

DR. WENDY KLINE, PROF. OF HISTORY
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OFFICE: UNIV. HALL 325
OH: TUES 10:30-12 AND BY APPT.

TEACHING ASSISTANT: CAITLIN FENDLEY
CFENDLEY@PURDUE.EDU

OFFICE: REC 401
OH: T/ TH 11-12 AND BY APPT.

HISTORY 36305:
THE HISTORY OF MEDICINE AND PUBLIC HEALTH
KNOY B033
T/TH 9:00-10:15 AM

Course Overview

The purpose of this course is to provide students with a historical understanding of the role public health and medicine has played in American history during the 19th and 20th centuries. How does the health status of Americans reflect and shape U.S. history? How do ideas about medicine and health reflect broader attitudes and values in American history and culture? What are the responsibilities of the state and of the individual in preserving health? How has science and technology altered our understanding of risk and responsibility? We will examine the history and current situation of American public health, which is simultaneously a field of scientific activity, a vehicle for social reform, and a site of political controversy.

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

LEARNING OUTCOMES

The course is designed to help you understand how and why public health has evolved over the course of the past two centuries. Through readings, lectures, discussion, research, and written assignments, students will learn to identify and analyze how scientific beliefs and social anxieties contribute to policies and practices of medicine and health. This course will demonstrate how different historical actors and institutions – doctors, public health officials, patients, hospitals, and activists – have competed and sometimes collaborated to institute public health reforms. Students will also develop critical thinking skill to assess the impact of these reforms on everyday life.

REQUIRED BOOKS (AVAILABLE AT THE BOOKSTORE, PURDUE LIBRARY, OR AT AMAZON.COM):

1. Oshinsky, David. *Bellevue: Three Centuries of Medicine and Mayhem at America's Most Storied Hospital*
2. Aptowicz, Cristin O'Keefe, *Dr. Mutter's Marvels: A True Tale of Intrigue and Innovation at the Dawn of Modern Medicine*

3. Montross, Christine, *Body of Work: Meditations on Mortality from the Human Anatomy Lab*
4. Eula Biss, *On Immunity*
5. Montross, Christine, *Falling Into the Fire: A Psychiatrist's Encounters with the Mind in Crisis*

COURSE REQUIREMENTS AND GRADING

REQUIREMENTS	DATE	<u>% of final grade</u>
MIDTERM EXAM	2/19	20
JOURNAL ENTRIES (PICK TWO)* *no credit for late entries	1/24, 2/14, 3/7 4/11, 4/25	30 (15 points each)
FINAL PAPER	4/30 by 5 p.m. via Blackboard	30
ATTENDANCE/ PARTICIPATION	(includes 5 quizzes)	20

94-100% = A	73-77 = C
91-93 = A-	71-73 = C-
88-90 = B+	68-70 = D+
83-87 = B	63-67 = D
81-83 = B-	60-62 = D-
78-80 = C+	< 60% = F

Attendance Policy:

Attendance is required. Please arrive on time. You must sign the attendance sheet at the beginning of class, and, along with participation and quizzes, it counts for 20% of your grade. If there is an occasion where you must leave early, notify me or Caitlin before class starts and sit near an exit. Be courteous. Do not disrupt the professor or your fellow students.

Important Notes:

*** Academic dishonesty:**

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, Student Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor's discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university

penalties, including removal from the university, may be considered.

***Course evaluations:** During the 15th week of classes, you will receive an official email from evaluation administrators with a link to the evaluation site. You will have two weeks to complete the evaluation. I do not see your evaluation until after grades are submitted. If 75% of the students fill out the evaluation, everyone will get 3 bonus points toward their final grade.

***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:** Personal laptops or tablets are not allowed in class unless you have purchased the reading as an ebook and need to refer to the reading during class discussion. Please inform me if you have special circumstances. I should not see or hear any other electronic devices once class has begun. Please turn them off or put them in silent mode and keep them in your bag, jacket, etc. No audio or video recording is allowed in class without prior permission.

***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.

***EMERGENCY ANNOUNCEMENTS**

In the event of a campus emergency or school closure, classes or assignments may be cancelled. Remember to check your school email, connected through Blackboard, in a timely manner for any updates.

*This syllabus is subject to change. Changes will be made via Blackboard.

SCHEDULE AND READINGS

Please note: Reading assignment in should be completed before designated class. Come to class prepared to answer questions in response to that day's reading assignment.

PART I: THE MIND

Week One

Tues January 8 Introduction
Thurs January 10 READ *Falling into the Fire* prologue and ch. 1

Week Two

Tues Jan 15 READ *Falling into the Fire* ch. 2
Thurs Jan 17 READ *Falling into the Fire* ch. 3

Week Three

Tues Jan 22 READ *Falling into the Fire* ch. 4
Thurs Jan 24 READ *Falling into the Fire* ch. 5
**reading quiz 1/ journal entry option 1 due by 8:30 a.m. on Bb*

Part II: THE BODY

Week Four

Tues Jan 29 READ *Body of Work* preface, chaps 1-2
Thurs Jan 31 READ *Body of Work* chaps. 3-4

Week Five

Tues Feb 5 READ *Body of Work* chaps. 5-6
Thurs Feb 7 READ *Body of Work* chaps. 7-8

Week Six

Tues Feb 12 READ *Body of Work* chaps. 9-10

Tues 7 p.m. Montross talk, Fowler Hall
[Wed Feb 13 optional extra credit: mental health training]

Thurs Feb 14 READ *Body of Work* chaps. 11-12, epilogue
**reading quiz 2/ journal entry option 1 due by 8:30 a.m. on Bb*

Week Seven

Tues Feb 19 IN-CLASS MIDTERM

PART III: THE SURGEON

Thurs Feb 21 READ *Dr. Mutter's Marvels* chaps. 1-5

Week Eight

Tues Feb 26 READ *Dr. Mutter's Marvels* chaps. 6-11

Thurs Feb 28 READ *Dr. Mutter's Marvels* chaps. 12-17

Week Nine

Tues Mar 5 READ *Dr. Mutter's Marvels* chaps. 18-23

Thurs Mar 7 READ *Dr. Mutter's Marvels* chaps. 24-27
**reading quiz 3/ journal entry option 1 due by 8:30 a.m. on Bb*

Week Ten

Tues Mar 12 SPRING BREAK

Thurs Mar 14 SPRING BREAK

PART IV: THE HOSPITAL

Week Eleven

Tues Mar 19 READ *Bellevue* introduction, chaps. 1-2

Thurs Mar 21 READ *Bellevue* chaps. 3-5

Week Twelve:

Tues Mar 26 READ *Bellevue* chaps. 6-8

Thurs Mar 28 READ *Bellevue* chaps. 9-11

Week Thirteen

Tues April 2 READ *Bellevue* chaps. 12-14

Thurs April 4 READ *Bellevue* chaps. 15-17

Week Fourteen:

Tues April 9 READ *Bellevue* chaps. 18-20

Thurs April 11 READ *Bellevue* epilogue

**reading quiz 4/ journal entry option 1 due by 8:30 a.m. on Bb*

Week Fifteen

Tues April 16 READ *On Immunity* pp.

Thurs April 18 READ *On Immunity* pp.

Week Sixteen

Tues April 23 READ *On Immunity* pp.

Thurs April 25 READ *On Immunity* pp.

**reading quiz 5/ journal entry option 1 due by 8:30 a.m. on Bb*

Final paper due: April 30 by 5 p.m. via Blackboard safeassign

DETAILED EXPLANATION OF ASSIGNMENTS

• **EXPLANATION OF INTELLECTUAL JOURNAL**

Each person in the course will be expected to write two journal entries on blackboard. 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.

You are required to write a total of TWO journal entries. There are FIVE possible dates for entries to come in: 1/24, 2/14, 3/7 4/11, 4/25. **Here's the catch: I won't accept any late entries.** They are due by 9 a.m. on those dates via blackboard.

-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?)

• **FINAL PAPER:**

- DUE DATE: APRIL 30 by 5 p.m. via Blackboard SafeAssign
- FORMAT: essay questions; 30% of course grade. You will get specific essay questions approximately one week before the exam.

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-save a few minutes before the end of class time on the midterm for rereading your essay in order to confirm that you have conveyed what you intended.