Dr. Wendy Kline Univ. Hall 325

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**HIST 395**

**history of medicine in the archives**

SPRING 2017

univ hall 319

TR 9:00-10:15

**Course Description:** In this junior research seminar, students will have the unique opportunity to encounter what historians do and discover why they love to do it.

This junior research seminar brings students face to face with archival documents, both at the Virginia Kelly Karnes Archives and Special Collections Research Center, and at the Purdue School of Nursing, as well as with digital collections. Students will conduct original, guided research on areas of public health, medical education, nursing education, and mental health. Purdue is home to many fascinating collections that we will learn about and work with, including the Psychoactive Substance Research Collection, The Maryland Psychiatric Research Center LSD Professional Training Program Study Files, and the history of nursing. We will also be using the new online database just purchased by Purdue, *Popular Medicine in America, 1800-1900*. After introductory reading on the history of public health, nursing, and mental health in the U.S., students will spend class time in the archives learning how to read, interpret, and write about original, unpublished archival documents. Along the way, we will address the following questions: How do ideas about medicine and health reflect broader attitudes and values in American history and culture? What role do teachers and universities such as Purdue play in shaping student and public perceptions of health and medicine? 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 encourages students to recognize, most fundamentally, that disease has a history, and that its history is embedded in culture. It also will enable students to develop research skills by utilizing hands-on work with primary source materials. Finally, it aims to provide guidance in the public presentation of original arguments based on archival documents. The course includes a service learning component in the Purdue Archives. Each student will put in approximately 2 hours/ week working with collection materials (either with processing or with developing tweets/ promotional materials about interesting sources and materials), worth 25% of final grade.

\*This course meets requirements for Purdue's Medical Humanities Certificate. Students interested in the Medical Humanities certificate should review the [website,](https://www.cla.purdue.edu/academic/certificates/medical.html) contact the [Medical Humanities program,](mailto:medhum@purdue.edu) or contact their academic advisor for more information.

**required books:**

* Oshinsky, David. *Bellevue: Three Centuries of Medicine and Mayhem at America’s Most Storied Hospital*
* Reverby, Susan. *Ordered to Care: The Dilemma of American Nursing*
* Shroder, Tom, *Acid Test: LSD, Ecstasy, and the Power to Heal*

*\**In addition, we will be reading Helen R. Johnson’s Ph.D. dissertation, *A History of Purdue University’s Nursing Education Programs,* which will be posted in Blackboard.

**Course Requirements and Grading**

|  |  |  |
| --- | --- | --- |
| ***REQUIREMENTS*** | ***DATE*** | ***% of final grade*** |
| 3 primary source papers | 2/14, 3/7, 4/18 | 30 |
| 3 presentations | 2/14, 3/7, 4/18 | 15 |
| Service learning work+ final project |  | 25+10 |
| ATTENDANCE/ PARTICIPATION |  | 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-  < 60% = F |

**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*](http://www.purdue.edu/univregs/)*] 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 the15th 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 parentheses should be completed before designated class. Come to class prepared to answer questions in response to that day’s reading assignment.

Jan 10 Introduction

Jan 12 A Midwife’s Tale

PART ONE: PSYCHEDELIC PSYCHIATRY

Jan 17 intro to Purdue Archives (We will meet in our classroom and then walk over to HSSE library together)

Jan 19: READ: Shroder chs. 1-12

Jan 24 READ Shroder chs. 13-24

Jan 31 READ Shroder chs. 25-36

Feb 7 READ Shroder chs. 37-end

Feb 14 presentation/paper 1: history of psychedelics

PART TWO: NURSING

Feb 21 READ Reverby, Ordered to Care, Parts I and II

Feb 28 – READ Reverby, Part III

Mar 7 – READ Helen R. Johnson’s dissertation (available on Bb)

Presentation/paper 2: history of nursing

PART THREE: BELLEVUE

Mar 14 NO CLASS spring break

Mar 21 READ Oshinsky intro-ch. 3

Mar 28 no classs; READ Oshinsky chs. 4-10

April 4: READ Oshinsky chs. 11-15

April 11 READ Oshinsky chs. 16-end

April 18 presentation/ paper 3: popular medicine in America

April 25 – final presentations on service learning projects

Final write-up of service learning project due: Wednessday May 3 by 5 p.m. via Blackboard safeassign

#### DETAILED EXPLANATION OF ASSIGNMENTS

**1. primary source papers and presentations**

This class has three different research components: first, 19th c. public health and popular medicine, using the popular medicine in America database; second, nursing, using the Nursing History archives, and third, mental health and psychedelic research, using the psychoactive substance collection at the Virginia Kelly archives. For each component, you will need to select a primary document (or a series of documents) to write about and present. Write 3-5 pages (double spaced, 12-point font) in which you introduce the document, explain why you find it to be historically significant, and link it to the secondary source we’ve read (*The Sanitarians, Ordered to Care*, or *Acid Test*). Prepare a five-minute powerpoint presentation explaining your analysis for the rest of the class.

due dates: 2/14, 3/2, 4/18

**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 your have conveyed what you intended.