

DR. WENDY KLINE  
[WKLIN@PURDUE.EDU](mailto:WKLIN@PURDUE.EDU)

OFFICE: UNIV. HALL 325  
OH: T 12-1/ BY APPT

TEACHING ASSISTANT:  
ALICIA VENCHUK, PHD CANDIDATE  
[AVENCHUK@PURDUE.EDU](mailto:AVENCHUK@PURDUE.EDU)  
OFFICE HOURS: BY APPOINTMENT  
(VIRTUAL)

GRADER:  
GRACE EVANOSKI  
[GEVANOSK@PURDUE.EDU](mailto:GEVANOSK@PURDUE.EDU)

## **HISTORY 36305: THE HISTORY OF MEDICINE AND PUBLIC HEALTH**

FALL 2023  
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 19<sup>th</sup> and 20<sup>th</sup> 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.

### **LEARNING OUTCOMES**

The course is designed to help you understand how and why public health and medicine have evolved over the course of the past two centuries. Through readings, lectures, discussion, 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.

\*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.

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

**REQUIRED BOOKS (AVAILABLE AT THE BOOKSTORE OR AT AMAZON.COM):**

1. Dr. Rana Awdish, *In Shock: My Journey from Death to Recovery and the Redemptive Power of Hope*
2. Cristin O’Keefe Aptowitz, *Dr. Mutter’s Marvels: A True Tale of Intrigue and Innovation at the Dawn of Modern Medicine*
3. David Oshinsky, *Bellevue: Three Centuries of Medicine and Mayhem at America’s Most Storied Hospital*
4. Robert Kolker, *Hidden Valley Road: Inside the Mind of an American Family*

**COURSE REQUIREMENTS AND GRADING**

<b><i>REQUIREMENTS</i></b>	<b><i>DATE</i></b>	<b><i>% of final grade</i></b>
Pandemic paper	9/7 by 9 a.m.	20
JOURNAL ENTRIES (PICK TWO)* *no credit for late entries	9/12, 10/5, 11/7, 12/7 by 9 a.m.	40 (20 points each)
FINAL PAPER	Thurs Dec 14 by 5 p.m. via Brightspace	20
ATTENDANCE/ PARTICIPATION	(includes 4 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

**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. Otherwise your casual meanderings around the World Wide Web will distract everyone around you. If you want to take notes (which I highly recommend), use pen/pencil and paper. If we are discussing the reading and you only have access to it on a laptop or iPad, let me know in advance.

### SCHEDULE AND READINGS

Please note: Reading assignment in parentheses should be completed before the designated class. Be prepared to answer questions in response to that day’s reading assignment.

#### PART I: MEDICAL ETHICS AND POLITICS IN THE 21<sup>ST</sup> C.

##### Week One

Tues Aug 22 Introduction

Thurs Aug 24 All in My Power  
(read *In Shock*, Introduction and ch. 1)

##### Week Two

Tues Aug 29 All in My Power  
(read *In Shock*, chapters 2-3)

Thurs Aug 31 Totally Under Control  
(read *In Shock* chapters 4-5)

##### Week Three

Tues Sept 5 Totally Under Control  
(read *In Shock* chapters 6-8)

Thurs Sept 7 What Makes a Good Doctor? Medical Education  
(read *In Shock* chapters 9-10)  
\*pandemic paper due

##### Week Four

Tues Sept 12 Discussion of *In Shock*  
Reading quiz

(read *In Shock* chapters 11-12)  
 \*journal option 1 due by 9 a.m. on Brightspace

**PART II: THE SURGEON (19<sup>TH</sup> C. MEDICAL EDUCATION)**

Thurs Sept 14 From Midwifery to Gynecology: the changing nature of medicine  
 (read *Mutter* prologue, chs. 1-3)

Week Five

Tues Sept 19 19<sup>th</sup> c. medical education  
 (read *Mutter* chs. 4-7)

Thurs Sept 21 Religion, Reform, and Temperance  
 (read *Mutter* chs. 8-11)

Week Six

Tues Sept 26 Gender and Medicine  
 (read *Mutter* chs. 12-15)

Thurs Sept 28 Anesthesia and Pain  
 (read *Mutter* chs. 16-19)

Week Seven

Tues Oct 3 Race and Medicine  
 (read *Mutter* chs. 20-23)

Thurs Oct 5 Discussion and quiz of Dr. Mutter's Marvels  
 (read *Mutter* chs. 24-28)  
 \*journal option 2 due by 9 a.m. on Brightspace

Week Eight

Tues Oct 10 FALL BREAK

**PART III: THE HOSPITAL**

Thurs Oct 12 Epidemics  
 (read *Bellevue* Intro, chs. 1-3)

Week Nine

Tues Oct 17 Alternative Medicine and the AMA  
 (read *Bellevue* ch. 4)

Thurs Oct 19 Civil War Medicine  
 (read *Bellevue* ch. 5-6)

## Week Ten

Tues Oct 24 Nursing  
(read *Bellevue* chs. 7-9)

Thurs Oct 26 Ellis Island and Immigration  
(read *Bellevue* chs. 10-11)

## Week Eleven

Tues Oct 31 Eugenics  
(read *Bellevue* chs. 12-13)

Thurs Nov 2 AIDS  
(read *Bellevue* ch. 17)

## Week Twelve

Tues Nov 7 Discussion of *Bellevue* and quiz  
\*journal option 3 due by 9 a.m. on Brightspace

**PART IV: THE MIND**

Thurs Nov 9 A History of the Asylum  
(Read *Hidden Valley Rd* prologue and ch. 1)

## Week Thirteen

Tues Nov 14 Psychiatry in the 19<sup>th</sup> c.  
(Read *Hidden Valley Rd* chs 2-8)

Thurs Nov 16 Origins of Schizophrenia  
(Read *Hidden Valley Rd* chs 9-14)

## Week Fourteen

Tues Nov 21 The Snake Pit  
(Read *Hidden Valley Rd* chs 15-20)

Thurs Nov 23 THANKSGIVING

Week Fifteen

Tues Nov 28 Somatic Treatments  
(Read *Hidden Valley Rd* chs 21-26)

Thurs Nov 30 Medical Ethics  
(Read *Hidden Valley Rd* chs 27-32)

Week Sixteen

Tues Dec 5 Psychedelic psychiatry  
(Read *Hidden Valley Rd* chs 33-38)

Thurs Dec 7 Discussion and quiz  
(Read *Hidden Valley Rd* chs 39-45)  
\*journal option 4 due by 9 a.m. on Brightspace

Final paper due: Wednesday Dec 13 by 5 p.m. via Brightspace. Details will be provided by the last week of the semester.

• **EXPLANATION OF INTELLECTUAL JOURNAL**

Each person in the course will be expected to write two 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.

You are required to write a total of TWO journal entries. There are FOUR possible dates for entries to come in: 9/12, 10/5, 11/7, 12/7

**Here's the catch: I won't accept any late entries.** They are due by 9 a.m. on those dates via Brightspace.

-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 the 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?)

**PANDEMIC PAPER:**

**Due: 9/7 by 9 a.m.**

For this assignment, draw on your notes and class discussions from the films *Totally Under Control* and *All in My Power* to analyze the impact of the pandemic on public

health and medicine in the U.S. According to the films, what deeper systemic issues or problems came to light as a result of how the pandemic played out in the U.S.? You may also draw on your own experiences during the pandemic, but be sure to tie these experiences into the broader themes and issues emphasized in these two documentaries, and be sure to provide specific examples from the films.  
Length: 1000 words (12-point font, double spaced).

### **FINAL PAPER:**

**Due: 12/14 by 5 p.m.**

The final paper assignment will be distributed in early December. It will be in essay format and based on readings, lectures, films, and in-class discussions. No outside research or reading will be required for the assignment.

### **This rubric may help you succeed on these assignments:**

20 (A+): Very strong response. Well written. Lively. Well informed and draws on readings. Historically correct.

19 (A): Strong. Clearly written. Draws effectively on readings. Correct throughout.

18 (B+): Strong response. Draws evenly on the readings. No errors.

17 (B): Solid, but may have one weaker element. Clearly written, no errors.

16 (B-): Solid but may include some errors.

14 (C): Hard to read. Includes errors.

### **IMPORTANT NOTES AND PROCEDURES:**

#### **Attendance Policy:**

Regular attendance is expected. Quizzes will take place at the beginning of the class and are part of your attendance grade (which counts for 2% of your total grade). You will not be allowed to make up the quiz unless you have a documented excuse for your absence. If there is an occasion where you must leave early, notify me before class starts and sit near an exit. We will also be having regular class discussions and your input is valued!

#### **University policy:**

*“The University expects that students will attend classes for which they are registered. At times, however, either anticipated or unanticipated absences can occur. The student bears the responsibility of informing the instructor in a timely fashion, when possible. The instructor bears the responsibility of trying to accommodate the student either by excusing the student or allowing the student to make up work, when possible. The University expects both students and their instructors to approach problems with class attendance in a manner that is reasonable.”*