**History, Part 4**

*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. Consider sources of bias in the history they previously learned and the information they continue to consume
4. Relate the history of racism to current medical disparities through at least one example

*Learner Preparatory Work:*

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

No pre-work

*Facilitator Preparatory Work:*

There is a personal story on slide 8. Update it to a personal story from your own practice if you have one.

*In Session Facilitator Guide*

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| **Duration** | **Format** | **Activity** | **Materials Required** |
| 3 minutes | Large Group Discussion | Brief welcome and check in with the small group: Any hanging questions or comments from last week?Set the stage—*We are continuing our journey through history* |  |
| 8 minutes | Large Group Powerpoint | REFRESHER (where we left off last time): Reconstruction era– ended in the late 1870s. 1876 Rutherford Hayes “stole” the election by making deals with Southern states to give their electoral votes to him and he would remove the military presence that was enforcing the end of slavery from those states (and that he would build a railroad through Texas). In combination with an economic depression, 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. Let’s examine another influential leader of this era: Frederick DouglassFrederick Douglass was an abolitionist, thought leader, advisor, and was for part of his life enslaved. He was known as an equal rights advocate on a number of fronts-- *“His support of women’s rights never wavered although in 1869 he publicly disagreed with Elizabeth Cady Stanton and Susan B. Anthony who called for women’s suffrage simultaneously with voting rights for black men, arguing that prejudice and violence against black men made their need for the franchise more pressing.”* Prager U: Frederick Douglass- From Slave to StatesmanRun time 5:52 |  |
| 9 | Small Group Share | **Discuss in groups of 2-3, assign a reporter**: * What may be problematic about the way the information in this video is presented?
* What is PragerU?
* How can this particular telling of Douglass, emphasizing his “by the bootstraps” success and need for people to take responsibility for themselves, serve to perpetuate white supremacist narratives?
* Where do you usually get your information (news, education, other)?
	+ What bias is present in the sources your primarily frequent?
	+ How do you determine if information is politicized or biased in the way it is told?
	+ What bias do you perceive in information you previously received about US (or other) history?

Extra Reading: https://www.theatlantic.com/magazine/archive/2018/12/the-confounding-truth-about-frederick-douglass/573931/ |  |
| 10 minutes | Large group report back | **Report back small group discussions to the large group**Some themes to highlight:* PragerU is a generally right wing educational video producer
* This particular telling of Douglass, emphasizing his “by the bootstraps” success and need for people to take responsibility for themselves, serves to perpetuate the false (white supremacy-grounded) cultural narrative that if one works hard enough, anyone can achieve success; assumes an equal starting point; erases the impact of structural influences and even of luck; perpetuates this notion that people just need to try harder to achieve success. While Douglass definitely preached self-determination, he also showed keen awareness of the structures meant to deter black people from power, namely, lack of educational opportunities, lack of voting rights, forced dependence on whites, etc.
* Bias is present in many sources, but by and large educational narratives continue to ERASE contributions of BIPOC folks, and, when featured, depict stories of those who had resources and opportunity (and luck) not afforded to many/most leading to “success stories”.
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| 25 min | Powerpoint | **Slide 6: VIDEO, requires trigger warning regarding oppressive imagery and language**California Newsreel: The Rise and Fall of Jim Crow (4:11)After the end of reconstruction, the rights of Black individuals became increasingly limited through enactment of Jim Crow laws, Southern laws limiting the ability of Blacks to vote1905- Black activists met and called for equal civil rights, the end of racial discrimination, and full recognition of humanity for people of color. This was known as the “Niagra Movement” and led the way for formation of NAACP. W.E.B. Du Bois became director in 1909. Other prominent leaders included Ida B Wells and Mary Church TerrellThis movement was gaining traction during the presidency of Woodrow Wilson: Princeton’s president; NJ’s governor; 28th president of the United States. Won a Nobel Peace Prize for his efforts in founding the League of Nations; fought against child labor. Also openly racist. Wooed some Black activists during his campaign and reneged on promises to better conditions for Blacks– progressive labor reforms generally only impacted Whites and made working conditions worse for many Blacks. Ex- William Trotter (Boston based activist, founder and editor of the Guardian): when called out by Trotter for increasing racial segregation in federal workplaces, Trotter was kicked out of Wilson’s office; Wilson later described that as a mistake– because of bad press, not because Wilson was wrong. Defended the KKK. Romanticized the Confederacy.This was also a time when the Eugenics movement was really taking off, peaking in the 1920s-30s (and we know this was also part of Nazi rhetoric of the 1940s). This included forced sterilization of many, with forced sterilization being legalized in 1907 in Indiana (the first state to do so) and in 31 other states by 1931. Forced sterilization first focused primarily on those with disabilities, and grew to include so-called “undesirable” traits such as being non-White (with White used as the referent “norm”), low SES, criminal behavior, promiscuity, and feeblemindedness; as well as prohibiting those with some disabilities such as epilepsy from marrying, or mixed race marriages. Margaret Sanger, known as the founder of Planned Parenthood, was a vocal supporter of the eugenics movement with outspoken views that were racist, ableist and classist– and which she used to promote her agenda around birth control access specifically targeting certain populations. The eugenics movement generally supported more procreation from those considered to have desirable traits– eg white, wealthy, “smart”.Why is this important? Reflect back on video watched last time about Margaret Stanger (Planned Parenthood founder), eugenics, abuse by Dr John Marion Sims on enslaved women as he worked on his surgical techniques, and numerous reproductive atrocities including forced sterilization of many Black women, coercive targeting of long acting contraceptives such as Norplant to Black women…Aside from the fact that these issues are ongoing– think the hysterectomies performed without consent at the border; the 2018 story of Diana Sanchez giving birth alone in a cell while incarcerated and calling out for help, having told guards and prison health providers that she was going into labor– the history itself impacts how our patients interact with the health system.(SLIDE 8) This is a personal story from my practice. *(Facilitator update to a story from your personal practice if you have one)* | Change to a personal story of your own here, if you have one |