

Bearkats Read To Succeed
2012-2013

THE IMMORTAL LIFE OF HENRIETTA LACKS

BY REBECCA SKLOOT

Discussion, Resources,
and Learning Activities
Guide

www.shsu.edu/fye/read.html

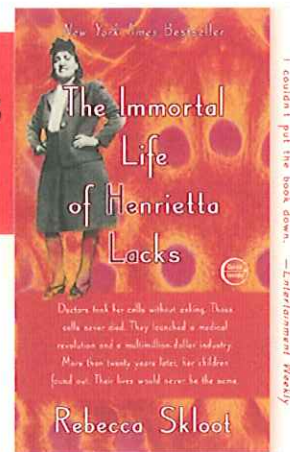


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The Immortal Life of Henrietta Lacks

Rebecca Skloot



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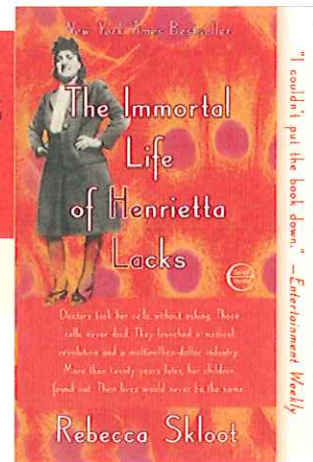
The mission of the Bearkats Read to Succeed program is to create a common academic/intellectual experience for incoming freshmen, facilitate a campus-wide cross-disciplinary conversation, and enhance the community among students, faculty, and staff.

The Immortal Life of Henrietta Lacks

Rebecca Skloot

A Reader's Guide

A Broadway Paperback • ISBN 978-1-4000-5218-9 • RebeccaSkloot.com • HenriettaLacksFoundation.org



TIMELINE

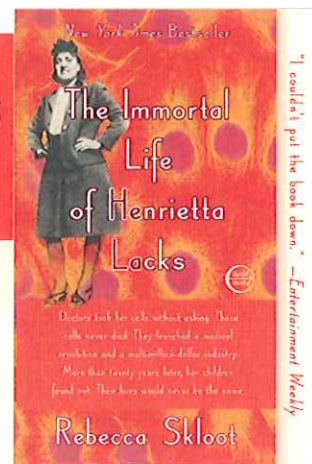
- 1889 Johns Hopkins Hospital is founded.
- 1912 Alexis Carrel claims to have successfully grown “immortal” chicken-heart cells.
- 1920 Henrietta Lacks is born in Roanoke, Virginia.
- 1947 The Nuremberg Code, a set of ethical standards for human experimentation, is produced as the result of a trial against several Nazi doctors who conducted experiments on prisoners during World War II.
- 1951 George Gey successfully cultures the first immortal human cell line using cells from Henrietta’s cervix. It is given the name HeLa after the first two initials of Henrietta’s first and last names.
- 1951 Henrietta Lacks dies of an unusually aggressive strain of cervical cancer.
- 1952 HeLa cells become the first living cells shipped via postal mail.
- 1952 The Tuskegee Institute opens the first “HeLa factory,” supplying cells to laboratories and researchers and operating as a nonprofit. Within a few years, a company named Microbiological Associates would begin selling HeLa for profit.
- 1952 Scientists use HeLa cells to help develop the polio vaccine.
- 1953 HeLa cells become the first cells ever cloned.
- 1954 The pseudonym “Helen Lane” first appears in print as the source of HeLa cells.
- 1954 Chester Southam begins to conduct experiments without patient consent to see whether or not injections of HeLa cells could cause cancer.
- 1957 The term “informed consent” first appears in court documents.
- 1965 HeLa cells are fused with mouse cells, creating the first animal-human hybrid cells.

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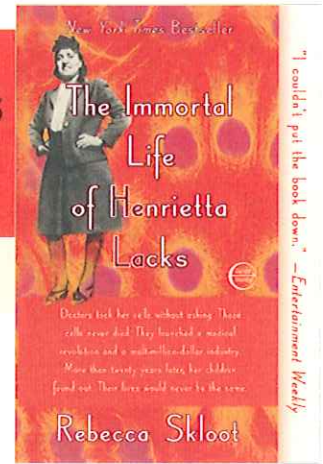
- 1965 The Board of Regents of the University of the State of New York finds Southam and a colleague guilty of unprofessional conduct and calls for stricter guidelines regarding human research subjects and informed consent.
- 1966 To ensure adherence to the new guidelines for research involving human subjects, the National Institutes of Health begins requiring the approval of Institutional Review Boards for any research they fund.
- 1966 Stanley Gartler drops the “HeLa bomb” and proposes that HeLa cells have contaminated numerous cell lines.
- 1970 George Gey dies of pancreatic cancer.
- 1971 In a tribute to Gey, Henrietta Lacks is correctly identified for the first time in print as the source of HeLa.
- 1973 The Lacks family learns for the first time that Henrietta’s cells are still alive.
- 1973 Researchers from Johns Hopkins take samples from Henrietta’s children to further HeLa research, without informed consent.
- 1974 The Federal Policy for the Protection of Human Subjects (the Common Rule) requires informed consent for all human-subject research.
- 1975 Michael Rogers publishes an article about HeLa and the Lacks family in *Rolling Stone*. The Lacks family learns for the first time that Henrietta’s cells have been commercialized.
- 1984 John Moore unsuccessfully sues his doctor and the Board of Regents of the University of California for property rights over his tissues. Moore appeals the decision.
- 1985 Portions of Henrietta’s medical records are published without her family’s knowledge or consent.
- 1988 The California Court of Appeals rules in John Moore’s favor, saying that patients must have the power to control what becomes of their own tissues. Moore’s doctor and the University of California appeal.

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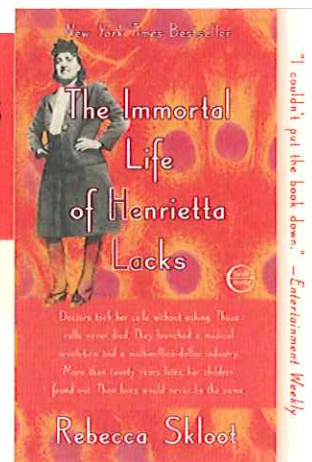
- 1991 The Supreme Court of California rules against John Moore, saying that once tissues are removed from the body, with or without consent, a person no longer owns those tissues.
- 1996 The Health Insurance Portability and Accountability Act makes it illegal for health-care providers or health insurers to make personal medical information public.
- 1999 The RAND Corporation publishes a report with a “conservative estimate” that more than 307 million tissue samples from more than 178 million people are stored in the United States alone. The majority of the samples were taken without consent.
- 2005 Members of the Native American Havasupai tribe sue Arizona State University after scientists take tissue samples the tribe donated for diabetes research and use them without consent to study schizophrenia and inbreeding.
- 2005 Six thousand patients join a lawsuit against Washington University, demanding that the university remove their tissue samples from its prostate cancer bank. Two courts later rule against the patients.
- 2005 By this date, the U.S. government has issued patents relating to the use of about 20 percent of known human genes, including genes for Alzheimer’s, asthma, colon cancer, and, most famously, breast cancer.
- 2006 An NIH researcher is charged with violating a federal conflict-of-interest law for providing thousands of tissue samples to the pharmaceutical company Pfizer in exchange for about half a million dollars.
- 2009 The National Institutes of Health invests \$13.5 million to develop a bank for fetal blood samples.
- 2009 Parents in Minnesota and Texas sue to stop the nationwide practice of storing and conducting research—without consent—on fetal blood samples, many of which can be traced back to the infants they came from.
- 2009 More than 150,000 scientists join the American Civil Liberties Union and breast cancer patients in suing Myriad Genetics over its breast-cancer gene patents. The suit claims that the practice of gene patenting violates patent law and has inhibited scientific research.

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CAST OF CHARACTERS

Immediate Lacks Family

David “Day” Lacks—Henrietta’s husband and cousin

David Jr. “Sonny” Lacks—Henrietta and Day’s third child

Deborah “Dale” Lacks—Henrietta and Day’s fourth child

Eliza Lacks Pleasant—Henrietta’s mother. She died when Henrietta was four.

Elsie Lacks (born Lucille Elsie Pleasant)—Henrietta’s second born and eldest daughter. She was institutionalized due to epilepsy and died at age fifteen.

Gladys Lacks—Henrietta’s sister, who disapproved of Henrietta’s marriage to Day

Johnny Pleasant—Henrietta’s father. He left his ten children when their mother died.

Lawrence Lacks—Henrietta and Day’s firstborn child

Loretta Pleasant—Henrietta’s birth name

Tommy Lacks—Henrietta and Day’s grandfather who raised both of them

Zakariyya Bari Abdul Rahman (born Joe Lacks)—Henrietta and Day’s fifth child. Henrietta was diagnosed with cervical cancer shortly after his birth.

Extended Lacks Family

Albert Lacks—Henrietta’s white great-grandfather. He had five children by a former slave named Maria and left part of the Lacks plantation to them. This section became known as “Lacks Town.”

Alfred “Cheetah” Carter—Deborah’s first husband. The marriage was abusive and ended in divorce.

Alfred Jr.—Deborah and Cheetah’s firstborn child and Little Alfred’s father

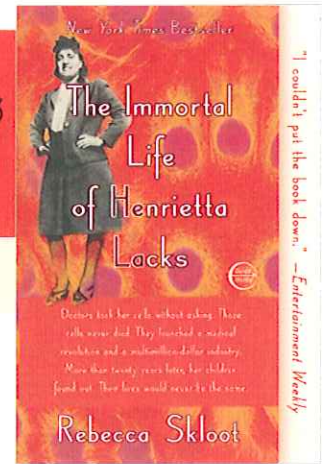
Bobette Lacks—Lawrence’s wife. She helped raise Lawrence’s siblings after Henrietta’s death and advocated for them when she discovered they were being abused.

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Cliff Garret—Henrietta's cousin. As children, they worked the tobacco fields together.

“Crazy Joe” Grinnan—Henrietta's cousin who competed unsuccessfully with Day for her affection

Davon Meade—Deborah's grandson who often lived with and took care of her

Ethel—Galen's wife, an abusive caregiver to Henrietta's three youngest children

Fred Garret—Henrietta's cousin who convinced Day and Henrietta to move to Turner Station

Galen—Henrietta's cousin. He and his wife, Ethel, moved in with Day after Henrietta's death to help take care of the children. He ended up abusing Deborah.

Gary Lacks—Gladys's son and Deborah's cousin. A lay preacher, he performed a faith healing on Deborah.

LaTonya—Deborah and Cheetah's second child; Davon's mother

“Little Alfred”—Deborah's grandson

Margaret Sturdivant—Henrietta's cousin and confidante. Henrietta went to her house after radiation treatments at Johns Hopkins.

Reverend James Pullum—Deborah's second ex-husband, a former steel-mill worker who became a preacher

Sadie Sturdivant—Margaret's sister, Henrietta's cousin and confidante. She supported Henrietta during her illness. She and Henrietta sometimes sneaked out to go dancing.

Members of the Medical and Scientific Community

Alexis Carrel—French surgeon and Nobel Prize recipient who claimed to have cultured “immortal” chicken-heart cells

Chester Southam—cancer researcher who conducted unethical experiments to see whether or not HeLa could “infect” people with cancer

Christoph Lengauer—cancer researcher at Johns Hopkins who helped develop FISH, a technique used to detect and identify DNA sequences, and who reached out to members of the Lacks family

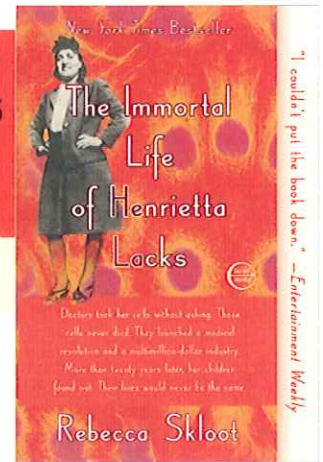
Emanuel Mandel—director of medicine at the Jewish Chronic Disease Hospital (JCDH) who partnered with Southam in unethical experiments

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Dr. George Gey—head of tissue-culture research at Johns Hopkins. He developed the techniques used to grow HeLa cells from Henrietta's cancer tissue in his lab.

Howard Jones—Henrietta's gynecologist at Johns Hopkins

Leonard Hayflick—microbiologist who proved that normal cells die when they've doubled about fifty times. This is known as the Hayflick limit.

Margaret Gey—George Gey's wife and research assistant. She was trained as a surgical nurse.

Mary Kubicek—George Gey's lab assistant who cultured HeLa cells for the first time

Richard Wesley TeLinde—one of the top cervical cancer experts in the country at the time of Henrietta's diagnosis. His research involved taking tissue samples from Henrietta and other cervical cancer patients at Johns Hopkins.

Roland Pattillo—professor of gynecology at Morehouse School of Medicine who was one of George Gey's only African American students. He organizes a yearly HeLa conference at Morehouse in Henrietta's honor.

Stanley Gartler—the geneticist who dropped the "HeLa bomb" when he proposed that many of the most commonly used cell cultures had been contaminated by HeLa

Susan Hsu—the postdoctoral student in Victor McKusick's lab who was assigned to make contact with the Lackses and request samples from them for genetic testing without informed consent

Victor McKusick—geneticist at Johns Hopkins who conducted research on samples taken from Henrietta's children without informed consent to learn more about HeLa cells

Walter Nelson-Rees—the geneticist who tracked and published the names of cell lines contaminated with HeLa without first warning the researchers he exposed. He became known as a vigilante.

Journalists and Others

Courtney "Mama" Speed—resident of Turner Station and owner of Speed's Grocery. She organized an effort to build a Henrietta Lacks museum.

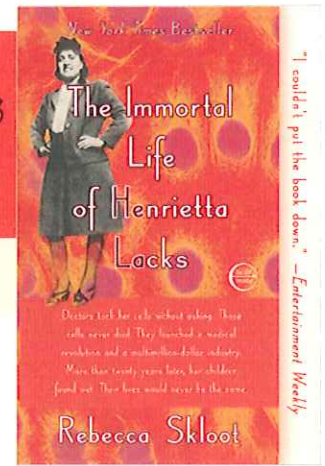
John Moore—cancer patient who unsuccessfully sued his doctor and the regents of the University of California over the use of his cells to create the Mo cell line

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Michael Gold—author of *A Conspiracy of Cells*. He published details from Henrietta's medical records and autopsy report without permission from the Lacks family.

Michael Rogers—*Rolling Stone* reporter who wrote an article about the Lacks family in 1976. He was the first journalist to contact the Lackses.

Sir Lord Keenan Kester Cofield—attempted to sue Johns Hopkins and the Lacks family

Ted Slavin—a hemophiliac whose doctor told him his cells were valuable. Slavin founded Essential Biologicals, a company that sold his cells, and later cells from other people so individuals could profit from their own biological materials.

Active Learning Activities for Use with BRTS *The Immortal Life of Henrietta Lacks*

Activity	Critical Thinking	Communication (written/oral)	Creativity	Inquiry & Analysis	Inter-cultural	Quantitative Literacy	Team-work & Problem Solving	Community Engagement	Art	Business	Criminal Justice	Education	Humanities	Science	Social Science
<p><i>The Faces of Cancer</i> http://science.education.nih.gov/supplements/nih1/cancer/guide/pdfs/ACT1M.PDF Using the case studies provided at the link above, teams should complete the tables following the case studies and share their results with other teams.</p>	X	X		X	X	X	X					X		X	
<p><i>Cancer and the Cell Cycle</i> http://science.education.nih.gov/supplements/nih1/cancer/activities/activity2_animations.htm Students use five Web-based animations to help them construct an explanation for how cancer develops, then use their new understanding to explain several historical observations about agents that cause cancer http://science.education.nih.gov/supplements/nih1/cancer/activities/activity2_videos.htm</p>	X	X		X		X	X					X		X	X
<p><i>Cancer as a Multi-Step Process</i> http://science.education.nih.gov/supplements/nih1/cancer/activities/activity3.htm Students use random number tables and a Web-based simulation to test several hypotheses about the development of cancer.</p>	X			X		X	X					X		X	
<p><i>Cell Biology and Cancer</i> http://science.education.nih.gov/supplements/nih1/cancer/guide/intro1.htm Link provides teacher guide for activities with background information.</p>	X	X		X	X	X	X							X	

Activity	Critical Thinking	Communication (written/oral)	Creativity	Inquiry & Analysis	Inter-cultural	Quantitative Literacy	Team-work & Problem Solving	Community Engagement	Art	Business	Criminal Justice	Education	Humanities	Science	Social Science
After viewing the cell animations http://science.education.nih.gov/supplements/nih1/cancer/activities/activity2_animations.htm , draw your own rendition of how cells develop into cancer.			X			X			X					X	
With group members, create an attractive brochure with supportive information for cancer patients. Distribute brochures to community (hospitals, doctors' offices, etc.).	X	X	X				X	X	X			X		X	X
B I O L O G Y / C A N C E R Read through the material presented at this link: http://www.nature.com/scitable/ebooks/cancer-16550193/contents Then, with partner(s), create a graphic organizer regarding cell division, oncogenes and tumor suppressors, cancer cytogenetics, and mapping human cancer genes.	X	X	X	X			X							X	
Choose a topic from each of the categories at the link below: http://www.insidecancer.org/ Then write an essay of 500 words or fewer regarding integrating the information you have learned. Share your essay with someone who chose differing topics.	X	X		X		X	X					X		X	X
With group members, create an attractive brochure written in Spanish with supportive information for cancer patients. Distribute brochures to community (hospitals, doctors' offices, etc.).	X	X	X		X		X	X	X			X		X	X

Activity	Critical Thinking	Communication (written/oral)	Creativity	Inquiry & Analysis	Inter-cultural	Quantitative Literacy	Team-work & Problem Solving	Community Engagement	Art	Business	Criminal Justice	Education	Humanities	Science	Social Science
<p><i>Evaluating Claims About Cancer</i> http://science.education.nih.gov/supplements/nih1/cancer/guide/pdfs/ACT4M.PDF Work with your teammates to review this media item. First, identify the claims the item makes about the product, ultraviolet light, and cancer. Then describe the evidence on which these claims are based. Then complete the Using a Model System to Test Claims About UV Light after the advertisements.</p>	X	X		X		X	X					X		X	X
<p><i>Acting on Information about Cancer</i> http://science.education.nih.gov/supplements/nih1/cancer/activities/activity5_statute.htm Students assume the roles of federal legislators and explore several Web-based resources to identify reasons to support or oppose a proposed statute that would require individuals under the age of 18 to wear protective clothing when outdoors.</p>	X	X		X		X	X					X		X	X
<p><i>Does sugar feed cancer?</i> Cancer patients get a lot of conflicting information about how to live their lives while fighting cancer. One common issue that comes up is the idea that sugar “feeds” cancer. Do some research, and write a two-page paper about the origins of this idea. Does it mean that cancer patients should avoid sugar at all costs?</p>	X	X		X										X	

Activity	Critical Thinking	Communication (written/oral)	Creativity	Inquiry & Analysis	Inter-cultural	Quantitative Literacy	Team-work & Problem Solving	Community Engagement	Art	Business	Criminal Justice	Education	Humanities	Science	Social Science
<p><i>Talk to your Doc!</i> Many cancer patients try herbal remedies they hear can help but are afraid of what their doctor will think so they keep it a secret from their oncologist (bear in mind how much Henrietta’s family distrusted the doctors at Johns Hopkins!). Unfortunately, some herbal remedies can directly interfere with forms of chemotherapy, with tragic consequences that could have been avoided had the doctor been informed. Research the subject and develop educational materials teaching the average person why it is important to “Talk to their Doc” about everything they are taking when fighting cancer.</p>			X	X				X	X			X		X	
<p>Compare and contrast biological terms of <i>cell culture</i>, <i>tissue culture</i>, and <i>organ culture</i>.</p>	X	X		X								X		X	
<p>Interview a person who has been treated for cancer. Include in your report what kind of cancer, symptoms that caused a visit to the doctor, how diagnosis was shared, treatment recommended, and treatment provided. What kind of informed consent did the patient have to give for treatment?</p>		X		X						X		X		X	
<p>As a team, research the support groups available for cancer victims. Are there support groups for family members? Make a list.</p>		X		X	X		X	X				X		X	

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Working in your chosen discipline or a discipline of interest, write a 4-6 page cause and effect essay in which you utilize additional research materials as well as use the text <i>The Immortal Life of Henrietta Lacks</i> as a secondary source.	X	X		X						X	X	X	X	X	X
<p><i>Plating density</i> (number of cells per volume of culture medium) plays a critical role for some cell types. Give examples of this phenomenon. For various culture media, determine the number of cells per volume. Make a table. This is a lab activity. Resource: http://users.stlcc.edu/departments/fvbio/Bio219_Lab_Manual/Lab%20Mammalian%20Cell%20Culture.pdf</p>	X	X		X		X						X		X	
<p>Altered book workshop: In this workshop students would begin by taking an old book and recreating a book of their own. The book could be a book of memories of someone they lost due to cancer, or a book for someone who is fighting cancer. Or it could be more encompassing and be a book that expresses their sorrows whether about cancer, death, prejudice, racism, injustice, etc. Maybe a manifesto for hope/peace.</p>	X	X	X				X		X						X

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<p>B I O L O G Y / C A N C E R</p> <p>Photography exhibition: Why not get the LSC gallery for two different events. The second could be a photography exhibition with the theme of peace. Cancer victims have to go through horrible treatments to deal with their illness. We could ask students to submit an 8"x10" photograph that embodies the idea of peace in a hopeful way. After the exhibition the photographs could be donated to a cancer hospital or treatment center to be hung in waiting areas or perhaps even let patients chose an image to keep.</p>	X	X	X				X	X	X					X	X
<p>R A C E</p> <p>Janet Collins was one of the few classically trained Black dancers of her generation. In 500 words or less, write a brief biography of her life. Be sure to provide references for your material.</p>	X	X		X	X				X			X	X		
<p>Compare vocabulary used to describe people of color or other cultures in 1951 and 2012. In 500 words or less, present findings and suggest reasons for similarities and differences.</p>	X	X		X	X							X	X		X
<p>In 1949, Howard University's School of Architecture became the first predominantly Black architecture school to receive accreditation. What are some of the "firsts" provided by African Americans in the area of architecture?</p>	X	X	X		X				X	X		X			

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RACE Arthur Bell performed in the U.S. and Europe from 1940s -1950s. Then he was out of view until he was found 40 years later homeless and nearly frozen on a Brooklyn street. Discuss how someone can go from being the toast of the town to being homeless in our society.	X	X		X	X					X		X	X		X
Describe the origin of Jim Crow laws and what they meant for African Americans.		X		X	X					X	X	X	X	X	X
Make a photo collage of scenes from 1950s and earlier demonstrating the Jim Crow laws.	X		X	X	X				X			X	X		X
In 1954, Norma Merrick Sklarek became the first Black female registered architect in New York State. Who were some additional “firsts” of African American women through the years? Create a timeline showing when their contributions were acknowledged.	X	X			X	X			X	X		X	X	X	X
Interview a family member, friend, or acquaintance who was living in the 1950s. Ask the person how African Americans were treated in the 1950s, 1960s, and thereafter. Write a 3-5 page essay in which you narrate both your interview experience as well as the interviewee’s narrative.		X	X	X	X							X	X		X
Create an art project about HAIR as it relates either to ethnicity or cancer.	X	X	X						X			X			X

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<p><i>R A C E</i></p> <p>Interview a Caucasian American person who can share first-hand about the separate-but-equal characteristics of the 1950s. Similarly, interview an African American person who can share first-hand the same characteristics of the 1950s. In 6-7 pages, describe the interview reflecting your experience as well as comparing and contrasting the experiences shared by the interviewees. Draw conclusions based only on the facts provided by your interviewees.</p>	X	X		X	X					X	X	X	X	X	X
<p><i>R A C E</i></p> <p>More than 15% of the population of the United States is Black, but only 8% of the first-year medical students in the U.S. are Black (http://www.virginia.edu/uvatoday/newsRelease.php?id=11038). Although this number is much higher than in Henrietta’s day, there is clearly still a discrepancy. Discuss in groups what you think causes this discrepancy, how it may factor into modern fear of medical establishment by Black Americans, and what we as a society can do to address the problem. (For the Hispanic/Latino population, the numbers are similar but steadily getting worse. Hispanics make up 14% of the population and growing, but only 6% of graduating doctors. http://www.thedailybeast.com/newsweek/2010/06/07/where-are-all-the-latino-doctors.html)</p>	X	X		X			X					X		X	X

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<p>RACE</p> <p>Myself /My Sole project - Find a pair of shoes at a yard sale or thrift store and create a self-portrait depicting who you are and what you would like to change in the world. Do you want to stomp out racism/prejudice? Do you want to trek to the farthest corner of the world to find a cure for cancer? Do you want to deliver hope to those who are suffering in your family or community?</p>	X	X	X		X				X					X	X
<p>ETHICS</p> <p>Review SHSU's requirements for informed consent in research with human participants. Briefly describe the procedure to have research approved. Start with the Office of Research and Special/ Sponsored Projects (ORSP) on SHSU's website.</p>	X	X										X	X	X	X
<p>Since much research is conducted with college students, analyze the posters (or other manner of advertising for research participants) on SHSU's campus. How do they attempt to encourage research participation among students? As a group, create your own advertising poster for a research project. Have others view your poster and give you feedback.</p>	X		X	X	X		X	X	X	X		X	X	X	X
<p>What are SHSU's guidelines to have research with animals approved? Compare/contrast this procedure for the one for human participant approval.</p>	X	X		X								X	X	X	X

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There are a number of events that contributed to federal requirements of informed consent. Compare and contrast the events of the Tuskegee syphilis experiment, Stanley Milgrim’s obedience to authority experiment, and Henrietta Lacks’ involuntary contribution of cells. If there had been informed consent, how might results have differed?	X	X		X	X							X		X	X
Read the 2006 New York Times article <i>Taking the Least of You</i> , which is about tissue rights (http://www.nytimes.com/2006/04/16/magazine/16tissue.html). Be ready to discuss the questions on the AAAS e-sheet at http://sciencenetlinks.com/esheets/hela/ in class. (Optional: Take a side in the tissue rights debate and be ready for an in-class debate.)	X	X		X										X	
What kinds of medical and support services are available at state or federal prisons across the nation for inmates diagnosed with cancer? Write a letter to your Congressperson sharing your knowledge and your thoughts about the adequacy of the services.	X	X		X				X		X	X	X		X	X
<i>Bioethics Debate</i> http://www.insidecancer.org/ View the debate at the link above. Discuss with classmates some of the issues raised. Where do you find yourself on the continuum?	X	X		X			X					X		X	X

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Activity	Critical Thinking	Communication (written/oral)	Creativity	Inquiry & Analysis	Inter-cultural	Quantitative Literacy	Team-work & Problem Solving	Community Engagement	Art	Business	Criminal Justice	Education	Humanities	Science	Social Science
<p>The Center for Disease Control’s (CDC) Office of Minority Health and Health Disparities (OMHD) provides reports on the health disparities of minority and other vulnerable populations. The web page for the OMHD can be found at: http://www.cdc.gov/omhd/default.htm. The OMHD provides reports on the various ways in which vulnerable populations experience health disparities. Identify four ways in which one particular population (e.g., African Americans, Native Americans, etc.) experiences worse health as compared to Caucasians. You should cite specific evidence to support your claim of this population’s worse overall health. Does this fact of worse health overall point to a moral problem in the distribution of health care resources? Why or why not? If it does, what moral obligations, if any, do we have to rectify the current state of affairs?</p>	X	X			X							X		X	X
<p>Suppose you could go back in time and create an informed consent document for Henrietta Lacks to sign, should she choose, that would allow for the procurement of her tissue. Develop what you take to be an adequate informed consent document that would provide some degree of assurance that Lacks’ signature really does signify autonomous consent.</p>	X	X	X									X		X	X

ETHICS

Activity	Critical Thinking	Communication (written/oral)	Creativity	Inquiry & Analysis	Inter-cultural	Quantitative Literacy	Team-work & Problem Solving	Community Engagement	Art	Business	Criminal Justice	Education	Humanities	Science	Social Science
<p>The book shares how inmates were once a source of research participants because they were accessible. What safeguards are in place for inmates in Texas Department of Criminal Justice (TDCJ) regarding research participation of inmates? Be sure to include incentives and informed consent.</p>	X			X				X		X	X			X	X
<p>What's the big deal anyway about HeLa cells and ethics? Research with the cells has helped many people. Henrietta was not hurt by the removal of her cells; so she did not give her consent. What does that matter now? Take both sides one at a time and argue: (1) there is no ethical violation; and (2) there is an ethical violation. Be sure to justify your position.</p>	X	X		X								X		X	X
<p>Offer advertising services to various cancer (or other) support groups in the community. One offer could be a flyer with the name of the group, location, and meeting times.</p>	X	X	X					X	X	X		X	X	X	X
<p>Compare and contrast how the case of Henrietta Lacks is similar to as well as distinct from the Tuskegee syphilis study and the Willowbrook Hepatitis study. What is morally problematic in these cases? Are the moral problems similar in degree or kind? Work in teams to develop a presentation in which you present a well-developed response to the questions posed above.</p>	X	X	X		X		X					X		X	X

Activity	Critical Thinking	Communication (written/oral)	Creativity	Inquiry & Analysis	Inter-cultural	Quantitative Literacy	Problem Solving	Team-work & Problem Solving	Community Engagement	Art	Business	Criminal Justice	Education	Humanities	Science	Social Science
<p>Read through the World Medical Association’s Declaration of Helsinki. Explain whether and how the procurement of Henrietta Lacks’ cells violates the Declaration of Helsinki. If there is a violation, is the Lacks family owed any sort of reparations from the viewpoint of justice? What kinds of amends might be made?</p>	X										X		X		X	X
<p>Develop a letter of apology to the family and descendants of Henrietta Lacks for the procurement of her cells without her consent. In this letter, be specific about the ways in which the procurement of her cells violated basic principles of bioethics including autonomy and justice.</p>	X	X	X										X		X	X
<p>What are the psychological effects of losing your mother at any age, particularly before age seven years? Henrietta lost her mother at age four years. Joe did not even remember his mother. Discuss your insights with a partner.</p>	X	X		X	X			X				X	X			X
<p>Elsie had epilepsy and was placed in residential care for the Negro insane. How has the understanding of epilepsy changed since 1950? How have mental health facilities changed since 1950? Write a brief newspaper article describing the evolutions.</p>	X	X		X	X						X		X		X	X

Activity	Critical Thinking	Communication (written/oral)	Creativity	Inquiry & Analysis	Inter-cultural	Quantitative Literacy	Problem Solving	Team-work & Community Engagement	Art	Business	Criminal Justice	Education	Humanities	Science	Social Science
<p>The history of the modern haiku dates from Masaoka Shiki's reform, begun in 1892, which established haiku as a new independent poetic form. Shiki's reform did not change two traditional elements of haiku: the division of 17 syllables into three groups of 5, 7, and 5 syllables and the inclusion of a seasonal theme. Choose a meaningful issue or part of the book for you and write a haiku. An example:</p> <p>Henrietta Lacks pioneer of cells research ...wish she'd known her gift</p> <p>http://www.toyomasu.com/haiku/#howtowritehaiku</p>	X	X	X						X			X	X		
<p>Read <i>Still I Rise</i> by Maya Angelou. Summarize what she is saying about the African American experience.</p>	X	X	X	X	X				X			X	X		X
<p>What does it mean to be poor in Texas? How does poverty affect every aspect of one's life? Write a persuasive argument for either poverty is a blessing or poverty is negative.</p>	X	X		X	X							X		X	X
<p>As a team, research programs for children and adolescents who have committed criminal acts. How do these programs include parents? What is the prognosis for these children and adolescents? Make a presentation to others.</p>	X	X	X	X	X		X	X		X	X	X			X

Activity	Critical Thinking	Communication (written/oral)	Creativity	Inquiry & Analysis	Inter-cultural	Quantitative Literacy	Team-work & Problem Solving	Community Engagement	Art	Business	Criminal Justice	Education	Humanities	Science	Social Science
<p><i>SOCIAL ISSUES</i></p> <p>Memory wall: Rather than an expensive, permanent wall, we could create a temporary memory wall to celebrate the lives of our heroes, such as Henrietta Lacks, Martin Luther King Jr., personal family members. The wall could either be a mural where students could take a section and paint or write, or it could be more three dimensional where they could bring an item and glue/nail? it to the wall like we saw at the twin towers, etc. It could be an ongoing installation if there is an indoor space to leave it up, or it could be an outdoor location and let the weather do with it what it will.</p>	X	X	X				X		X						X
<p>Zakariyya Bari Abdul Rahman (born Joe Lacks), Henrietta's youngest son, had great legal difficulties. In fact, he spent some of his prison time in solitary confinement. Discuss his life in the context of nature versus nurture since his mother died when he was an infant and was the most abused by Ethel.</p>	X	X		X	X						X	X			X
<p><i>WRITERS</i></p> <p>Skloot was frequently thwarted in her quest for information. List some of the ways in which she was thwarted. What characteristics did she possess that helped her become successful in her endeavors even when thwarted? Share your insights with a friend.</p>	X	X		X	X					X		X	X	X	X

Research Guide for *The Immortal Life of Henrietta Lacks*

<http://shsulibraryguides.org/brts2012>

One-stop shop for students to learn more about the 2012 BRTS common reader

How to get to the Guide

- From the Library homepage (<http://library.shsu.edu/>)
- Click on Research Guides
- Choose Bearkats Read to Succeed

The screenshot shows the top of the SHSU Library website. An orange banner at the top says "Welcome to Your Library". Below it, the breadcrumb "SHSU > Library" is visible. A navigation bar contains several tabs: "Engine Orange", "Books & More", "Articles & More", "Journal Titles", "Research Guides" (which is highlighted with an orange box), and "Digital Collections". Below the navigation bar, a text block reads: "These helpful multimedia guides will connect you to the best sources for starting research in your subject area -- whether it's Biology, the American Civil War, or Graphic Novels." Underneath, there are two sections: "Choose a Subject:" and "Popular Guides:". The "Choose a Subject:" section has a dropdown menu with "Bearkats Read to Succeed" selected and highlighted with an orange box. The "Popular Guides:" section has a dropdown menu with the text "Please make a selection..." and a small arrow icon.

What the Guide offers

Related books, articles, videos, and web resources about the book and its central themes, including ethical and moral dilemmas and human medical experiments

The screenshot shows the specific guide page for "Barkats Read to Succeed: Immortal Life of Henrietta Lacks". At the top, the title is followed by the subtitle "Resources related to the 2012 SHSU Common Reader". Below this, it says "Last Updated: Apr 4, 2012" and provides the URL "http://shsulibraryguides.org/brts2012" along with a "Print Guide" link. A navigation bar contains several tabs: "About the Book", "Related Books", "Articles", "Websites", "Videos", and "Citing Your Sources". Below the navigation bar, there are links for "About the Book", "Comments(0)", and "Print Page", followed by a "Search:" field. The main content area is divided into two columns. The left column has a "Welcome!" header and contains the text: "This is a one-stop shop for everyone interested to learn more about the this year's Barkats Read to Succeed (BRTS) Common Reader, *The Immortal Life of Henrietta Lacks*." Below the text is the "BEARKATS READ TO SUCCEED" logo, which features a stylized book with rays of light. Under the logo are links for "About Read to Succeed" and "Upcoming Events". The right column has a "Book Trailer" header and contains a video player. The video player shows a woman's face and has a play button in the center. Above the video player, the text "The Immortal Life of Henrietta Lacks by Rebecca..." is visible, along with "Share" and "More info" options.



Sam Houston State University
Barkats Read to Succeed
Freshman Essay Contest
New Student Orientation Program



Purpose

This essay competition encourages and recognizes incoming freshmen who read and write about the 2012-2013 Barkats Read to Succeed common reader, *The Immortal Life of Henrietta Lacks*, by Rebecca Skloot.

Essay Topic

The essay should be a short personal narrative related to one of the following themes: coping with illness, overcoming adversity, or confronting an ethical dilemma.

Eligibility

The contest is open to all freshmen who enroll full-time (minimum 12 hours) at Sam Houston State University in the Fall 2012 semester.

Prize

A scholarship valued at \$500 will be awarded to the freshman student submitting the winning essay. The winner will also be recognized at the David "Sonny" Lacks student dinner on November 8, 2012.

Application

Essays must be submitted by October 24, 2012, to wctr@shsu.edu. Electronic email submissions are preferred. Submissions should be sent as email attachments (Microsoft Word documents, RTF files, or PDF files only). Submissions by traditional mail are also acceptable. Please mail submissions to:

Ann Theodori, Director
Sam Houston Writing Center
Campus Box 2333
Huntsville, TX 77341

Rules of the Contest

1. All applicants must be freshmen enrolled at Sam Houston State University full-time during the Fall 2012 academic term.
2. All essays must be typed, double-spaced, on white, 8 ½" x 11" paper and free of any remarks or grade.
3. All submissions must include the submission cover form information on the next page. The essay itself must not contain the student's name since essays will be evaluated anonymously. In other words, the cover form should be the first page of your essay submission. (The cover form will not count toward the word count in the essay.)
4. A student may submit only one entry.
5. Winners will be notified by the Sam Houston State University Writing Center.
6. There is no minimum length requirement. The maximum length is 1000 words.



SUBMISSION COVER FORM
The 2012 – 2013
Sam Houston State University
Barkats Read to Succeed
Fall 2012 Freshman Essay Contest



Entry due no later than 4 p.m. Wednesday October 24, 2012

Sam Houston State University Writing Center
Ann Theodori, Director
Sam Houston Writing Center
Campus Box 2333
Huntsville, TX 77341

Electronic email submissions: wctr@shsu.edu

Student's Full Name _____
Student's ID Number _____
Student Email Address _____
Telephone Number _____

I am submitting an original essay for the Barkats Read to Succeed
Fall 2012 Freshman Essay Contest. I certify that this essay is my own work.
I understand that my essay will not be returned to me and may be used by
Sam Houston State University for publication in promotional materials.

Student Signature

Date

Bearkats Read To Succeed
Book Forum

November 8, 3 pm, LSC Theater

**THE IMMORTAL LIFE
OF HENRIETTA LACKS**

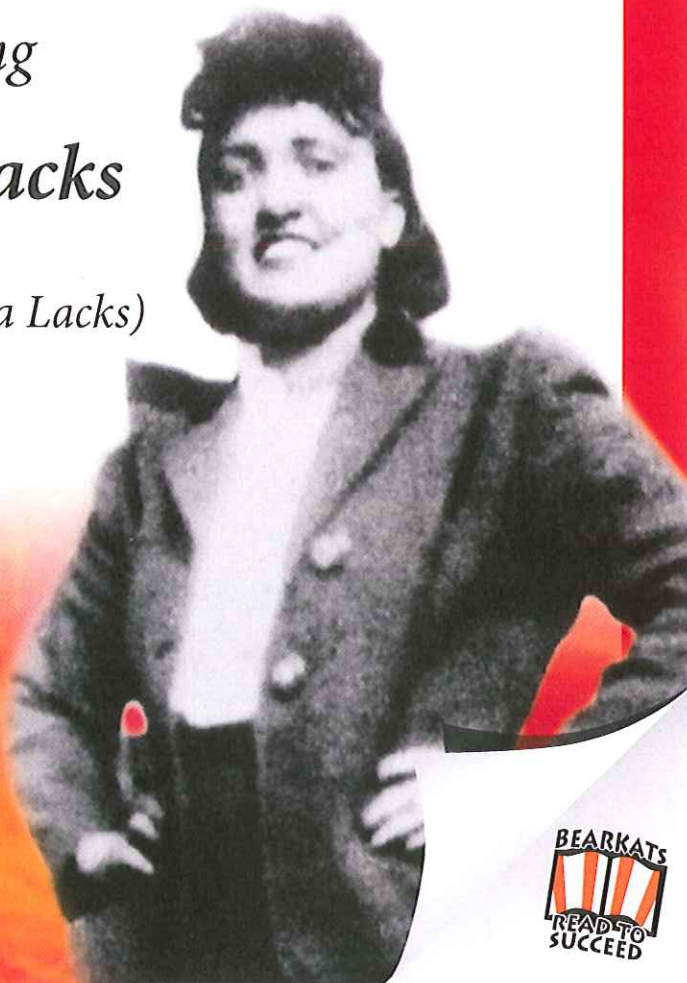
BY REBECCA SKLOOT



featuring

Sonny Lacks

(son of Henrietta Lacks)



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