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STUDENT HOURS: M 1-2, TH 1-2

UNIV. HALL 325
STUDENT HOURS: W 12:45-2

HISTORY 35205:
DEATH, DISEASE, AND MEDICINE IN 20TH-CENTURY AMERICAN HISTORY

FALL 2020
STANLEY COULTER HALL 239
TTH 9:00-10:15

COURSE DESCRIPTION: Covid-19 reminds us that despite medical technology and scientific advance, disease continues to shape our identities and interactions with others. In this course, we will investigate the role of disease and medicine on twentieth-century American culture and society. From polio to AIDS, ideas about risk, contagion, health, and death have been intricately linked to politics, race, gender, class, and ethnicity.

*This course meets requirements for Purdue's Medical Humanities Certificate. Students interested in the Medical Humanities certificate should review the [website](#).



COURSE OBJECTIVES:

This course encourages students to recognize, most fundamentally, that disease has a history, and that its history is embedded in culture. We will analyze the ways in which societal assumptions about health and sickness help to determine the course of an epidemic. We will examine the role of doctors, public health workers, politicians, and patients in public health crises. We will analyze written work by historians of medicine along with documentary films to develop a solid understanding of the social implications of disease. By the end of the semester, students should be able to relate particular diseases and epidemics with larger trends in history in order to understand the relationship between health and history.

REQUIRED READINGS

4 books: (AVAILABLE AT THE BOOKSTORE, AT AMAZON.COM, AND E-RESERVES):

- Biss, Eula, *On Immunity: An Inoculation*
- Gawande, Atul, *Being Mortal*
- Markel, Howard, *When Germs Travel*
- Oshinsky, David, *Polio: An American Story*

2 articles (available on Brightspace):

- Tom Dicke, “Waiting for the Flu: Cognitive Inertia and the Spanish Influenza Pandemic of 1918-1919,” *Journal of the History of Medicine*, Vol 70, April 2015, 195-217
- Lukas Engelmann, “Photographing AIDS: On Capturing a Disease in Pictures of People with AIDS,” *Bulletin of the History of Medicine*, Vol. 90, No. 2, Summer 2016, pp. 250-278
- Additional readings may be posted later

Course structure:

This is a divided course. Each of you is in one group, either “1” or “2.” You will only be attending class with that group, that is, 50% of the time.

This course has six modules: Vaccines, Germs, Polio, AIDS, Death and Dying, and Covid-19. Most modules will include a reading quiz, a film quiz and a written journal assignment (though you will only need to complete a total of three journal assignments). You will also write up a short account of your own experiences through Covid-19. Finally, there will be a final paper which will enable you to compare Covid-19 to an earlier disease outbreak which we have studied over the course of the semester.

This course does not require any prerequisites.

This syllabus is subject to change, and will be updated on Brightspace as needed.

COURSE REQUIREMENTS AND GRADING

	<i>REQUIREMENTS</i>	<i>DATE</i>	<i>% of final grade</i>
	JOURNAL ENTRIES (pick 3)	9/10, 10/1, 11/3, 11/24	30
	COVID ESSAY	9/15	10
	FINAL ESSAY	12/10	35
	PARTICIPATION: includes quizzes, discussions	Throughout semester	25

94-100% = A

91-93 = A-

88-90 = B+

83-87 = B

81-83 = B-

78-80 = C+

73-77 = C

71-73 = C-

68-70 = D+

63-67 = D

60-62 = D-

< 60% = F

Important Notes:

* **Cheating / Plagiarism:** Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. More details are available on our course Brightspace table of contents, under University Policies.

***Email etiquette:** Outside of class or office hours, communicate with your professor by email. State the reason for your email in the subject line (ex: “question about essay”). Include a full salutation (ex: “Dear Professor”), and closing with your full name (ex: “Sincerely, Robert Owen”). Please use full sentences, correct grammar, and punctuation.

***Electronic Devices in the Classroom:** Please do not use electronic devices during class. No iPhones, iPads, or laptops. Srsly. Otherwise your casual meanderings around the World Wide Web will distract everyone around you. If you want to take notes, use pen/pencil and paper.

SCHEDULE AND READINGS

Please note: Reading assignment in parentheses should be completed before designated class. Be prepared to answer questions in response to that day’s reading assignment. Those of you in the group not present in the classroom on a particular day will have the

ability to participate in discussion via a “live discussion” thread that will be monitored in class by Teaching Assistant Caroline Fish. **EVERYONE IS REQUIRED TO PARTICIPATE AT LEAST ONCE IN A LIVE DISCUSSION THREAD** and this will count towards your participation grade.

PART I: THE VACCINE CONTROVERSY

- T Aug 25 Introductions group 1
- R Aug 27 Introductions group 2 (*read On Immunity pp 1-39*)
Syllabus quiz online due by 11 p.m. on Brightspace
- T Sept 1 Calling the Shots (*read On Immunity pp. 40-82*)
Film quiz due by 11 p.m. on Brightspace
- R Sept 3 Compulsory Vaccination (*read On Immunity 83-124*)
- T Sept 8 Jacobson v. Massachusetts (*finish On Immunity*)
- R Sept 10 Wakefield (*read “Role of Cognitive Dissonance”*)
<https://www.theatlantic.com/ideas/archive/2020/07/role-cognitive-dissonance-pandemic/614074/>
Reading quiz due by 9 a.m. on Brightspace
Journal 1 on Biss due by 9 a.m. on Brightspace

PART II: GERMS! IMMIGRATION, ETHNICITY, AND DISEASE

- R Sept 10 Tuberculosis (*read When Germs Travel Intro and ch. 1*)
- T Sept 15 Typhoid Mary (no reading)
COVID ESSAY DUE by 5 p.m. on Brightspace
- R Sept 17 Bubonic Plague in Chinatown (*read When Germs Travel ch. 2*)
- T Sept 22 The Eugenics Crusade
Film quiz due by 11 p.m. on Brightspace
- R Sept 24 Immigration restriction (*read When Germs Travel ch. 3*)
- T Sept 29 Forgotten Ellis Island
Film quiz due by 11 p.m. on Brightspace
- R Oct 1 Lice, Typhus, and Riots (*read When Germs Travel ch. 4*)
Reading quiz due by 9 a.m. on Brightspace
Journal 2 on Markel due by 9 a.m. on Brightspace

- T Oct 6 War and disease (read “Waiting for the Flu”)
- R Oct 8 Influenza 1918
Film quiz due by 11 p.m. on Brightspace

PART III: POLIO

- T Oct 13 Warm Springs (*read Polio Intro, chs 1&2*)
- R Oct 15 FDR and disability (*read Polio chs. 3&4*)
- T Oct 20 Sister Kenny (*read Polio ch.5 and 6*)
- R Oct 22 Quota System (*read Polio 7-9*)
- T Oct 27 The Ethics of Human Experimentation (*read Polio 10-12*)
- R Oct 29 The Polio Crusade (*read Polio 13-14*)
Film quiz due by 11 p.m. on Brightspace
- T Nov 3 Legacies of Polio (*read Polio 15-16*)
Reading quiz on Oshinsky due by 9 a.m. on Brightspace
Journal 3 on Oshinsky due by 9 a.m. on Brightspace

PART IV: AIDS

- R Nov 5 AIDS (*read “Photographing AIDS”*)
- T Nov 10 Common Threads: Stories from the Quilt
Film quiz due by 11 p.m. on Brightspace

PART V: DEATH AND DYING

- R Nov 12 Aging (*read Being Mortal intro, 1&2*)
- T Nov 17 Being Mortal (*read Being Mortal 3&4*)
Film quiz due by 11 p.m. on Brightspace
- R Nov 19 Evolution of Hospice Care (*read Being Mortal 5&6*)
- T Nov 24 End of Life Decisions (*read Being Mortal 7&8*)
Journal 4 on Gawande due by 9 a.m. on Brightspace
- R Nov 28 Thanksgiving

PART VI: COVID-19

T	Dec 2.	Covid reflections 1 (online)
R	Dec 5	Covid reflections 2 (online)

DETAILED EXPLANATION OF ASSIGNMENTS

- **EXPLANATION OF INTELLECTUAL JOURNAL**

Each person in the course will be expected to write three journal entries on Brightspace. The purpose of this journal is to encourage students to reflect on the readings and material covered in the course and thereby, to help students prepare for in-class discussions. On a larger scale, the journal will help you and me track the development of your intellectual understanding and questioning throughout the course.

They are due by 9 a.m. on those dates via Brightspace on the following dates: 9/10, 10/1, 11/3, 11/24. (remember, you only need to do three of the four, but you need to hand the three in on time.)

-Please write a total of **400-500 words per entry**. That's about two typed double-spaced pages. Write in full sentences and in clearly organized paragraphs. Demonstrate that you've engaged in some way with the reading material. Feel free to link the reading with discussions we've had in class or with previous readings, but be sure to focus primarily on the actual assigned chapters. How is this author approaching his or her subject matter? What kinds of issues are raised by this particular subject? What sources is the author using, and what argument is he or she making? (i.e. why does the subject matter? Why should we care about it?)

- given the current pandemic, I value your personal reflections and welcome comparisons to what you are experiencing today with the historical assignments – so please do include these reflections.

Journal Grading Rubric: Each entry is worth 10 points

Excellent (10 points): The journal entry offers a unique, insightful and well-crafted response to the reading. The response draws on specific examples from the reading to support their insights and further their understanding of the text. It is organized in a way that establishes a logical flow between paragraphs and adds clarity to the entry as a whole.

Good (8-9 points): The journal entry offers a polished answer to the reading but falls short in organization and clarity. It demonstrates a command of course material and an understanding of historical context, but lacks consistency in the writing or the depth of their reflections.

Average (6-7 points): The journal entry has significant problems in articulating and presenting the author's ideas and reflections or lacks emphasis on the reading. This journal entry offers a basic reflection of the reading material without going beyond the immediate and the obvious. It may also contain factual errors.

Poor (1-5 points): The journal entry does not reflect on the reading and only summarizes the basic material from the text. It has significant issues concerning factual errors, unclear writing, poor organization and grammatical problems. As a result, it fails to address the expectations of the assignment

- **Personal essay:** write 500-1000 words reflection on how Covid-19 has affected you personally. There are no "rules" here – just explore how the pandemic has made you think, work, live, see the world differently.
 - DUE DATE: 9/15 on Brightspace.
- **FINAL ESSAY:**
 - DUE DATE: Dec 10 by 5 p.m. via Brightspace.
 - FORMAT: You will get a specific essay question at least one week in advance, but the assignment will focus on a comparison between Covid and a disease that we have studied.

HOW WRITTEN WORK WILL BE EVALUATED:

I am less interested in a regurgitation of facts than a thoughtful analysis of the question, based on evidence from readings, lectures, discussions, and films.

Planning and organization- Before you jump into answering the question, make sure that you have prepared an outline of your essay. Each paragraph that you then write should correspond to a specific point that you have in your outline.

Introduction and thesis- Each question requires that you come up with an argument—or thesis—that directly answers the question. This thesis statement should be in your introductory paragraph. The rest of the introduction should state the meaning and significance of the issue as it will be discussed in the body of the essay (you don't need to spend time repeating or paraphrasing the question, or describing the specific scheme of organization that your essay will take).

Body-The body of your paper should provide examples and evidence to support your thesis. You may express an opinion, but your opinion should be based on the materials and evidence.

Conclusion-Use your final paragraph not only to summarize your main points, but to demonstrate the significance of your findings.

Proofreading- reread your essay in order to confirm that you have conveyed what you intended.

IMPORTANT NOTES AND PROCEDURES:

Attendance Policy:

There will be no penalties for absences this semester, but participation, in the form of quizzes and discussions, is part of your final grade. Please be sure to attend classes on your assigned class day if you are healthy; otherwise, you can watch via livestream or boilercast. Students should stay home and contact the Protect Purdue Health Center (496-INFO) if they feel ill, have any symptoms associated with COVID-19, or suspect they have been exposed to the virus. In the current context of COVID-19, in-person attendance will not be a factor in the final grades, but the student still needs to inform the instructor of any conflict that can be anticipated and will affect the submission of an assignment or the ability to take an exam. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency conflict, when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, through Brightspace, or by phone. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, quarantine, or isolation, the student or the student's representative should contact the Office of the Dean of Students via [email](#) or phone at 765-494-1747. Our course Brightspace includes a link on Attendance and Grief Absence policies under the University Policies menu.

Protect Purdue Plan

The [Protect Purdue Plan](#), which includes the [Protect Purdue Pledge](#), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, wearing a mask [in classrooms and campus building](#), at all times (e.g., no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining proper social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a

mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#).

***REGULATIONS REGARDING PERSONAL INFORMATION**

If students wish to allow the instructor to disclose information such as grades in letters of recommendation, they must provide written consent according to FERPA. Also because of FERPA, faculty cannot email grades to students.

Nondiscrimination Statement:

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. More details are available on our course Brightspace table of contents, under University Policies.

Accessibility:

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247. More details are available on our course Brightspace under Accessibility Information.

Mental Health Statement:

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Emergency Preparation:

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.