**History, Part 3**

*Objectives:*

Following completion of this session, learners will be able to:

1. Appraise deficits in the teaching they received on history during their formative years
2. Examine the ongoing use of the social construct of race as a means to justify ongoing oppression, ensure maintenance of power for those already in power, and to support economic development
3. Describe at least two historical examples of racist practices in medicine that may contribute to mistrust of medical providers among the BIPOC community

*Preparatory Work:*

Prior to attending the session, learners have been asked to:

No pre-work

*In Session Facilitator Guide*

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| **Duration** | **Format** | **Activity** | **Materials Required** |
| 10 minutes | Large Group Discussion | Brief welcome and check in with the small group: Any hanging questions or comments from last week?  Ask 2-3 volunteers to share examples they have seen from our last session where a “causes of causes” approach to think about the patient/family did (if they used it) or could have (if they did not) uncovered how SDoH were impacting the patient’s presentation and/or care. Why did (or did not) they use the causes of causes framework?  Set the stage—*We’re going to dive back into more history today. Again, you don’t need to memorize these dates or anything like that—I am telling stories that highlight the concept seen here. But understanding the history that shaped the lives of our patients, focusing here on racism as a determinant of health, is crucial to moving forward. We are talking about how entrenched so many of our laws, institutions, and systems are in racism! And, these systems of oppression and power have an impact on our patients today.* |  |
| 40-50 min | Large Group Powerpoint    *Sessions 2-4 have some overlap in their slides to account for differences in pacing between facilitators.* | Last session we took a more critical look at some of the policies, actions and powerholders during the revolutionary era in US history, and how some of these are intertwined with systems still in place today: the slave trade fueling our economy and the Protestant Church and later medicine creating false narratives around things like who did/didn’t have a soul, or being what we would now call evolved from completely different animals to justify enslavement and essentially creating the modern concept of “races”; laws to divide the enslaved and the indentured White poor against one another and maintain power for the wealthy White; and the racist ideology of some of our founding fathers, such as Thomas Jefferson, that is essentially baked into the US constitution as well as complete disregard for the Native Americans’ right to land.    OK. So there’s lots of things that were missing from the mainstream American history education the majority of you probably received. The stories of a lot of our heroes are incomplete!  **IMPORTANT NOTE: If you already did slides 3-5 during the last session, OMIT. Otherwise, include as start of this session:**    *Also missing are the stories of the powerful BIPOC men & women heroes. It’s HARD to find much information! In addition to getting more critical about the history we already know, it’s important to expand our history. We will return to why it is so important to see these faces and hear this history later, when we talk about bias.*  *Since we made it to the Revolutionary era in history, here’s a tiny sampling of Revolutionary-era folks you may not have heard of…*   * ***James Armistead****- served as a spy during the revolutionary war (working with LaFayette); his intelligence is credited as being key to the (now US) winning the Battle of Yorktown (which effectively ended the Revolutionary War)* * ***Phyllis Wheatley****– poet and intellectual, also enslaved (though eventually freed). Wrote poetry supporting the Revolutionary War and the abolitionist cause– and corresponded with influential men including George Washington* * ***Salem Poor****- credited with killing British Lieutenant Colonel James Abercrombie as well as several British soldiers during the Battle of Bunker Hill. He was born into slavery, purchased his freedom, and enlisted to serve in the war. Of note, at one point during the war, General Washington ordered that men who were Black should no longer be recruited and even banned re-enlistment. He reversed his position when the British Army started to offer freedom to Black men who were enslaved and enlisted in their Army (of note, this was generally a false promise). Even after these declarations by General Washington, Poor continued to fight with the Continental forces for America’s liberty. Numerous generals petitioned Congress to provide Poor with a monetary reward for her service and bravery, but this never came to fruition. He died in poverty. He did, however, get a stamp in 1975 so there’s that.*   *It is also worth noting that George Washington reversed his position on Black people enlisting in the army when the British Army started to offer freedom to Black men who were enslaved and enlisted in their Army (of note, this was generally a false promise). This is another example of policy reflecting what is convenient and most likely to maintain power for those who already have power.*  **If OMITTING slides 3-5 due to covering them last time, start off here with speaking and showing slide 6:**  Last session we skipped ahead from the revolutionary war era (Revolutionary War was 1775-1783) to the Civil War era (Civil War was 1861-1865). But of course there was plenty happening at that time. Many in the North, such as Phillis Wheatly that we saw above (or talked about last time), were speaking out against slavery and many Northern states, whose economies were less agrarian and therefore less dependent on the labor of enslaved people, outlawed slavery. Tensions continued to rise between the North and South. This was also a time of expansion– such as the Louisiana Purchase we explored last week– with continued removal of Native Americans from their land, both through violent force and through forced treaties that were frequently highly disadvantageous to the Native American people or frankly never paid out at all.  We left off last week talking about Abraham Lincoln, who is revered for his role in ending slavery, and an acknowledgement that this history itself is somewhat whitewashed as Lincoln actually was not a staunch abolitionist, but rather his primary motivating goal was to reunite the North and South– and he felt abolishing slavery was the only way to accomplish this goal. But he actually expressed numerous times difficulty imagining Blacks and Whites living together, and had a role in the largest government-sanctioned mass execution in US history, of 38 Dakota men in Mankato MN, despite recognizing that most sentenced to death were innocent of the charges.  This is one reason there has been controversy surrounding the large Lincoln statue at the top of Bascom Hill on campus.  (if not shown/discussed last week)  Nearly ¼ of the Ho-Chunk tribe died when they were sent from Southern Minnesota to South Dakota in the middle of winter. The Ho-Chunk had been removed from their land in what is now Madison after a treaty in 1832 that was signed under threat of death, and then in 1837 forced off of remaining WI land to western Iowa, then transitioned to Minnesota, then moved again to Southern Minnesota, before being exiled to South Dakota– from which a number of Ho-Chunk escaped and went to the Nebraska area. Throughout all that time, many Ho Chunk returned to their land in WI, typically being sent back to the reservation they had escaped from if found. Around 40-acres of land spread across 16 counties was “returned” to the Ho Chunk in 1881, though some of this land was later taken back by local governments.  **Slide 8: VIDEO, requires trigger warning**  Let’s bring our focus back to medicine and learn a little bit about medical practices during that time, which contributed to racism in the institution of medicine to this day.  This can be difficult to watch. It describes some overtly barbaric medical practices and racist policies, in particular toward Black women. I again just want to remind you of the option to opt out if this will be harmful to you based on your identity or history. If you are a White person, discomfort is an expected and necessary part of this work.  <https://www.youtube.com/watch?v=IfYRzxeMdGs>  **Slide 9: Podcast audio, requires trigger warning**  Next, I want to share a slightly different perspective on medicine during that time. This is an audio clip describing the impact of Emancipation and other policies around the time of, and after, the Civil War on Black folks. You will hear some first-hand accounts from Fountain Hughes, who was a formerly enslaved man who provided an oral history to the Federal Writers’ Project through the Library of Congress. His voice is from archival recordings from June 1949. Mr Hughes’s age at the time was unknown as his birth year was unknown and a source of much debate. A trigger warning: Mr Hughes uses the n-word in one of his statements. It also talks about Dr Rebecca Lee Crumpler, the first Black, female physician and her work to improve the health of Black folks during this time. To provide a time anchor to the lives of these two individuals, the Emancipation Proclamation was signed in Jan 1963 specifically declaring all enslaved people in the former Confederacy would be free (notably, this excluded enslaved people in border states that had been loyal to the Union). Highlighting her work is especially timely right now as yesterday (2/3/2022) was National Women Physician’s Day.  *Play episode 4 (“how the bad blood started”) from timestamp 07:48 thru 16:56*  <https://www.nytimes.com/2020/01/23/podcasts/1619-podcast.html>  \*\*This is a podcast, audio only\*\* The story begins during the reconstruction era, which is around where we left off with Abe Lincoln in our last history session.  (continue advancing slides)  Jeneen Interlandi and Nikole Hannah Jones are the creators of the 1619 podcast we just heard that clip from. I recommend the whole podcast if you are able.  As we have been discussing, health, healthcare systems, and the lives of our patients do not happen in a vacuum. The events of the world and systems of racism are all interconnected. So let’s review some broader historical context that continues to impact our patients’ lives through their impact on the social determinants of health and the systems within which our patients live.  Reconstruction was a brief period spanning from the final year or so of the Civil war until 1877. This time was marked by efforts to enforce the emancipation proclamation (reminder: Lincoln allowed Black soldiers to serve in part in an effort to drive up troops– he himself felt slavery was immoral but was not an abolitionist, and for a long time suggested that enslaved people set up their own, separate, new society in a different country), and, by the end of the War, to reunite the North and South. After the War, Lincoln did approve Union General William Sherman’s field order to redistribute 400,000 acres of Confederate land to formerly enslaved (and newly freed) individuals– the mainstay of the “40 acres and a mule” we’ve all heard about (this particular order only referred to the land, not the mule)… but just a couple months after the order was issued, Lincoln was assassinated.  With Lincoln’s assassination, President Andrew Johnson had to pick up the ball on Reconstruction. He quickly overturned the order to distribute that land so, as we all know, that never came to fruition. As this land was reverted to its former owners, many formerly enslaved people were forced to practice sharecropping. He was lenient in his enforcement of the 13th amendment, leading to ongoing functional enslavement of many during his tenure in office. Johnson vetoed bills to improve conditions for formerly enslaved individuals in the South by extension of the Freedmen’s Bureau so this was disbanded. Johnson’s relationship with Congress, which was generally more progressive than he was, was terrible. In fact congress over-rode a presidential veto of rights for formerly enslaved individuals that ultimately led the way to the 14th amendment (wow). Johnson was impeached in 1869, and Ulysses S Grant then became president.  The period was, however, marked by increasing involvement of African-Americans in the political sphere and overall one of the most progressive periods of history. Hiram Revels, the first African American Senator, was elected and took the oath of office in 1870. He left office after a year to become pressing of an HBC. He was selected by the Mississippi state congress to fill a vacant seat previously filled by Jefferson Davies, president of the Confederacy. He was almost not approved for this because of the 1857 Dred Scott supreme court decision denying citizenship to African Americans, but was ultimately sworn in less than a month after the 14th amendment was ratified.  Under President Ulysses S Grant, there was military enforcement of some of the radical reconstruction policies such as workplace rights and educational integration for Blacks.  As a side note, America’s first Black governor served during the reconstruction era (Louisiana)– for a whopping 34 days when the elected governor was facing impeachment. America’s first elected Black governor was not elected until 1989 (!!!!!)– and there has only been one other elected Black governor since that time (Deval Patrick, D-MA). Fact check (TRUE): there are more governors who have worn blackface, than have black governors” (wow)  Then came the 1876 presidential election- Rutherford Hayes (republican) vs Samuel Tilden  Tilden won the popular election by not just a plurality but with the majority of the votes, and this election had the highest voter turnout ever with 82% of eligible voters turning out. At first count, Tilden also won a greater number of electoral college votes, but 20 electoral votes (19 of them from Southern states) were disputed with each party claiming victory.  Hayes made a pact with these uncalled Southern states that if they would give their electoral college votes to him (even if they weren’t supposed to) that he would remove the military presence enforcing the end of slavery (and build a railroad through Texas was also part of the deal).  With this deal made, Rutherford won the electoral college vote (this is sometimes called the most contentious and/or most fraudulent election in US history).  This, in combination with an economic depression of the 1870’s, led to increasing violence against formerly enslaved individuals, the rise of white supremacist organizations such as the KKK (founded in 1876), and a general return to horrendous, highly discriminatory, inhumane and abusive conditions for many Blacks in the US. | Review slides for locally relevant information (eg slides 6-7 may require adaptation)  Pull up video (slide 8) beforehand  Pull up audio and bring it to the timestamp 07:48 beforehand |
| *OPTIONAL 0-10min* | *Large group discussion* | *Optional discussion Q’s listed on slide 15—choose one or more—if/as time permits* |  |