

Bibliography

Primary Sources

General Requirements for Informed Consent. 46 C.F.R. Sec. 46.116. 1974. *Office of NIH History*.

Web. 2 Jan. 2014. <<http://history.nih.gov/research/downloads/45CFR46.pdf>>. [45 CFR 46], also known as the General Requirements for Informed Consent, massively helped me understand how human subjects **right's** were changed from the Studies and how that has affected today. I now know the legal regulations around informed consent which ultimately relates back to the Tuskegee studies. The **right's** of human subjects have now been defined and the problems in our system around these lack of **rights** have now been fixed. I can use this source as one of my main points in saying how the **rights** of subjects have been changed forever.

“Grand Piano (Children’s).” *The People History*. N.p., n.d. Web. 4 Apr. 2014.

<<http://www.thepeoplehistory.com/1972toys.html>>. This image is an advertisement from 1972 for a Baby Grand Piano which will be pasted on my newspaper prop in order to help make the newspaper look more realistic.

Heller, Jean. “Syphilis Victims in U.S. Study Went Untreated for 40 Years.” *Associated Press* 26 July 1972: n. pag. *ProQuest Historical Newspapers: The New York Times (1851-2009)*. Web. 6 Dec. 2013.

<<http://0-search.proquest.com.nell.boulderlibrary.org/hnpnewyorktimes/docview/119530241/1422F45FB533D16EDF3/1?accountid=48257>>. The chief and many of the officers of the venereal disease section in the 1970’s were beginning to question the morality of the studies even before the news broke to the public. This first hand, primary source document was

spectacular to read because it gave me the opportunity to see the studies through the public's eyes when the story broke. I gained some great quotes from this article and saw that in the rush of things at the time, some of the facts became muddled. The article opened up my eyes to the **rights** of free press and the **responsibilities** of the media to report horrendous stories like this one to the public, and to report them accurately.

Mr. Albritton Takes Blood Sample. N.d. Photograph. Center for Disease Control, Atlanta, GA. This photo is of a doctor that stopped one of the human subjects on the road to take a blood sample. This photo shows how unorganized the study was, enough so that they would stop people off of the street. This photo will benefit me as it will be a primary sourced prop in my performance that will allow the audience to visualize my point.

The Oslo Study of Untreated Syphilis: Review and Commentary. NCBI. PDF file. This document gave me the basic information on the Oslo study, and it benefited my project by showing me how Norway had already done a study similar to the Tuskegee study but with Caucasians. The Norway study already had found out the basic knowledge that came from the study therefore no new knowledge would most likely come from the Tuskegee Study.

Photograph of First Breaking News Article. *Alondra Nelson Blog*. N.p., n.d. Web. 20 Jan. 2014.

<<http://alondranelson.wordpress.com/>>. This photo has benefited my performance because it helps the audience visualize what I am talking about. This photo is of the the first page of the opening News Article written by Jean Heller. It will be used as a primary sourced prop.

Photograph of Participant having an X-ray. *Yonsei Medical Journal*. N.p., n.d. Web. 21 Jan. 2014.

<<http://eymj.org/index.php>>. This photograph will benefit my project because it will allow for

the audience to visualize what I am talking about. It is of a subject getting an x-ray, and it will be used as a primary sourced prop.

“Photograph of Participants in the Tuskegee Syphilis Study.” *The U.S. National Archives and*

Records Administration- Online Public Access. National Archives, n.d. Web. 20 Jan. 2014.

<<http://research.archives.gov/description/956097>>. This photo has benefited my performance because it helps the audience visualize what I am talking about. This photo is of the participants in the study and it also partially shows how run down the town is. It will be a primary sourced prop.

Spinal Tap, 1933. N.d. Photograph. Center for Disease Control. A spinal tap is a very painful test that the doctors performed on the subjects during the studies. These subjects were told that the spinal tap was a treatment, which was far from the truth. This photo is a primary source that I will use as a prop to further emphasize my point during the performance.

United States. Ad Hoc Advisory Panel. *Final Report of the Tuskegee Syphilis Study*. Washington: GPO. *Library of Congress*. Web. 21 Nov. 2013.

<<http://bl-libg-doghill.ads.iu.edu/gpd-web/historical/tuskegee/tuskegee1.pdf>>. This source was very helpful even though it only had the first four pages of the report. I learned about the committee's, formed after the study, goal. This is very beneficial to my understanding of the topic because it tells me how the mess formed by the study was cleaned up by the public and government. The purpose of the committee was to determine whether the study was justified in 1932 and whether it should have been continued when penicillin became generally available, recommend whether the study should be continued at this point in time, and if not, how it should be terminated in a way consistent with the rights and health needs of its remaining participants,

and determine whether existing policies to protect the rights of patients participating in health research conducted or supported by the Department of Health, Education, and Welfare are adequate and effective and to recommend improvements in these policies, if needed.

- - -. *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research*. Rept. 78-0014. Washington: GPO, 1979. *videocast.nih*. Web. 4 Jan. 2014. <http://videocast.nih.gov/pdf/ohrp_appendix_belmont_report_vol_2.pdf>. I already read (and cited) a document summarizing the Belmont report, but this gave me extra information and will be used as a prop in my performance. Visuals do help with explaining subjects.

- - -. U.S. Department of Health, Education, and Welfare. *FINAL REPORT of the Tuskegee Syphilis Study Ad Hoc Advisory Panel*. Washington: GPO, n.d. Print. This report was in print and was of the whole report, not the first four pages. This report gave me all of the members in the committee and panel, and gave me all of the panel's final judgments. For instance, they declared that the study was unethical even when it started. This has really helped me because I now know the outcome of the investigation of the Study, and I understand their reasons for their decisions.

“Velvet, Cricket, and Dina Fashion Dolls.” *The People History*. N.p., n.d. Web. 4 Apr. 2014. <<http://www.thepeoplehistory.com/1972toys.html>>. This image is from 1972 and is a advertisement for fashion dolls. I will use it on my newspaper prop to help make it more realistic and old.

Secondary Sources

Arno, Janet N. "Tuskegee Syphilis Study." *World Book Advanced*: n. pag. *World Book Online*. Web. 22 Nov. 2013.

<<http://www.worldbookonline.com/advanced/article?id=ar752351&st=tuskegee+syphilis+study>>. The *Tuskegee Syphilis Study* article on World Book Online taught me the many need-to-know facts that contributed to the understanding of my topic. This article taught me how the scientists started the studies, what the scientist did during the studies, and what the patients were told during the studies. This was beneficial to my overall understanding of the subject.

"The Belmont Report." *HHS.gov*. U.S. Department of Health & Human Services, n.d. Web. 3 Jan. 2014. <<http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html>>. The Belmont Report defined three basic ethical rights: Respect for persons, Beneficence, and Justice. This source summarized the main points of the Belmont Report and informed me of some of the many different laws and regulations set up because of the Studies. This expanded on my knowledge of how the **right's** of human subjects were defined. The information from this will be used in my key point about how the studies have changed where we are today.

Brody, H. "Faces of Tuskegee." *HM 546 Ethics Module*. Center for Ethics and Humanities in the life science at MSU, n.d. Web. 4 Jan. 2014.

<<https://www.msu.edu/course/hm/546/tuskegee.htm#A%20Final%20Comment>>. The survivors of the study and the families of the others eventually got compensation from the government and access to decent healthcare. This web page gave me the much needed information on what happened to the surviving subjects and this has helped me analyze the situation that formed after the public learned about the studies.

The Deadly Deception- a Documentary. Documentary Addict. N.p., n.d. Web. 19 Dec. 2013.

<<http://documentaryaddict.com/The+Deadly+Deception-9274-documentary.html>>. I gained a huge amount of valuable information from *The Deadly Deception*. Besides learning about people I might want to interview, I learned about documents that I want to find, I collected some statistics, and I learned the basic order of the events that occurred throughout the studies. The documentary also really helped me to get the whole story in a consecutive format and it gave strong points about the government's **responsibilities** and the **rights** of patients. It also glanced upon the **responsibilities** of the media.

Jones, James H. *Bad Blood*. New and Expanded ed. New York City: The Free Press, 1993. Print.

This book had, and discussed, almost every aspect of the Tuskegee Syphilis Studies. It started out with information of events that occurred prior to the studies. This helped to set the tone for the main bulk of the book about the studies. The last chapter included how it had affected today and talked about a belief that Aids is Genocide. This has majorly benefited me because it helped me form many ideas and theories that I can use in my project. It also cited its sources so I could follow up on points that I was more interested in. This source introduced me into the subject and really got me hooked on the topic.

“Timeline: Guide to U.S. Presidents.” *Scholastic*. Scholastic, n.d. Web. 4 Jan. 2014.

<<http://www.scholastic.com/teachers/article/timeline-guide-us-presidents>>. Richard Nixon was the president during the end of the studies and he was there when the Watergate scandal occurred. This timeline told me which presidents were around during the Tuskegee Studies and brought my attention to the Watergate scandal. This has benefitted my understanding of my

topic because when the public heard about the studies, it was a double whammy because they were already upset with the government from the Watergate scandal.

“Tuskegee Copy.” *PDF*. N.p., n.d. Web. 22 Nov. 2013.

<<http://www.iupui.edu/~histwhs/h364.dir/Tuskegeecopy.pdf>>. From this source, I learned of many newspaper article written in the 1970’s that I can now find on some newspaper databases. This source was beneficial because it led me to other sources.

“The Tuskegee Syphilis Study.” *History.uscud.edu*. N.p., n.d. Web. 4 Jan. 2014.

<<http://www.history.ucsb.edu/faculty/marcuse/classes/33d/projects/medicine/The%20Tuskegee%20Syphilis%20Study.htm>>. The final settlement that Charlie Pollard participated went in favor of the prosecution, and they were awarded \$10 million to split amongst the living syphilitics and controls, and the relatives of the deceased. This source had even more information about the lawsuit and told me exactly what compensation the survivors and their families received. This allowed for me to judge how well the government fixed the Tuskegee aftermath.

University, Tuskegee. “About the USPHS Syphilis Study.” *Tuskegee University*. Tuskegee University, n.d. Web. 21 Nov. 2013.

<http://www.tuskegee.edu/about_us/centers_of_excellence/bioethics_center/about_the_usphs_syphilis_study.aspx>. The Tuskegee area fell into an area referred to the “Black Belt” because of it’s rich soil and that it was the backbone of the country. This was one of the many factors that convinced the scientists to conduct the studies in Tuskegee because of the many African American sharecroppers in the area. I was informed of the many basics from the source including the general purpose of the scientists and what really happened. This was a good start to my research.

“U.S. Public Health Service Syphilis Study at Tuskegee- Research Implications.” *CDC*.

<http://www.usa.gov> <http://www.hhs.gov/>, n.d. Web. 18 Dec. 2013.

<<http://www.cdc.gov/tuskegee/after.htm>>. This source gave me a timeline, in a sense, of the different laws and regulations that followed the Tuskegee Study. Using the information I got from this website, I was able to find other primary sources and learn about the Belmont report. I now know about the many different ways that human subject’s **rights** were defined.

“U.S. Public Health Service Syphilis Study at Tuskegee- Timeline.” *CDC*. USA.gov, n.d. Web. 21

Nov. 2013. <<http://www.cdc.gov/tuskegee/timeline.htm>>. The Tuskegee Syphilis Studies began around the time that WWII ended. This caused the lack of attention from the public to the studies because they were focused on the war. This source listed off many things happening around the time of the studies and told me the milestones of the studies and when they occurred. This helped me put the studies into a certain time-period mindset.