

COMMON BOOK ANNUAL REPORT

2022-2023

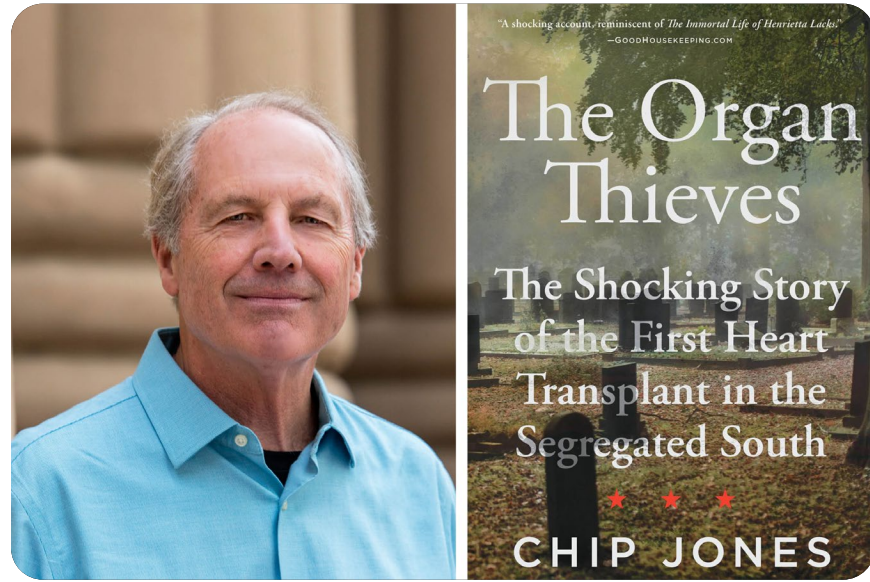


VCU

University College

2022-2023 Common Book Report

The Common Book Program is one of the largest initiatives in University College. The Common Book Program grew out of the nationally recognized Summer Reading Program to become a university-wide endeavor that welcomes our first-year students into the vibrant intellectual culture of VCU and engages community partners in the conversation as well. VCU and Richmond come together to explore important social challenges and to consider how to be part of the solution. Past themes have included the opioid crisis, immigration, eviction, and voter suppression.



The Common Book Program offers the VCU community many opportunities to wrestle with complex social issues through an interdisciplinary lens, starting with reading the Common Book in the fall and continuing with programming throughout the year. The book is integrated into the Focused Inquiry (UNIV 111/112) curriculum, helping students to explore the real-world applications of the Common Book and to engage in critical thinking and problem-solving around its central theme. In addition, faculty in University College foster partnerships across both VCU campuses and within the broader Richmond community to provide interesting and rigorous programming to a wide audience over the course of the academic year.

Each fall, an interdisciplinary selection committee convenes to discuss potential Common Book suggested by members of the VCU community and through the submission form on this website. Each spring, the committee examines all nominations to narrow the list to a few options that are then sent to the Dean of University College and VCU's Provost for final selection. The chosen book is then distributed to an incoming class of first-year students the following fall, who begin their examination of the book in academic conversations that happen as soon as they arrive on campus to start their VCU careers. Units across the University and Richmond also use the book in their own programming or in conjunction with the Common Book Program.

Our university-wide selection committee brings together members from a variety of units, such as VCU Libraries, the School of Dentistry, the Institute for Contemporary Art, the College of Humanities and Sciences, University College, the Division of Student Affairs, the Honors College, the VCU Graduate School and it includes undergraduate and graduate students as well.

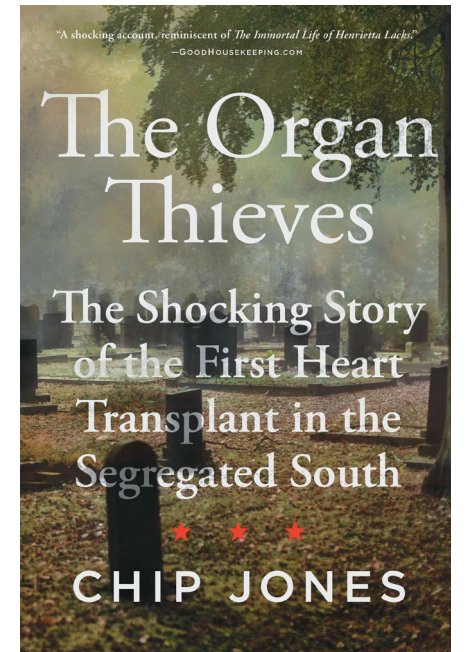
Selected books share the following traits:

- They prompt students to think deeply and analytically about an important current issue;
- They encourage students to consider issues from differing perspectives, promoting VCU's commitment to diversity, equity, and inclusion;
- They address an issue that is illuminated by interdisciplinary inquiry, making it appropriate for students and faculty with a wide range of academic interests;
- They allow students to understand the importance of civil debate about difficult problems, providing an opportunity to model the nature of academic inquiry for incoming students; and
- They encourage students to think for themselves about problems that face the 21st Century.

The 2022-2023 Common Book: The Organ Thieves: The Shocking Story of the First Heart Transplant in the Segregated South by Chip Jones

The 2022-2023 Common Book was "The Organ Thieves: The Shocking Story of the First Heart Transplant in the Segregated South" written by Chip Jones. In his book, Jones documents an important part of Virginia Commonwealth University's institutional history by focusing on two aspects of the story of how our country's white medical establishment has historically misled and exploited Black and African Americans. Jones begins with the story of how, on a Friday evening in 1968, African-American laborer Bruce Tucker suffered a severe head injury. Taken to a Richmond hospital, he was pronounced brain dead the next afternoon. Without the knowledge or permission of Tucker's family, a team led by cardiac surgeon Richard Lower transplanted Tucker's heart into a White businessman, who initially recovered from the operation but died a week later. Informed by a funeral director that his brother's heart and kidneys were missing, William Tucker hired lawyer (and future Virginia governor) Doug Wilder to look into the matter.

Lower and the other surgeons were eventually cleared in a wrongful death lawsuit, though jurors intended to find the hospital negligent for allowing the procedure to go forward without consent from Tucker's next of kin and were only prevented by a statute of limitations. This outcome left a tangle of ethical and legal questions around the concept of "brain death." Jones also connects the Bruce Tucker case to the long and sordid history of medical experimentation on African Americans, and he includes a chapter on the East Marshall Street well in an exploration of the 19th-Century practice of procuring medical cadavers from African American cemeteries ([see the full press release](#) by William Lineberry).



Book Distribution Across Campus

This year, each freshman received access to an eBook copy of the 2022 Common Book "The Organ Thieves: The Shocking Story of the First Heart Transplant in the Segregated South." The book was distributed through Glose, an app that allows readers to use tools that support active reading as well as collaborate and discuss the book with other readers. Additionally, the eBook format encourages sustainability and makes a positive environmental impact, to enhance each student's learning experience. Each new first-year student received instructions to download the eBook version of "The Organ Thieves: The Shocking Story of the First Heart Transplant in the Segregated South" as part of their Student Orientation during summer 2022 and through their Focused Inquiry instructors in UNIV 111 and 112 classes.

¹ LaMonica, M. (2009, September 1). Study paints kindle e-reader a dark shade of green. CNET. Retrieved February 7, 2022, from <https://www.cnet.com/news/study-paints-kindle-e-reader-a-dark-shade-of-green/>

² Institute, O. (2017, December 7). Print or digital: It all has environmental impact. HuffPost. Retrieved February 7, 2022, from https://www.huffpost.com/entry/print-or-digital_b_4860403

³ Nie M., Armellini A., Witthaus, G. & Barklamb, K. (2011). How do e-book readers enhance learning opportunities for distance work-based learners?. Research in Learning Technology, 19(1), 19-38. <https://doi.org/10.1080/09687769.2010.548506>

Common Book Distribution Numbers

Incoming students received: Incoming students received access to the eBook: **5,000**

Physical books (1,100 total books) were distributed to the following groups:

Campus and Community Partners:

Richmond Public Library (RPL): **500**

Graduate School: **300**

VCU Libraries: **150**

@ REAL Program City Partner: **50**

Focused Inquiry Discussion Group Facilitators: **20**

Board of Visitors: **16**

University Administration (Deans, Assoc. Deans, President's Office, Provost's Office):

Council of Deans: **12**

President's Office: **15**

Sr Vice President for Academic Affairs & Provost: **20**

CTLE: **3**

Total books ordered: **1,100**

Total books distributed to paid partners and yearly distributions: **1,066**

Books left to distribute: **34**

Costs (physical books only): **\$8.33**

Costs (physical book order + shipping from publisher + Tax): **\$9,269.74** (\$9,163 books + \$2,500 shipping + \$16.74 tax)

Orientation Presentations

There were 10 First-Year Orientations available for incoming students during Summer 2022. Students and their families were welcomed to VCU in a two-day orientation. The Common Book Program participated at all 10 orientations, presenting a 15-minute talk to three Academic Success Rotations sessions on day one followed by hosting an information table at the Student Resource Fair in the University Commons on day two. The day one presentations involved a brief introduction to the Common Book Program, past Common Books selected, "The Organ Thieves: The Shocking Story of the First Heart Transplant in the Segregated South" by Chip Jones, a condensed list of Fall 2022 events available through Common Book programming, and eBook access instructions. The day 2 information table offered students and their families to ask follow-up questions regarding the Common Book Program, eBook access and event inquiries.

Focused Inquiry Classroom Engagement

"The Organ Thieves: The Shocking Story of the First Heart Transplant in the Segregated South" was a required text in all Fall 2022 sections of UNIV 111: Focused Inquiry I and UNIV 112: Focused Inquiry II. The text formed the basis for classroom discussions, presentations, research projects, and reflections. (Some examples of faculty assignments and student work related to "The Organ Thieves: The Shocking Story of the First Heart Transplant in the Segregated South" are attached).

Number of Fall 2022 UNIV 111-112 sections: 119 sections of UNIV 111 (2263 students) and 37 sections of UNIV 112 (709 students)

Total number of students enrolled: **2,972**

Survey Data

Common Book Program Event Check-In Survey for Attendees

Participants scanned the QR code poster to access the check-in survey Google Form (N = 485 responses across all events this fall 2022 semester). There were 231 attendees who reported an opportunity for extra credit from their professor. The survey format included: email address, name, type of attendee (i.e., student, faculty, staff, community member), "How many Common Book events have you attended?," and "If you are a student and your professor is offering extra credit, give us their name and we will email them to let them know you attended the event."

- Most of the respondents were VCU students, followed by community members and faculty/staff.
- Students and faculty/staff attended more events around the Oct. 12 Author Keynote Address, while community members attended events at the beginning and end of the semester.
- There were 415 attendees indicating the event was their first Common Book event; 71 attendees indicated a return for at least one additional Common Book event.
- Only about 14% of respondents were returners to the Common Book event they attended.
- Most of the respondents returned to the Sept. 19 Wilder Symposium, Common Book Speaker Series, Oct. 6 ICA event, and Oct.12 Author Keynote Address.
- A greater proportion of students attended the CB Speaker Series, Film Screenings, ICA Event, Author Keynote Address, and Wilder Symposium, compared to faculty/staff and community members.



Survey Data Cont.

Common Book Program Post-Event Attendance Feedback Survey

Event attendees who checked into a Common Book event using the QR code check-in poster were emailed a feedback survey after each event (typically sent 24-48 hours following the event); however, only attendees from the 9/19 Wilder Symposium and the Oct. 12 Author Keynote Address responded to this follow up survey (43 total responses). The survey format included: email address and the following questions: “How did you hear about this event?,” “To what extent are you satisfied with this event?,” “To what extent do you feel like you gained knowledge about the topics discussed?,” “To what extent did this event create an environment that made you feel comfortable asking questions?,” “To what extent did this event challenge you to think differently about the topics discussed?,” “How likely are you to attend another Common Book event?,” and an open-ended feedback item.

- **Nearly 60% of attendees heard about the event from their professor.**
Students primarily heard about Common Book Events from their professors, while faculty/staff primarily heard about the event through colleagues or other means.
- **Over 90% of attendees were satisfied or very satisfied with the event.**
Both students and faculty/staff reported satisfaction with the Common Book events they attended.
- **All attendees reported gaining some or extensive knowledge from the event.**
Both students and faculty/staff reported gaining knowledge about the topics discussed in the Common Book events they attended.
- **Over 80% of attendees reported comfortability asking questions at their event.**
Faculty/staff reported slightly more comfortability asking questions, though students indicated mostly comfortable to ask questions at the Common Book events attended.
- **Roughly 65% of attendees felt challenged to think differently about the topics discussed.**
Both students and faculty/staff reported that the Common Book events challenged their thinking about the topics discussed.
- **Nearly 90% of attendees reported interest in future Common Book events.**
Both students and faculty/staff reported a greater likelihood of attending future events, though students reported slightly more variability in their responses.



Author Visit

Chip Jones visited VCU on October 12, 2022, (See the [full press release](#) by William Lineberry). Activities included the following:

On the VCU Campus –

- Author visit to Focused Inquiry class (approx. 19 in attendance).
- Meeting with President Michael Rao.
- Virtual meeting open to all students (approx. 45 in attendance).
- Keynote Lecture and Q&A; hybrid format with in-person and a virtual live-streaming option (N = 159; Note: this does not include the attendees who joined remotely via live-streaming and those who did not check-in).

2022-2023 Common Book Events

Events sponsored in partnership with the University College Common Book Program or by VCU schools, departments and programs:

Excel Education at the VCU Massey Cancer Center

- Dr. Archana A. Pathak facilitated 4 Rammalogues sessions (Aug. 17, Sept. 14, Oct. 19, Nov. 16) to discuss “The Organ Thieves” and topics surrounding identity.

Community, Interaction, Action (CIA) Virtual Book Discussion

- On Aug. 29 and Sept. 12, members of the VCU community and Central Virginia Health Care System faculty participated in a faculty discussion group via Zoom facilitated by Dr. Marlon Levy.

The Common Book Program and the Center for Teaching and Learning Excellence (CTLE) Faculty Book Club

- VCU faculty attended a 4-part book club (Aug. 30, Sept. 13, Sept. 27, Oct. 11) to meet and discuss “The Organ Thieves.”

The Common Book Program and the Center for Teaching and Learning Excellence (CTLE) Virtual Workshop

- On Aug. 31, educators virtually attended the “Can We Talk about Race?” workshop led by Kiara Lee to help foster safe spaces in the classrooms and engage with racial issues (N = 38).

The Common Book Program and Cabell Library

- Two film screenings and discussions (Sept. 14, Oct. 19), hosted by Focused Inquiry Professor Carver Weakley and Public Affairs Research Librarian Nia Rodgers, were held at Cabell Library for VCU students, faculty, and community members. There were 8 in attendance for the “Transplanting Hope” film screening on Sept. 14 and 25 in attendance for “Mary Shelley’s Frankenstein” film screening on Oct. 19.

COMMON BOOK KEYNOTE WITH:
CHIP JONES
AUTHOR OF THE 2022-2023 VCU COMMON BOOK

THE ORGAN THIEVES
THE SHOCKING STORY OF THE FIRST HEART TRANSPLANT IN THE SEGREGATED SOUTH

WEDNESDAY, OCTOBER 12
6 p.m.-7:30 p.m.
Singleton Center
922 Park Avenue

VCU University College

Health Sciences Library and the University Student Commons

- On Sept. 15, Dr. Marlon Levy facilitated a film screening of the documentary “Hidden Heart: The Story of the First Human Transplant, Hamilton Maki and Christiaan Barnard” and discussion.

The Common Book Program and the Department of African American Studies

- On Sept. 16, “To Tell It Like It Is”—a Teach-in—was held in the Commons Plaza. Presentations were led by Drs. Stephanie Rizzi, Carlos Smith, Elvin Price, Daniel Sunshine, and Michael Dickinson, as well as Shawn Williams, Adebayo Ogungbade, Kamari Branch, Mariah Williams, Tanya Boucicaut, Ana Edwards and Syd Collier. There were several organizations present at tables, including Catch the Fire, VCU Health Live Transplant Team, Sacred Ground Historical Reclamation Project, Black Men in Medicine, National Association of Black Social Workers, Donate Life Virginia, PRIME and The Black Psychology Student Association.

The Common Book Program and the L. Douglas Wilder School of Government and Public Affairs

- On Sept. 19, the 2022 Symposium “Racism, Health, & Accountability” was held in the Singleton Center for the Performing Arts for VCU students, faculty, and community members. The signature speaker, Governor L. Douglas Wilder, discussed ethical issues in the Bruce Tucker case and the lasting historical impact today. The symposium was open to the public and had a live-streaming option for attendance as well. There were 188 in attendance for the in-person symposium (Note: this does not include the attendees who joined remotely via live-streaming).

The Common Book Program, the Office of Health Equity, the United Network of Organ Sharing, and the East Marshall Street Well Project Family Representative Council

- A 3-part speaker series was held in Cabell Library and live-streamed on Sept. 20, 28, and Oct. 5. For the first event, “Transplantation, Medical Ethics, and the Pursuit of Equity,” Joel Newman, Senior Communications Strategist for the United Network of Organ Sharing, was interviewed by Gabe Thomas, Medical Student at VCU School of Medicine (N = 5 in-person; N = 14 virtual).
- For the second event, “Community Driven Research and the Ethical Treatment of Human Remains: Sampling the Ancestral Remains from the East Marshall Street Well Project,” Rhonda Keyes Pleasants, Christopher Rashad Green, Dr. Tal Simmons, Dr. Joseph Jones, and Nikki Fernandes led a panel discussion (N = 38 in-person; Note: this does not include the attendees who joined remotely via live-streaming).
- For the third event, Jason Callahan moderated a panel discussion by Amarachi Onyejekwe, Dr. Danielle Norieka, David Fleming, and Dr. Leslie Randall, “History and Health: Making Ethical Healthcare Decisions” (N = 10 in-person; N = 39 virtual).
- On Oct. 20, the Common Book Program and Office of Health Equity co-sponsored the “History and Health: VCUHS Transplant Program from a Quality and Access Lens” panel discussion by Dr. Marlon Levy, Cherron Gillmore, and Dr. Jim Childress, moderated by Rev. Dr. Marilyn Barnes, held at the McGlothlin Medical Education Center and live-streamed.

VCU Medical Center Health and Wellness Library and LifeNet

- On Sept. 23, Patricia Dean, LifeNet Health Community Education Coordinator, led participants through discussions of organ donation processes for the “Health and Wellness Library Program – Organ Donation” virtual event.

The Common Book Program and the Department of Psychology

- On Oct. 26, Dr. Shawn Utsey held a film screening of his film, “Until the Well Runs Dry” and a discussion for VCU students, faculty, and community members at the Egyptian Building Auditorium (N = 5).

The Common Book Program and the Office of Multicultural Student Affairs (OMSA)

- In a two-part film screening of Get Out (Oct. 27) and follow-up discussion (11/3), the Common Book Program and Office of Multicultural Student Affairs presented “Black Body Politics” to discuss Black bodies, trauma, and healthcare. There were 7 in attendance for the film screening and 3 in attendance for the follow-up discussion.

Events sponsored by Community Partners

The Common Book Program, Richmond Public Libraries, and the United Network for Organ Sharing (UNOS)

- Richmond Public Libraries held “Organ Transplantation & Donation Today: Meet an UNOS Ambassador” to share personal stories from Christopher Woody, UNOS Ambassador, and common myths and facts from Bernadette Jay of UNOS to VCU students, faculty, and community members at Ginter Park (Sept. 22) and Broad Rock (Oct. 6). In addition, Richmond Public Libraries held “Transplantation Medical Ethics, and the Pursuit of Equity,” an interview with Joel Newman, Senior Communications Strategist for the United Network of Organ Sharing, by Gabe Thomas, Medical Student at VCU School of Medicine, at the Main Library (Sept. 29).

The Common Book Program, Richmond Racial Equity Essays, and the Institute for Contemporary Art

- On 10/6, the collaborative TED Talk style event, “Community Health, Equity, and the Built Environment,” offered 12-minute 12-slide presentations by Dr. Ram Bhagat, Duron Chavis, Breanne Armbrust, Florencia Fuensalida, Ruth Morrison discussing their experiences in community work and showcase research, projects, and solutions to disrupt systemic inequities. There were 39 in attendance for the event.



Communications: Monthly Newsletters

We produced and distributed 4 newsletters to VCU and community partners, as well as

- VCU administration, faculty, staff, and students (519 on distribution list).
- August 15th, 2022 – 58.1% opened the email (up 0.3% from the previous year).
- September 1st, 2022 – 55.5% opened the email (up 10.4% from the previous year).
- October 3rd, 2022 – 52.1% opened the email (up 6.7% from the previous year).
- November 1st, 2022 – 46.3% opened the email (up 5.9% from the previous year).

As of 2019, MailChimp found the average email open rate across industries was 21%, with a range of 15% - 25% considered to be a good open rate. By these metrics, the Common Book newsletters were opened at above average rates.

Program Videos and Multimodal Resources

The Health Equity video series features interviews and testimonials with VCU and VCU Health staff and community members as they discuss how health disparities in the metro Richmond area are being addressed. This video series included 6 videos discussing the Ram Pantry, medical legal partnership, housing instability, Facts and Faith Fridays, Health Hub at 25th, and the Food is Medicine program.

The Common Book Team produced The Organ Thieves virtual walking tour featured on the Common Book Program website. The downloadable audio historical walking tour contained a full transcript of the 14 minutes and 20 second tour (N = 203).

The 3-part speaker series events were all recorded and shared on the Common Book Program website, as well as the video recording of the 2022 “Racism, Health, & Accountability” Symposium and the keynote address.

VCU Health also produced an epilogue video, VCU Health: Beyond The Organ Thieves, which tells of the events and programs that have been launched over the past 50 years at the VCU Medical Center since the first heart transplant was performed in 1968.

University College 2022 Common Book Program Total Cost

The costs below do not include the Program Director’s time, the general UC staff support of the program or the cost of programs not funded by University College.

Total Amount of eBooks Purchased by UC for:

Students: 5,000

Total (5000 books x \$6 per book): \$30,000

Total amount of hard-copy books purchased by UC for:

VCU Libraries: 150

Council of Deans: 12

@ REAL Program City Partner: 50

President’s Office: 15

Sr Vice President for Academic Affairs & Provost: 20

Board of Visitors: 16

CTLE: 3

Total (266 books to unpaid partners x \$8.33 per book): \$2,215.78

Books left after distribution: 34

Total (300 books to VCU units x \$8.33 per book): \$2,499

Books purchased through UC (reimbursed costs not included in programs costs as not absorbed by UC):

Richmond Public Library: 500

Graduate School: 300

Total (800 books to community partners x \$8.33 per book): \$6,664

Direct publicity costs:

Posters: \$230.36

Palm Cards: \$165.65

Bus Shelter Advertisement: \$2,100

Total Direct Publicity costs: \$2,496.01

Streaming and transcription service costs:

Common Book Speaker Series: \$675

Keynote Address: \$2,435

Total Streaming and transcription service costs: \$3,110

Presenter Fees and Honorariums:

Teach-In Presenter Fees and Honorariums: \$1,250

Keynote Author Fee: \$10,000

Total Presenter Fees and Honorariums: \$11,250

Additional author visit and keynote address costs:

Car Service: \$230.40

Reception Catering: \$2,404.50

Furniture Rental: \$1,533.25

ASL Interpreting Services: \$589.50

Total Author visit and keynote address costs: \$4,757.65

Total Calculated Program Costs: \$56,219.40



Examples of assignments related to The Organ Thieves: The Shocking Story of the First Heart Transplant in the Segregated South

Part 1: Roots

Assignment #1: History Matters

To understand (and subsequently dismantle) systemic racism in the United States, we must understand our nation’s history. Completely divorced from context, this is the story of a medical team who made a bad decision. But, with the chapters of historical context Jones gives us, this becomes one example of medical racism that’s been happening in this country for centuries (and is still happening today). There’s even (as Jones discusses) a well-established and long-lasting precedent of white doctors using Black bodies for medical experiments without procuring consent.

This could be a launching pad for a broader class discussion about the importance of understanding the history of racial injustice so that modern phenomena don’t seem like “accidents,” “isolated incidents,” or “natural.” (learning about redlining to understand residential segregation, e.g.)

To that end, have students read the article below or use it to get some of your own ideas to prepare for a discussion about American history curricula. More specifically, you could have students talk about their own high school history curricula and what they did/did not learn about racial injustices (particularly how they still shape our current landscape).

- How is learning about the history of racial injustice transformative?
- Why have textbooks been “white washed?”
- Why have there been such fierce debates over race and education in the last few years?

From “Teaching America’s Truth,” a project from the Washington Post on how slavery is taught: “The textbooks were pretty whitewashed. We never talked about the conditions of slavery or why it persisted.” “A range of critics — historians, educators, civil rights activists — want to change how schools teach the subject. The evidence of slavery’s legacy is all around us, they say, pointing to the persistence of segregation in schools, the gaping racial disparities in income and wealth, and the damage done to Black families by the U.S. criminal justice system.”

Assignment #2: Power, Consent, and Putting Sources in Conversation

Step 1: Read the following articles and answer the following questions: “The Surgeon Who Experimented on Slaves” by Sarah Zhang and “The medical ethics of Dr J Marion Sims: a fresh look at the historical record” by L. L. Wall

1. What is the tone of each article? Can you see a difference in the connotations of the words used to describe the details of Sim’s story through the eyes of Sarah Zhang and L. L. Wall? Who is the intended audience for these articles?
2. L.L. Wall argues that J. Marion Sims has been maligned based on three false assertions: first, “it was unethical ‘by any standard’ to perform experimental surgical operations on slaves because slaves, by definition, could not have given voluntary informed consent for surgery,” second, his “failure to use ether anaesthesia during these operations was racist: that he did not use anaesthesia when performing fistula surgery on Black women, but later, after he had developed his operation and moved to New York to found the Woman’s Hospital there, he routinely used anaesthetics when operating on white women,” and third, the use of slaves for medical experimentation was unnecessary because substantial advances in medical care were made in the 19th century by Southern physicians who experimented in an ethical manner using white women from whom they obtained ‘informed consent’.” What is your reaction to each of these assertions and the evidence Wall provides to defend Sims?

3. Does Zhang present any evidence that might help refute Wall’s defense of Sims?
4. When viewed through a modern lens, how do you interpret the intersection of power and consent when approached from the point of view of Lucy, Anarcha, and Betsey? What about when viewed from Sim’s perspective?

Step 2: Put these articles in conversation with one another and join the conversation yourself.

1. Watch this video, “Putting Sources in Conversation”
2. What are three strategies the author suggests you can use to put sources in conversation?
3. Now, we’ll practice using the two sources you read about J. Marion Sims. Complete the following table.

Question: What do the stories of Lucy, Archana, Betsey, and J. Marion Sims teach us about power and consent in the 19th century?

The language of acknowledgment and response is important to having sources in conversation. Basically, acknowledge what someone else said first before another source, or you, adds to, contradicts, etc. To do so, basically you can think of swinging a door—you have to have a hinge to move from one position to another and then some statement about truth or validity (the positions on either side).

Hinge words: however, although, nonetheless, but, yet, on the other hand, to be fair, etc.

Truth or position words: seems, appears, is, looks, shows, agrees, refutes, demonstrates, claims, etc.

Author	What this author says (with citation)	What you say back to that author
Zhang		
Zhang		
Zhang		
Wall		
Wall		
Wall		
Final thoughts: After reviewing this conversation, what do you believe about the work of J. Marion Sims?		

7. Complete these two sentences for the two sources

[Source 1] argues [claim/assertion], but [source 2] disagrees, claiming instead [claim/assertion].

- Although [source 1] would support [source 2] that [area of agreement], I would argue that [your point] because [reasoning].
5. Then, make up one of your own sentences practicing the language of acknowledgment and response using the sources.

Part 2: The Race

Assignment #1: Bioethics

This book offers a great way to talk about difficult ethical questions and concepts (utility, consent, justice, etc.)

Activity: Questions for Small Group or Full Class Discussion on the ethics of organ transplantation

- If an organ comes from a related living donor, how could consent be obtained without coercion?
- If an organ comes from an unrelated donor, should there be compensation? (Consider showing this dramatization of a family seeking a bone marrow donor to elucidate and raise questions around compensation for organs and why it is currently illegal: Everything from the Institute of Justice.)

- If an organ comes from a deceased donor, what clinical evidence of death should we rely on? (the book dives into this question in the last few chapters)
- How can transplant recipients be fairly selected when there aren't enough organs to go around?
- Is it right to practice transplant techniques on animals first? Why or why not?

Assignment #2: Digging in the Archives

Because so much of this section is concerned with the history and role of VCU in the community, have students work with the [VCU Commonwealth Times Archive](#) to ask questions about the university's and the students' values about VCU and the community. This could be a smaller project for a group discussion or it could be used as a major unity project for synthesis or research. This could also be paired with the president's "[State of the University](#)" speeches to better understand the reported values of the university.

Assignment #3: Transplants of the Future

Have students watch "[Transplant Cells, Not Organs](#)" by Susan Lim and read "[The High-Stakes Race to Create the World's First Artificial Heart](#)" by Mimi Swartz and/or "[Like Being Grilled Alive: The Fear of Living With a Hackable Heart](#)" by Jamison Rich and engage in a discussion about emerging and hidden concerns around new transplant techniques. What concerns do people have about artificial hearts, stem cells, or fat-derived, adult, induced pluripotent stem cells? What are we missing as we turn to the next generation of heart/organ transplantation techniques? What else do we need to know in order to save lives with what seems like viable solutions to a global lack of donor organs?

Part 3: The Reckoning

Assignment #1: Legal Ambiguity/Racial Discrimination and the Legal System

We can often think of laws as unambiguous and impartial. They have to be unambiguous and impartial to be fair, right? And yet, so many laws rely on subjective interpretation. In this case, the hospital claimed they made a "reasonable search" for Bruce Tucker's relatives. What constitutes a "reasonable search?" The first thing I thought of when I read "reasonable search" was "with all deliberate speed" in the *Brown v. Board* decision. In both instances, people used the ambiguity of the law to deleterious (and specifically racist) ends.

- Activity: Have students recreate the timeline of events from Tucker's fall to removing his heart in much the same way that Jones did in Chapter 12 (on the white board, on a piece of poster board, using Jamboard or a digital timeline generator, etc.). Then ask them: based on the timeline of events, do you think the hospital conducted a "reasonable search" for Tuckers' relatives? Why or why not? What might a "reasonable search" have looked like? Do you think Tucker's identity (race/income level/the fact that doctors knew he had something to drink) played into the hospital's interpretation of "reasonable search?" Eventually you can scaffold to: what does all of this tell us about our legal system? You can also pull in examples like *Brown v. Board* or *Plessy v. Ferguson* here.

Assignment #2: Ethical Concerns

Have students read/watch/listen to any (or any combination) of the following: "Onora O'Neill on Medical Consent" from Philosophy Bites, Ethics of 20th Century Organ Transplants from C-SPAN, Bioethics of Organ Transplantation by Arthur Caplan, and/or The Ethics of Organ Transplantation: A Brief History by Albert R. Jonsen as a jumping off point for a conversation about biomedical ethics and informed consent. Ask them to come up with a list of questions they would need to know the answers to before they consented to a transplant procedure. Then, compare this list of questions to the information provided by A Practical Guide to Informed Consent from Temple Health to see if what they would need to know is covered by healthcare practitioners today.

Assignment #3: Tracing the Public's Rhetoric

Have students read and annotate the related articles (right below, under Additional Community & University Resources)

from the Richmond Times-Dispatch newspaper archive. Some discussion questions to ask students: What can we make of the titles of each article and how they are functioning to tell a story? Who did each article choose to interview or share perspective from, and why do you think that is? In any of the articles, are there any words or phrases that stand out to you—which ones, and why? What might these Richmond Times-Dispatch news stories convey about the public's interest and opinion on this case? What can be understood from the changes in language and argumentation from the articles, as the information and lawsuit progress?

Part 4: Troubles, Trials, and Tribulations

Assignment #1: Atoning for Historical Injustice

*Medical racism is, of course, an ongoing issue, and that might play into your and students' thinking on these questions. "Historical injustice" here is used to describe Bruce Tucker's case.

Activity: Discussion Questions for Small Groups or Full Class

- What would justice for Bruce Tucker look like?
 - Who is at fault?
 - What do they owe and to whom?
 - Who should get to determine these things?
 - What needs to be done?
 - Who should decide what needs to be done?
 - Who needs to perform those acts?
 - What effect will those efforts have?
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- This lends itself to broader questions about atoning for historical injustices
 - Is it possible to atone for things that happened in the past? Why or why not?
 - Can any compensatory actions ever undo the original injustice? Why or why not?
 - If not, then what is the point of the compensatory action?

You could also pair the above questions with a broader discussion about atoning for slavery and have students read [The Case for Reparations](#) by Ta-Nehisi Coates.

Assignment #2: Remembering Victims of Medical Experiments

After completing the above assignment, have students think about meaningful ways to commemorate victims of medical experiments by designing a historical marker (digitally or by hand) that would explain and contextualize their sacrifices and celebrate their personhood. Consider taking students on the walking tour of the medical campus, so they may see the ways in which people (of the East Marshall Street Well in the Kantos Building) and places (St. Philip's Hospital and its former nursing program in the passageway near the Egyptian Building) have already been commemorated for context.

Assignment #3: Furthering a Discussion of Richmond

Using the interactive map [Mapping Inequality: Redlining in New Deal America](#), you can lead a discussion-based interactive activity for students, asking them to further consider the historical inequalities specifically in Richmond. Some discussion questions: What would meaningful ways of reparations look like for Richmond residents who've been impacted by the generational effects of redlining in Richmond? How can we discuss consent within structures of economic and environmental racism in our own surrounding communities? How does "belonging" function in these situations of displacement? In thinking about multimodality, how does this interactive map function as a rhetorical medium for understanding the effects of government-sanctioned racism in Richmond? This guided activity could pair well with the aforementioned essay, [The Case for Reparations](#) by Ta-Nehisi Coates.

