



# The Cancer Wars Part I

The History and Politics Behind America's Longest & Deadliest Battle

Fall 2018 | IDH 3034-3035 Section: U52

## Faculty:

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FIU Class of 2006

## Office Hours:

Tuesdays 10:00AM - 12:00PM  
\*\* Office hours must be scheduled at least 24 hours in advance.

## Class Meeting Time & Location:

Tuesdays 2:00pm - 4:45pm  
AHC4 302

## Course Description:

This is a two-semester course that explores the history of cancer through the lens of the public policy life cycle. The course will focus on the interaction between federal agencies, the legislative branch, and outside influences such as public opinion, pharmaceutical companies, and other stakeholders. Students will be exposed to experts with experience in funding, researching, messaging, and treating cancer.

The first semester will focus on the history and politics of the cancer movement to date from the beginning of the War on Cancer in 1971 to the most recent Cancer Moonshot of 2016. The first semester will conclude with a comparative analysis of domestic and foreign US engagements.

The second semester will use case studies to explore how medical advances and barriers are viewed in real-time. Students will be assigned one cancer at the beginning of the second semester. They will be required to track the progress of that disease through the public policy life cycle. As the course's capstone project, students will deliver a presentation that tracks one cancer from discovery to eradication.

## Course Objectives:

At the end of the course, students will:

- Have a more well-rounded view of political theory and its practical application in a real world setting and
- Be able to present complex policy problems to broad and diverse audiences from elected officials to medical professionals.

## Methods of Instruction:

Students will be instructed using a combination of lectures, readings, case studies, formal writing assignments, and class participation. Students are encouraged to attend lectures/events that expose them to professionals and executives in the industry.

## Required Texts:

Mukherjee, Siddhartha. [Emperor of All Maladies: a Biography of Cancer](#). Thorndike Press, 2012.

Leaf, Clifton. [The Truth in Small Doses: Why Were Losing the War on Cancer](#)--and How to Win It. Simon & Schuster, 2014.

## Memoir Review (1 per semester):

\*\*\* *Can satisfy the following Honors College Portfolio student learning outcomes (SLOs): Appreciation of the Creative Arts and Global Learning*

Biden, Joe. [Promise Me Dad: A Year of Hope, Hardship, and Purpose](#). Flatiron Books, 2017. Bowler,

Kate. [Everything Happens for a Reason: And Other Lies I've Loved](#). Random House, 2018. Kalanithi,

Paul. [When Breath Becomes Air](#). Random House, 2016.

Rodgers, Joni, [Bald in the Land of Big Hair](#). Harper Perennial, 2002.

Rufus, Rob. [Die Young With Me: A Memoir](#). Touchstone, 2017.

## Book Review (1 per semester):

*\*\*\* Can satisfy the following Honors College Portfolio student learning outcomes (SLOs): Appreciation of the Creative Arts and Global Learning*

Armstrong, Sue. [p53: The Gene that Cracked the Cancer Code](#). Bloomsbury Sigma, 2016.

DeVita Jr., Vincent, DeVita-Raeburn, Elizabeth. [The Death of Cancer: After Fifty Years on the Front Lines of Medicine, a Pioneering Oncologist Reveals Why the War on Cancer Is Winnable--and How We Can Get There](#). Sarah Crichton Books, 2015.

Hirsch, Michele Lent. [Invisible: How Young Women with Serious Health Issues Navigate Work, Relationships, and the Pressure to Seem Just Fine](#). Beacon Press, 2018.

Skloot, Rebecca. [The Immortal Life of Henrietta Lacks](#). Broadway Books, 2011.

Weintraub, Arlene. [Heal: The Vital Role of Dogs in the Search for Cancer Cures](#). ECW Press, 2015.

## Grading & Assignments:

### **Participation - 20 points**

The first 30 minutes of each class will include an informal discussion about these current events (0.5 per class). Participation will be assessed using a weekly written summary and analysis (1-2 paragraphs) of a current event related to cancer history, research, funding, and/or legislation (1 point per class). Students are encouraged to explore different topics within the cancer field and bring questions to each class. Summaries are due at the beginning of each class and must include a printed copy of the referenced article.

### **Memoir Review - 20 points**

Students are required to read one (1) memoir from the list above per semester. In public policy, laws and regulations are often enacted that impacted others and not yourself. The purpose of this reviews is not a critical analysis but rather a better understanding of the patient, survivor, and caregiver experience. Memoir reviews should range from 1,300 - 1,800 words. Students will be graded on the summary of themes as well as what new perspectives were gained from the author's story. This assignment satisfies the Appreciation of the Creative Arts and Global Learning portions of the Honors College Student Portfolio. See Portfolio Learning Outcomes section.

### **Book Review - 20 points**

Students are also required to read one (1) book from the approved list above per semester. Each author presents a unique insight into how the War on Cancer is waged. Students will be asked to summarize the main arguments touching on themes discussed in class: history, politics, funding, public opinion, basic science, etc. In addition, students will be required to provide a critical analysis of the author's perspective. Book reviews should range from 1,500 - 2,000 words.

This assignment meets the Appreciation of the Creative Arts and Global Learning portions of the Honors College Student Portfolio.

**Final Exam/Project - 40 points**

For the first semester, the final exam will involve identification of major figures, medical terms, and historic marks in the War on Cancer timeline. Students will also choose from several essay questions to further showcase the knowledge and skills learned during the first half of this course.

**Extra Credit - Up to 5 points**

Extra credit can be completed once during the two semester course by submitting an additional book review (same format as above) for the following:

Fagin, Dan. [Toms River: A Story of Science and Salvation](#). Island Press, 2015.

**Course Schedule (Fall Semester):**

\*\* Please complete all required readings in advance of class date listed below. Changes to the reading schedule will be announced during class.

**Week 1 - August 21, 2018 - Introduction: The Case for Fertility Preservation**

- Required Readings: None

**Week 2 - August 28, 2018 - A Private Plague**

- Required Readings: Mukherjee xvii - 45 (Author's Note - Private Plague)

**Week 3 - September 4, 2018 - The War on Cancer Begins**

- Required Readings: Mukherjee 46 - 79 (Onkos - The Hard Tube and the Weak Light)

**Week 4 - September 11, 2018 - Magic Bullets: The Rise of Chemotherapy**

- Required Readings: Mukherjee 80 - 104 (Dyeing and Dying - The House the Jimmy Built)

**Week 5 - September 18, 2018 - The Public Policy Lifecycle**

- Required Readings: Fritschler, A. Lee, Rudder, Catherine E. [Smoking and Politics: Bureaucracy Centered Policymaking](#). Pearson Prentice Hall, 2007. **TBA selected readings**

**Week 6 - September 25, 2018 - Mary Lasker: The Advocate**

- Required Readings: Mukherjee 105 - 127 ("They form a society" - "These new friends of chemotherapy")

**Week 7 - October 2, 2018 - Battle Won: A Cure in Combination**

- Required Readings: Mukherjee 128 - 170 ("The butcher shop" - An Army on the March)

**Week 8 - October 9, 2018 - "A moonshot for cancer"**

- Required Readings: Mukherjee 171 - 190 (The Cart and the Horse - "A moonshot for cancer")

**Week 9 - October 16, 2018 - To Awaken a Sleeping Patient**

- Required Readings: Mukherjee 191 - 234 (“In God we trust. All others [must] have data.” - Counting Cancer)
- DUE: Memoir Review

**Week 10 - October 23, 2018 - Lessons from an Actuary**

- Required Readings: Leaf Chapter 1: Counting & Chapter 2: The Truth in Small Doses (pages 17-61)

**Week 11 - October 30, 2018 - The Surge**

- Required Readings: Leaf Chapter 8: The Wrong Bill & Chapter 9: The “Door” Question (pages 157-189)

**Week 12 - November 6, 2018 - We See the Monster More Clearly**

- Required Readings: Mukherjee 335 - 363 (“A unitary cause” - “The hunting of the sarc”)

**Week 13 - November 13, 2018 - The Rules of Cancer**

- Required Readings: Mukherjee 364 - 392 (The Wind in the Trees - The Hallmarks of Cancer)

**Week 14 - November 20, 2018 - NO CLASS//HAPPY THANKSGIVING**

- Required Readings: Mukherjee Part 4 Prevention is the Cure (pages 235-333 )

**Week 15 - November 27, 2018 - A Report to the President from the Vice President**

- Required Readings: White House Cancer Moonshot Vice President’s Report and Task Force Report. October 2017. <https://obamawhitehouse.archives.gov/node/352601>
- DUE: Book Review

**Finals Week - Week of December 3-7**

## Honors College Requirements

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

## Honors Citizenship Requirements

Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See: <http://honors.fiu.edu/current-students/citizenship/>

## Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. See: <http://honors.fiu.edu/current-students/portfolio/>

## Honors Education in the ARTS (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to "explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See: <http://honors.fiu.edu/current-students/hearts/>

## Honors College Academic Misconduct Statement

In The Honors College, the term "honor" refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

## Procedures and Penalties

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (<http://honors.fiu.edu/honors-policies/>), and the Academic Misconduct Procedures, available at <http://integrity.fiu.edu/misconducts.html>.

Please refer to the following documents for additional information:

- FIU Code of Academic Integrity – <http://integrity.fiu.edu/>
- FIU Honors College Plagiarism Policy- <http://honors.fiu.edu/honors-policies/>

## Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

## Portfolio Learning Outcomes

### Appreciation of the Creative Arts Outcomes (All Sections)

Honors College students will be able to analyze and appreciate cultural artifacts.

SLO (a): Students can articulate the importance of cultural artifacts and their production.

SLO (b): Students can demonstrate integrated knowledge and appreciation of the arts in their exploration of important questions and issues.

The portfolio artifact should demonstrate that you are a well-rounded individual, intellectually curious and interested in the world. The Honors College provides the opportunity to experience, understand and analyze different forms of the visual, musical, literary and movement arts from different periods and traditions. Students are also encouraged to create and perform works of art and to publish literary and critical work.

Artifacts that might satisfactorily satisfy these SLOs include, but are not limited to, the following:

- A paper, review, essay, critical analysis or other demonstration of artistic cultural appreciation.
- Written reflections on attendance at least three art exhibits; dramatic, artistic, or musical performances; or readings and/or presentations by published authors.
- An original work of visual, musical, multimedia, literary, or movement art related to an Honors class.
- Public performance of a role in a play, a literary or poetry reading, a musical piece, a political speech, or other original composition.
- Publication of an original written work.

The primary method of documenting these accomplishments will be to submit the artifact and comment on it in the reflection. The student should consider such questions and as the following:

- How and why did you choose to attend or participate in this activity?
- How have these creative works enhanced your understanding of yourself and your place in the world?
- Has your estimation of the value of artistic culture changed as a result of the activity?
- Has the activity enhanced your cultural literacy?
- Has the activity helped you to express yourself through the creation or the performance of creative work?

### Global Learning Outcomes (All sections):

Honors College students will understand and be able to discuss international issues and cultures from around the world.

SLO (a): Global Awareness: Student can demonstrate knowledge of interrelatedness of local, global, international, and intercultural issues, trends, and systems.

SLO (b): Global Perspective: Student is able to develop a multi-perspective analysis of local, global, international, and intercultural problems.



The portfolio artifact(s) should demonstrate that the student has learned something substantial about one or more cultures other than his/her own, and that the student appreciates the complex issues involved in negotiating relationships among cultures and in dealing with timely issues. The Honors College provides students with opportunities to broaden their global educational experience through classroom-based activities; attendance and/or participation in lectures, colloquia, meetings and conferences on international topics; exposure to the art and culture of other peoples; and travel abroad to engage in activities such as service/research, philanthropy, semesters-abroad, student exchange and traditional study abroad programs. Artifacts that might satisfactorily satisfy these SLOs include, but are not limited to, the following:

- An individual paper or project on international issues or on world cultures
- A group project on a global issue or culture other than the student's own, as long as the specific contribution of the student to the project is clearly identified.
- Written reflection on at least three lectures, colloquia, meetings, performances, or conferences on world issues and cultures.
- Written reflection on traveling overseas to engage in research, service or philanthropy in an Honors College course or program.

The primary method of documenting these accomplishments will be to provide an artifact and comment on it in the reflection. The student should consider such questions as the following:

- How and why did you select this artifact and its associated activity?
- How has the activity enhanced your appreciation of international issues and world cultures?
- How has it affected your educational experience at the Honors College and FIU?
- What have you learned about yourself through your exposure to other cultures?
- How has your perception of your role as a global citizen changed through this experience and/or research?