AFAM 128 - BIOETHICAL ISSUES IN THE AFRICAN DIASPORA
SPRING 1999
Dr. Valerie Ann Kaalund, Instructor

Office Hours: Thursdays -- 2-3 pm and by Appt.-413B Alumni Hall ---- 962-0539

In this seminar we will examine the field of bioethics as it relates to people of the African Diaspora. Using examples from a variety of sources (such as guest lecturers, slides, cassette recordings, videos and films, and assigned readings), our discussions will involve defining bioethics from the perspectives of those of primarily African heritage. We will look at how moral and ethical issues are shaped by a variety of structural factors such as race, class, gender, and age. We will take as our main case study issues involved in the environmental justice movement.

Readings and lectures are designed to complement each other and are not proxies for each other. This means that you are to read assigned materials prior to each class meeting and to take notes for every lecture, each as separate components of the total AFAM 128 experience. A few lectures may be direct treatment of the assigned reading and will be noted, by asterisk, in the outline below. Films/Videos will be shown in the Undergraduate Library (Carolina Parents Room) as indicated in the course outline below. Except for course requirements, this syllabus may be modified as I deem necessary during the course of the semester.

Course Texts (required):
CoursePak

REQUIREMENTS:
1. 2 - Exams. A midterm and final each worth twenty-five percent (25%) of your grade. The midterm will be on 25 February 1999 and the final on 1 May 1999. (50%)

2. Team Project. 15 - 20 pages written per team. You are to determine which environmental issue(s) are considered the most important to a selected North Carolinian group. Each team will present their findings in a 15-20 minute presentation. (25%).

3. As usual, attendance and class participation are required. To help you with this you are expected to facilitate a segment of one
class meeting. This will be done as part of a discussion team which you will be placed in at the third class meeting (25%).

COURSE OUTLINE - SPRING 1999

Week 1 - 6 January———Introduction and Administration

Week 2* - 13 January---Statement of the Case -
Mappes, Thomas & Jane S. Zembaty (On Reserve)
Chapter 1 from Biomedical Ethics and Ethical Theory."
James, Joy (CoursePak)
Marshall, Patricia (CoursePak)
"Anthropology and Bioethics." Medical Anthropology Quarterly

Week 3* - 20 January---Statement of the Case, cont. Team Assignments made 1/20
Video: The Africans: Nature of the Continent (Undergraduate Library)
Kilner, John (CoursePak)
"Who Shall be Saved? An African Answer." Choices and Conflict: Explorations in Health Care Ethics
Gbadejesin, Segun (CoursePak)
"Bioethics and Culture: An African Perspective." Bioethics.
Kleinman, Arthur (On Reserve)
"Anthropology of Bioethics" Writing at the Margin: Discourse Between Anthropology and Medicine

Week 4 - 27 January---Research Ethics
Williams, Daniel H. (CoursePak)
"Ovarian Cysts in Colored Women, With Notes on the Relative Frequency of Fibromata in Both Races" Chicago Medical Society
Lane, Sandra D. (CoursePak)
"Research Bioethics in Egypt." Principles of Health Care Ethics

Week 5* - 3 February---Research Ethics
Video: Gene Hunters (Undergraduate Library)
Sugarman, Jeremy, Kaalund, Valerie & Eric Kodish, et al (CoursePak)
"Ethical issues in Umbilical Cord Blood Banking." JAMA

Week 6* - 10 February---Biomedical Ethics
Pellegrino, Edmund D. (CoursePak)
"The Metamorphosis of Medical Ethics." JAMA.
Smith, Susan L. (CoursePak)
Introduction (African Americans, Gender, and Public Health in the South”) and Chapter Two (“Spreading the Gospel of Health”) from Sick and Tired of Being Sick and Tired: Black Women’s Health Activism in America
Week 7- 17 February—Biomedical Ethics, continued...
Mathews, Holly, Donald R. Lannin & James P. Mitchell (CoursePak)
"Coming to Terms with Advanced Breast Cancer: Black Women’s Narratives from Eastern North Carolina." Social Science & Medicine
Benatar, Solomon (CoursePak)
"Ethics, Medicine, and Health in South Africa." The Hastings Center Report

Week 8- 24 February —Midterm Exam - Wednesday (2/24)

Week 9*- 3 March—Introducing Environmental Justice
Video: H-2 Workers; No Grapes (Undergraduate Library)
Bullard, Robert (Dumping in Dixie)
"Environmentalism and Social Justice," pp. 1-24

Week 10- 10 March—SPRING BREAK - No Classes, just reading! No kidding!

Week 11- 17 March—Environmental Justice, continued...
Bullard, Robert (Dumping in Dixie)
"Race, Class, and the Politics of Place," pp. 25-43
"Dispute Resolution and Toxics: Case Studies," pp. 45-78

Week 12- 24 March—An Aesthetic Sense of Environmental Justice
Topic for Team Projects due Wednesday, 3/24
Black Women’s BookFair — UNC Campus (required)
Naylor, Gloria - Linden Hills

Week 13*- 31 March—Environmental Justice, continued...
Gloria Naylor Talk —7 pm, Monday (required)
Video: Deadly Deception (Undergraduate Library)
Bullard, Robert (Dumping in Dixie)
"The Environmental Equity Movement," pp. 79-102
"Action Strategies for the Nineties," pp. 103-117

Week 14*- 7 April—Practical Solutions/Looking into the Future
Visit to the Ackland Museum (required) -- Science & Society Forum-Human Genome Project-UNC Law School, 6 pm (required); Butler, Octavia -Parable of the Sower; Flack, Harley and Edmund Pellegrino - African-American Perspectives on Biomedical Issues - Begin Reading

Week 15- 14 April—Team Presentations
Undergraduate Library - Carolina Parents Room is available to our class for viewing audio/visual material as part of any team’s presentation
Week 16 - 21 April — Team Presentations
Flack, Harley and Edmund Pellegrino - African-American Perspectives on 
Biomedical Issues - Finish Text

Week 17 - 28 April — THIS IS IT!!
EXAM REVIEW -

Final Exam: 1 May 1999, 4:00 pm

Team Assignment - Project

This project should demonstrate to me your unfolding understanding of the salient issues involved in bioethics, environmental justice, and the African Diaspora. As a team you are to do three things in this assignment: 1) identify a situation, challenge, experience, or problem faced by an African/Black population and write a thoughtful comparative analysis/essay on your findings, 2) create a clippings file on your topic, and 3) present your work as part of a forum on environmental justice.

The paper should be between 15 and 20 pages and properly referenced. You can use any of the accepted citation styles for academic publications as long as you are consistent. A minimum of four (4) sources/references must come from the course materials.

As a part of this team project you are to create a clippings file for your topic. Clippings are to come from any hard copy print media of your choosing. Internet sources are to be kept at a minimum. Each team member is to contribute to this file which should be turned in with the final paper. You are to use this file as part of your presentation and as reference for your paper (it does not count as one of the four (4) sources/references from course materials).

The project will be graded using a 25-point scale. Each person in the team is to contribute to the group paper. Please provide authorship information for each contribution. There are three due dates: Prospectus with Bibliography - 3/24; Outline/Draft with Bibliography - 4/7; and Final Paper - 4/21. The prospectus, outline/draft, and clippings file are worth up to 5 points each and the final paper worth up to 10 points for a possible total of 25 points. Remember, just turning in each assignment does not give you full points automatically.

Team Assignment - In-Class Work

Each team will facilitate one portion of class discussion during the course of the semester. The team is to come up with questions related to the readings for the week they are to lead the discussion. Each team member is to be an active participant in this activity. Team members will receive up to 10 points as part of the class participation grade. Other assignments (such as in class activities) also will count toward the overall class participation grade. At the end of the semester you will need to turn in the team evaluation form. A completed and turned in evaluation form will earn you five (5) points toward your overall class participation grade.