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OFFICE: UNIV. HALL 325
OH: T 10:30-12

HISTORY 47005: WOMEN AND HEALTH IN AMERICA

SPRING 2019
UNIV. HALL 219
T/TH 1:30-2:45 PM

COURSE DESCRIPTION: This course examines the historical relationship between women and health by exploring a number of critical themes that have affected women's health in the United States. Particular emphasis will be on reproductive health care, mental health, and women's bodies. We will spend some time in the Purdue Archives analyzing the records of the Sisters for Health Education (a Purdue student organization from 1978 to 1982).

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



COURSE OBJECTIVES:

This course encourages students to recognize, most fundamentally, that women's health has a history, and that its history is embedded in culture. We will analyze the ways in which societal assumptions about gender, health and sickness—along with race and class-- help to determine the course of treatment. We will also analyze the role of primary sources in contributing to our understanding of women's health.

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

Joan Jacobs Brumberg, *The Body Project: An Intimate History of American Girls* (Vintage 1997)

Helen Horowitz, *Wild Unrest* (Oxford 2012)

Susannah Cahalan, *Brain on Fire* (Simon and Schuster, 2013)

Roxane Gay, *Hunger: A Memoir of (My) Body*

Christine Montross, *Falling into the Fire*

Wendy Kline, *Coming Home*

2 additional readings will be posted on blackboard: Gilman, *The Yellow Wallpaper*; Kline, *Please Include this In Your Book*

COURSE REQUIREMENTS AND GRADING

<i>REQUIREMENTS</i>	<i>DATE</i>	<i>% of final grade</i>
INTELLECTUAL JOURNAL ENTRIES (4)	By 9 a.m. on 1/29, 2/7, 2/26, 3/7	40 (10 points each)
FINAL PAPER	April 30 p.m. via Blackboard SafeAssign	30
ATTENDANCE/ PARTICIPATION	Regular attendance and informed participation required/ 1 presentation	30

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

Attendance Policy:

Attendance is mandatory. Arrive on time. I will take attendance at the beginning of class, and, along with participation, it counts for 30% of your grade. If there is an occasion where you must leave early, notify me 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 parentheses should be completed before designated class. Come to class prepared to answer questions in response to that day's reading assignment.

Week One: Introductions: Health as history

Tues January 8 Introduction
 Thurs January 10 A Midwife's Tale

PART I: MENTAL HEALTH

Week Two

Tues Jan 15 The Yellow Wallpaper
 (read *The Yellow Wallpaper*, available on Blackboard)

Thurs Jan 17 The Rest Cure
 (read *Wild Unrest* chapters 1&2)

Week Three

Tues Jan 22 Courtship in the 19th c.
 (read *Wild Unrest* chapters 3-5)

Thurs Jan 24 Childbirth in the 19th c.
 (read *Wild Unrest* chapters 6-8)

Week Four

Tues Jan 29 (read *Wild Unrest* chapters 9-10)
 *journal 1 on *Wild Unrest* due by 9 a.m.

Thurs Jan 31 (read *Falling Into the Fire* Intro and ch. 1)

Week Five [Montross]

Tues Feb 5 (read *Falling Into the Fire* chs. 2-3)

Thurs Feb 7 (read *Falling Into the Fire* ch. 4-5/ epilogue)

*journal 2 due on *Falling into the Fire* due by 9 a.m.

Week Six

Tues Feb 12 Montross visit
(read *Brain on Fire Part One: Crazy*)

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

Thurs Feb 14 no class (due to extra Feb 12/13 events)
(read *Brain on Fire Part Two: The Clock* – to p. 127)

Week Seven

Tues Feb 19 Girl, Interrupted
(read *Brain on Fire Part Two: The Clock* – 127-174)

Thurs Feb 21 Girl, Interrupted
(read *Brain on Fire Part Three: In Search of Lost Time*)

Part II: Bodies

Week Eight

Tues Feb 26 Discussion of *Brain on Fire*
*journal 3 due by 9 a.m.
(read *Body Project* Intro, ch. 1)

Thurs Feb 28 Body Projects
(read *Body Project* ch. 2&3)

Week Nine

Tues Mar 5 Sexuality and Birth Control
(read *Body Project* ch. 4)

Thurs Mar 7 Girl Power (?)
(read *Body Project* chs. 5&6)

Week Ten

Tues Mar 12 SPRING BREAK

Thurs Mar 14 SPRING BREAK

Week Eleven

Tues Mar 19 (read *Hunger* part 1)

Thurs Mar 21 (read *Hunger* parts II and III)

Week Twelve:

Tues Mar 26 (read *Hunger* parts IV and V)

Thurs Mar 28 (read *Hunger* part VI)

Week Thirteen

Tues April 2 Archival work; meet in Purdue Archives
 (read Kline, “Please Include This In Your Book’: Readers Respond to
Our Bodies, Ourselves, available on Blackboard)

Thurs April 4 Archival work; meet in Purdue Archives

Week Fourteen:

Tues April 9 (read *Coming Home* ch. 1)

Thurs April 11 (read *Coming Home* ch. 2)

Week Fifteen

Tues April 16 (read *Coming Home* ch. 3)

Thurs April 18 (read *Coming Home* ch. 4)

Week Sixteen

Tues April 23 (read *Coming Home* ch. 5)

Thurs April 25 (read *Coming Home* ch. 6)

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

• **INTELLECTUAL JOURNAL**

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.

Entries are due by 9 a.m. on the following dates: 1/29, 2/7, 2/26, 3/7. I want to have a sense of the questions and thoughts you have about the reading before you come to class at noon. Entries must be on time. Each one is worth 10% of your final grade.

-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 sources is the author using, and what argument is 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:** research paper based on archival research on SHE materials from Purdue Archives, drawing analysis from course readings.
- Choose 5 documents. Imagine that you have entered a competition to produce a museum display on your topic that will feature these five items. Your job is to convince the head of the museum that your five documents – and your topic more generally – is worthy of display. What makes your topic significant, and what can the five chosen images tell the viewing public about its history? Remember that it's a competition, so it's your job to package this proposal effectively, with a solid introduction, an explanation of each document, and how it pertains to your topic.

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.