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

**HIST 495**  
**SENIOR RESEARCH SEMINAR**  
**PSYCHEDELIC PSYCHIATRY**

FALL 2020  
KRANNERT G005  
T/TH 12:00-1:15

**COURSE DESCRIPTION:** In this research seminar, students will have the unique opportunity to encounter what historians do and discover why they love to do it. This senior research seminar brings students digitally with archival documents at the Virginia Kelly Karnes Archives and Special Collections Research Center. Purdue is home to many fascinating collections that we will learn about and work with, including the Psychoactive Substance Research Collection and the Maryland Psychiatric Research Center LSD Professional Training Program Study Files. After introductory reading on the history of LSD in the U.S., students will conduct independent research in order to produce an original historical research paper of approximately 20 pages. Students will be assigned to working groups in order to provide feedback to each other on their research and writing. Key questions to consider include: How do ideas about medicine and health reflect broader attitudes and values in American history and culture? What are the risks and benefits of controversial cutting-edge research, such as that on psychoactive substances (like LSD) in changing the field of medicine?



**COURSE OBJECTIVES:**

This course will enable students to develop research skills by utilizing hands-on work with primary source materials. It also aims to provide guidance in the public presentation of original arguments based on archival documents. Students will produce a final research paper of approximately 20 pages in length, based on archival sources.

\*This course meets requirements for Purdue's Medical Humanities Certificate. Students interested in the Medical Humanities certificate should review the [website](#), or contact their academic advisor for more information.

**REQUIRED BOOKS (AVAILABLE ON AMAZON, BOOKSTORE, AND E-RESERVES):**

1. Martin Lee and Bruce Shlain, *Acid Dreams: The Complete Social History of LSD: The CIA, the Sixties, and Beyond*
2. Michael Pollan, *How to Change Your Mind: The New Science of Psychedelics*
3. Stephen Siff, *Acid Hype: American News Media and the Psychedelic Experience*
4. Tom Wolfe, *The Electric Kool-Aid Acid Test*

**COURSE REQUIREMENTS AND GRADING**

<b><i>REQUIREMENTS</i></b>	<b><i>DATE</i></b>	<b><i>% of final grade</i></b>
4 journal entries	By 11 a.m. on 9/8, 9/22, 10/1, 10/15	20
Archival presentation	9/24 in class	5
prospectus	By 11 a.m. on 10/13	5
Rough draft	By 11 a.m. on 11/12	15
Final paper	By 5 p.m. on 12/10	35
Group work/participation	<u>throughout</u>	20

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-

&lt; 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](mailto: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. Come to class prepared to answer questions in response to that day’s reading assignment.

T	Aug 25 <sup>th</sup>	Introductions
R	Aug 27 <sup>th</sup>	Read Acid Dreams prologue, 1&2
T	Sept 1 <sup>st</sup>	Read Acid Dreams, 3-5.
R	Sept 3 <sup>rd</sup>	Read Acid Dreams 6-8, Presentation by archivist Stephanie Schmitz via zoom
T	Sept 8 <sup>th</sup>	Read Acid Dreams 9-10, postscript *journal 1 due by 11 a.m. on Brightspace
R	Sept 10 <sup>th</sup>	Read Pollan 1-2
T	Sept 15 <sup>th</sup>	Read Pollan 3, Stephanie 2 <sup>nd</sup> presentation via zoom
R	Sept 17 <sup>th</sup>	Read Pollan 4-5
T	Sept 22 <sup>nd</sup>	Read Pollan 6 *journal due by 11 a.m. on Brightspace
R	Sept 24 <sup>th</sup>	Read Siff intro, 1-2 *archival presentation in class
T	Sept 29 <sup>th</sup>	Read Siff 3-4
R	Oct 1 <sup>st</sup>	Read Siff 5-6 *journal due by 11 a.m. on Brightspace
T	Oct 6 <sup>th</sup>	Read Wolfe 1-7
R	Oct 8 <sup>th</sup>	Read Wolfe 8-14
T	Oct 13 <sup>th</sup>	Read Wolfe 15-20 *Paper Prospectus due to professor and writing group members by 11 a.m
R	Oct 15 <sup>th</sup>	Read Wolfe 26-end (we are skipping chs. 21-25)

		*Journal due by 11 a.m. on Brightspace
T	Oct 20 <sup>th</sup>	No class – research and writing!
R	Oct 22 <sup>nd</sup>	No class – research and writing!
T	Oct 27 <sup>th</sup>	Progress check-in
R	Oct 29 <sup>th</sup>	No class – research and writing!
T	Nov 3 <sup>rd</sup>	No class – research and writing!
R	Nov 5 <sup>th</sup>	<b>Rough Draft Due by 11 a.m</b> to professor and Writing Group – Progress check-in
T	Nov 10 <sup>th</sup>	No class – research and writing!
R	Nov 12 <sup>th</sup>	Group meetings <b>*Rough Draft Feedback Due</b> to professor and group by 11 a.m.
T	Nov 17 <sup>th</sup>	No class – research and writing!
R	Nov 19 <sup>th</sup>	No class – research and writing!
T	Nov 24 <sup>th</sup>	Progress check-in
R	Nov 28 <sup>th</sup>	Thanksgiving
T	Dec 1 <sup>st</sup>	<b>Student Conference Part 1</b>
R	Dec 3 <sup>rd</sup>	<b>Student Conference Part 2</b>
R	Dec 10	<b>Final Paper Due by 5 p.m. on Brightspace</b>

## DETAILED EXPLANATION OF ASSIGNMENTS

### INTELLECTUAL JOURNAL

Each person in the course will be expected to write four 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 11 a.m. on those dates via Brightspace on the following dates: 9/8, 9/22, 10/1, 10/15

-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?) How does this author approach the history of LSD differently from the ones you’ve read so far?

### **Journal Grading Rubric: Each entry is worth 5 points**

Excellent (5 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 (4 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 (3 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 (1-2):** 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

- **ARCHIVAL PRESENTATION:**

Choose one virtual archive from the list; spend some time reading through its various components in order to determine its usefulness to a particular research project related to LSD; prepare a brief (5-10 minute) presentation to introduce the collection to your classmates on September 24. Worth 5 points.

- **RESEARCH PROSPECTUS**

Prepare a one page statement on the research topic you would like to write about, the argument you intend to make; how it relates to the assigned reading, and the specific archival documents you intend to use. Due October 13. Worth 5 points.

### **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 presentations and group work, is part of your final grade. 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](mailto: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.

