

Black History Month Essay February 2022

This year's theme for **Black History Month, "Black Health and Wellness"**, takes a look at how American healthcare has often underserved the African-American community.

As the COVID-19 pandemic has recently shown, a widespread disparity of access to quality healthcare negatively impacted outcomes for blacks and other minorities.

For African-Americans, the root of the problem goes deep, and back centuries.

Beginning with slavery and, later, a lack of economic opportunity, often put medical care out of reach for many African-Americans.

Even in good economic times, during the [Jim Crow](#) era "[Whites Only](#)" hospitals were commonplace throughout the South. Black medical facilities were often understaffed, underfunded, or non-existent. This stark reality gave credence to the saying: "When white folks catch a cold, black folks get pneumonia."

[Black folk remedies](#) helped pick up the slack. They sometimes called for rituals and incantations, harking back to its African roots, and often involved many plant-based curatives. These included garlic for high blood pressure, and aloe vera for skin injuries -- nature's answers to maintaining wellness that have since been validated by modern medicine.

It was only well into the 20th century when the US government threatened to withhold Medicare payments to "Whites Only" medical institutions. And, almost overnight, [hospitals became desegregated](#). The year was 1964 -- when the passage of the Civil Rights Act finally gave Black America a better shot at institutional health care.

More than 40 years later, following years of negotiations with the health insurance industry, the [Affordable Care Act](#) was eventually passed by the Obama administration that gave better access to medical care for Americans of every color.

Today, (almost unbelievably for a rich industrialized nation), the US continues to lag woefully behind the rest of the world in providing affordable medical care for most of its citizens. And African-Americans, other minorities, and especially the poor, continue to remain the [most vulnerable](#).

Live links in blue throughout this document provide online research for students' consideration.

ELIGIBILITY: Students must be currently enrolled in at least 6 hours at San Antonio College, with a 2.0 GPA.

INSTRUCTIONS/REQUIREMENTS: Develop a perspective in a research-based essay or white paper which discusses part of the above subject (your choice).

The final submitted document must demonstrate ALL the following features:

- Cover sheet: full name, Banner ID, last 4 digits of SSN, current phone number, ACES e-mail address (that you check frequently), and a current home address.
- MLA manuscript style and documentation; double-spaced throughout, 12-point type

- Edited English
- Minimum 850 words in length
- 5 or more sources*
- Creative title
- DO NOT include author or team name/title in header.

Please be as specific as possible in providing examples. Formal conventions such as introduction, body, conclusion – although necessary – should take on less importance than good organization,

clarity, essay structure, and examples in your essay. Answer the prompt **you develop** to the best of your ability.

Opinion of the contest document author(s) is not sought, but assertions and dialogue from both professional and media sources based on research, science, ethics, and truth is required to support the discussion written.

All parenthetical and Works Cited page citations must reflect Modern Language Association (MLA) ninth edition style. Handouts on the new version of MLA documentation are available for free at the SAC Writing Center [SAC : About SAC : College Offices : Writing Center : Resources | Alamo Colleges](#) [click on MLA Ninth edition] or by accessing this link, <https://style.mla.org/> and navigating via the menu to examples.

*[library databases or other library resources (which include – but are not limited to – newspaper articles, interviews (audio and or film), any sort of testimony such as oral history by individuals directly involved, court cases, police reports, and magazines). For example, should your submission include family stories, or other such material, be sure to conduct interviews, watch reunion videos, or interview people in person or by Zoom, including them in your Works Cited.]

The Black History Month Committee **PREFERS participants**

1. arrange for at least ONE tutoring session at the SAC Writing Center prior to turning in the essay (make an appointment); **OR**
2. seek the assistance of one of our librarians through an individualized library session here <http://sacguide.libguides.com/bookalib> to ensure high-quality research is the foundation of the submission;
3. Submit as a word file (**.doc or .docx**) to Jane Focht-Hansen (jfocht-hansen@alamo.edu)
4. by 5 pm Saturday February 19, 2022.

OPTION ONE: Write a minimum 850-word essay, with at least 5 sources, MLA 9th edition manuscript and documentation style, responding to the above executive summary. For example, a writer may compare the reasons why Black people were not part of the 1918 influenza pandemic analyses, specific to racism, segregation, and poverty with similar patterns emerging during the Age of Covid-19. Maternal health is an area in which African-American women have often been left behind – similar patterns appear in this national and state-wide oversight.

Because Covid-19 is a global disease, consider all regions where governments have not responded to the specific needs of the victims and survivors. What is missing, should be included in a global humanitarian platform to address disparities in access to and treatment of Black health and wellness? Remember, resources may include all materials available through the college or public library, as well as living history interviews.

<https://mlahandbookplus.org/books/book/5/chapter/56247/Introduction-to-Formatting-Your-Research-Project>

OPTION TWO: A team of students (four is ideal) write a minimum 850-word [white paper](#), with at least 5 sources, MLA 9th edition manuscript and documentation style, responding to the above executive summary comparing, for example, the reasons why Black people were not part of the 1918 influenza pandemic analyses, specific to racism, segregation, and poverty with similar patterns emerging during the Age of Covid-19. Other variations for the white paper could include analyzing 3 or more healthcare concerns specific to African-Americans (males/females/transgender in US, the southwest,

Texas and the world) and which are affected by racism, segregation, and poverty in one of the wealthiest nations of the world.

Because Covid-19 is a global disease, consider all regions where governments have not responded to the specific needs of the victims and survivors. What is missing, should be included in a global humanitarian platform to address disparities in access to and treatment of Black health and wellness?

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Both these challenges are part of Technical Writing, especially for science and medical professions. Student Learning Outcomes for this contest are as follows:

SLO 1 – Students will be able to construct documents that demonstrate unity, organization, coherence, and development, and are grammatically correct.

SLO 2 – Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.

SLO 3 – Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using the style appropriate to the document.

Marketable Skills promoted by the contest:

1. The Writing Process--Developing and understand various strategies for planning, researching, drafting, revising, and editing documents that respond effectively and

More Helpful Online Research:

http://www.chiff.com/home_life/holiday/black-history-month.htm

<https://why.org/segments/medicare-desegregation-health-care/>

<https://www.usnews.com/news/articles/2015/07/30/desegregation-the-hidden-legacy-of-medicare>

ethically to professional situations and audiences.

2. Writing in Context--Analyzing professional cultures, social contexts, and audiences to determine how they shape the various purposes and forms of writing, such as persuasion, organizational communication and public discourse.

3. Research--Understanding and using various research methods to produce professional documents, including analyzing professional contexts, assessing and using information resources, and determining how various media and technologies affect and are affected by users and readers.

4. Technology--Developing strategies for using and adapting various communication technologies to manage projects and produce informative and usable professional documents.

5. Document Design--Learning to argue with visual data, understanding and implementing various principles of format, layout, and design of professional documents that meet multiple user and reader needs.

<https://www.britannica.com/topic/Patient-Protection-and-Affordable-Care-Act>

<https://guides.mclibrary.duke.edu/blackhistorymonth/folkmed>

https://blackdoctor.org/moms-favorite-natural-remedies_trashed/

<https://pediatrics.aappublications.org/content/115/3/e297>
<https://pubmed.ncbi.nlm.nih.gov/1554896/>
https://www.natural-healing-for-all.com/old_home_remedies.html
<https://sites.google.com/site/afroamericanhealth/home>
<https://pubmed.ncbi.nlm.nih.gov/10876468/>
<https://www.monticello.org/sites/library/exhibits/lucymarks/medical/slavemedicine.html>
https://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1022&context=aas_theses
<https://colliermuseums.com/news/african-american-folk-medicine>
<https://www.npr.org/templates/story/story.php?storyId=12424129>
<https://tcf.org/content/report/racism-inequality-health-care-african-americans/?agreed=1>
<https://www.aamc.org/news-insights/glance-black-and-african-american-physicians-workforce>
<https://www.cdc.gov/vitalsigns/aahealth/index.html>
<https://www.ama-assn.org/about/ama-history/history-african-americans-and-organized-medicine>
https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/the-state-of-healthcare-in-the-united-states/racial-disparities-in-health-care/
<https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=3&lvlid=61>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5370590/>
https://geriatrics.stanford.edu/wp-content/uploads/2014/10/african_american.pdf
<https://www.endofound.org/the-disparities-in-healthcare-for-black-women>
<https://www.nlm.nih.gov/exhibition/aframsurgeons/history.html>
<https://www.nlg.org/nlg-review/article/the-color-of-pain-blacks-and-the-u-s-health-care-system-can-the-affordable-care-act-help-to-heal-a-history-of-injustice-part-i/>
<https://www.cdc.gov/nchhstp/healthdisparities/africanamericans.html>
<https://www.texastribune.org/2020/04/29/black-texas-coronavirus-health-care-disparities/>
<https://www.texmed.org/TexasProblem/>
<https://www.houstonpublicmedia.org/articles/shows/houston-matters/2019/06/12/336482/report-texas-ranks-last-in-u-s-in-access-and-affordability-to-health-care/>
<https://guides.mclibrary.duke.edu/blackhistorymonth/hospitals>
<https://www.rees-jonesfoundation.org/mental-health-access-in-texas>
<https://nursing.utexas.edu/news/healing-health-disparities-within-african-american-population>
<https://aawellnessproject.org/>
<https://www.stkate.edu/academics/healthcare-degrees/black-women-maternal-mortality>
<https://www.cdc.gov/nchs/fastats/black-health.htm>
<https://www.austintexas.gov/department/maternal-infant-outreach-program>

<https://www.self.com/story/black-women-health-conditions>

<https://www.liebertpub.com/doi/full/10.1089/heq.2017.0045>

[Best healthcare in the world](#)