia activity that engages with the course material. In essence, they should bring in an existing creative product that is similar in nature to a final unessay project, such as a piece of artwork, podcast, film clip, op-ed, poem or short story, graphic novel, or other object that connects to the week's theme and readings. They will then design and deliver a 30- to 45-minute lesson plan centering on this creative product. Products and lesson plans are due to the instructor no less than 48 hours prior to the presentation on the class meeting date. Unessay scaffolding activities will be informally evaluated in conversation with fellow class members and graded based on completion.

### **Final unessay project: 20 points**

According to [Tomeka Wilcher](#), the unessay is a form of “authentic assessment” in which “students perform relevant tasks that reflect challenges or experiences they may encounter in their discipline or field. As they craft their ideas and work toward their end product, students become independent learners who have the creative control to explore and make judgment calls on the direction, the content, and the aesthetics of their final product. Students gain a sense of autonomy, and instructors tap into students' learning styles and gain insight on “who” they are teaching.” Unessays express students' personal and scholarly perspective on a problem of their choosing through forms such as soundtracks or playlists, works of art, playscripts, poems, websites or podcasts, op-eds or blogs, videos or photography, clothing or costumes, case studies, infographics or internet memes, or even recipes and food.

For the final assignment for this class, students will propose an unessay related to the history of health disparities among African Americans in the US. Deadlines and criteria for the project are as follows:

A project proposal and student-generated draft of grading criteria will be presented and workshopped in class at the midterm on week 7 (10 points). Final unessays will be presented and discussed on the last day of class. Each unessay should be accompanied by a 1-3 page explanation of the question the product addresses and how it relates to the course materials, an annotated bibliography that references primary and secondary source material that informs the unessay, and a 10-point grading rubric specific to the evaluation of all the components (product, reflection, and annotated bibliography) of the unessay. Doing additional research (outside the assigned course readings) to complete the unessay is welcome but not required.

#### ***Grading Scale***

*90 – 100% = A*

*80 – 89% = B*

*70 – 79% = C*

*Below 70%= E*

#### ***Midterm Grades***

For undergraduates, midterm grades will be posted in myUK by the deadline established by the University Senate and published in the [Academic Calendar](#).  
(<http://www.uky.edu/registrar/content/academic-calendar>)

### **Attendance Policy/Acceptable Documentation**

Attendance at each class meeting is required. Absences are permitted in the case of illness, religious holidays, and other professional or familial obligations (at the discretion of the instructor). The instructor should be notified of any planned absences by email prior to the beginning of class. Failure to notify the instructor or obtain an excused absence will result in the forfeiture of all class participation points.

### **Assignment Policies**

#### **Assignment Submissions**

All assignments should be submitted via the Canvas learning management system. Primary source presentations, unessay scaffolding presentations, and unessay final projects may also be brought to class in physical form if appropriate.

#### **Returning Assignments to Students**

Students will retain possession of their final unessay projects. When appropriate, a photograph of the unessay may be submitted to Canvas along with the reflection paper, annotated bibliography, and grading rubric.

#### **Late Assignments**

Late assignments will be penalized one point for each day late.

#### **Assignments Due during Prep Week**

No assignments will be due during prep week.

### **Academic Policy Statements**

Please see the University of Kentucky's Senate website for the complete text of the university's Academic Policy Statements: <https://www.uky.edu/universitysenate/acadpolicy>

### **Academic Offenses (Cheating, Plagiarism, and Falsification or Misuse of Academic Records)**

Please see the University of Kentucky's Senate website for the Rules Regarding Academic Offenses: <https://www.uky.edu/universitysenate/ao>

### **Resources**

The following resources may be useful:

College of Medicine Office of Diversity, Equity, and Inclusion: <https://dei.uky.edu/>

College of Medicine Program for Bioethics: <https://ukhealthcare.uky.edu/bioethics-program>

Tutoring and Coaching Resources: [https://libraries.uky.edu/page.php?lweb\\_id=1020](https://libraries.uky.edu/page.php?lweb_id=1020),  
<https://www.uky.edu/studentacademicsupport/free-tutoring-and-coaching-resources>

### **Diversity, Equity, and Inclusion**

The faculty of the Department of Behavioral Science has approved the following statement and resources related to Diversity, Equity, and Inclusion:

<https://behavioralscience.med.uky.edu/bscience-about-diversity-equity-and-inclusion-department-behavioral-science>

### Student Resources

The University offers a variety of resources to students. Visit the University Senate's [Resources Available to Students](https://www.uky.edu/universitysenate/student-resources) to access that list (<https://www.uky.edu/universitysenate/student-resources>).

### Classroom Behavior Policies

BSC 750/HIS 650 seeks to foster a “liberated space” in which all participants treat one another with mutual respect and learning and growth can take place. While food and digital devices are permitted, please make every effort to give your full attention to one another and to the course material.

### Course Recordings

The University of Kentucky Code of Student Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress.

Meetings of this course may be recorded. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.

As addressed in the Code of Student Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.

If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an “authorization of use” form by a faculty member.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

### Course Copyright

All original instructor-provided content for this course, which may include handouts, assignments, and lectures, is the intellectual property of the instructor(s). Students enrolled in the course this academic term may use the original instructor-provided content for their learning and completion of course

requirements this term, but such content must not be reproduced or sold. Students enrolled in the course this academic term are hereby granted permission to use original instructor-provided content for reasonable educational and professional purposes extending beyond this course and term, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship; other uses of original instructor-provided content require written permission from the instructor(s) in advance.