

# HIST 36405: Patient Voices in the History of Medicine

Spring 2025 – Tuesdays and Thursdays, 12-1:15 pm – Beering 1242



Toni Lane, *Cover Your Mouth*, 2020, chalk pastel on paper, 24 x 18 in.  
(Image courtesy of [Art Enables](#))

Professor: Michelle LaBonte, PhD  
Department of History – Purdue University  
Email: [mlabonte@purdue.edu](mailto:mlabonte@purdue.edu)  
Office: Beering 6122

Office Hours: Sign up on [Calendly](#) or email to schedule a different time

Note: This course counts towards the Medical Humanities Certificate and the Critical Disabilities Studies Minor. To receive credit for the Critical Disability Studies minor, (1) email Dr. Maren Linett ([mkinett@purdue.edu](mailto:mkinett@purdue.edu)) and your advisor for permission since the course is still in the process of being added to the plan of study and (2) your final project must be on a disability related topic.

## *Course Description*

This course examines the history of medicine in the United States from the early twentieth century to today by starting with the voices of patients. The patient perspective provides not only a glimpse into the experience of illness, but also highlights key themes important to medical practice and patient care. Using patient reflections as the primary lens through which to examine the history of medicine, topics covered will include historical changes and historical decision making related to the diagnostic process, therapeutic interventions, access to care, and medical institutions. For example, possible areas of focus include non-traditional institutions for individuals with disabilities, challenges obtaining payment for medical services even among those with health insurance, the health effects of environmental exposures on marginalized populations, the extent to which mental health concerns have been recognized and addressed in the setting of other diseases, and the role of patient and family advocacy in shaping clinical practice. The course also examines how assumptions about gender, race, and class have shaped differential health outcomes such as mortality rates, time to diagnosis, and determination of treatment approach and efficacy. CRN: TBD

## *Learning Outcomes*

By the end of this course, students should be able to:

1. Identify in written and oral communication key features of the U.S. medical system by examining how patient experiences have changed over time and in different contexts
2. Analyze how assumptions about race, gender, and class can affect the experience of illness, access to care, and health outcomes
3. Engage with primary sources such as journal entries, memoirs, newspaper articles, artwork, and audiovisual material to identify patient perspectives and place them in historical context, and to illustrate how social, cultural, political, and economic factors have shaped the practice of medicine
4. Reflect on the ethical issues that have arisen in medicine using patient voices as a lens to examine the impact of technology on the illness experience
5. Examine patient experiences not discussed in class to make an argument about the history of medical practice, such as the diagnostic process or therapeutic approaches, using historical methods

## *Course Requirements and Assignments*

**Class Engagement (25%):** There are many ways to engage in class, including being attentive and focused during lecture, taking an active role in small group activities, responding to questions posed by the professor, asking your own questions during class, and listening to and engaging with the ideas expressed by your peers. Careful reading/listening/viewing of the assigned sources will be essential to fully participate in class. In other words, attendance in class is a necessary, but not sufficient, component of class engagement. However, I don't expect you to come to class having completely grasped all the material, and I encourage you to speak up when you are uncertain about an author's argument or a course concept. Class engagement will be assessed during each class period, and your lowest two class engagement marks will be

dropped. (Please see the Attendance Policy below for additional information.) As one marker of engagement, I will begin many class sessions with assigned sources with a brief “**engagement question**” about the sources for that day that you will respond to individually on paper and turn in before we begin our discussion. The engagement question is meant to be straightforward to answer if you have carefully engaged with the sources. If you find it challenging to participate during class, please reach out to me so we can develop a plan. I am happy to work with you!

Grading scale (maximum 2 points per class):

2/2: present and fully engaged for the entire class period, with clear evidence of thorough engagement with the assigned readings/sources

1/2: present but with incomplete engagement (due to lack of evidence of thorough engagement with the assigned readings/sources, electronics use, doing activities unrelated to class, late arrival, or early departure, etc.)

0/2: absent

**Primary Source Analysis (20%):** Identify two distinct areas of interest for your final project. For each area of interest, identify and analyze one relevant primary source AND upload the source as a PDF on Brightspace. Additional information about this assignment, including detailed guidance about how to analyze a primary source, an assignment template, and a rubric, is available on Brightspace. Your submission should be 600-800 words (excluding the uploaded primary sources). **Due Thursday, February 13 at 11:59 pm.** Late assignments are accepted with a 10% per day late penalty. In other words, if the assignment is out of 100 points, you will lose 10 points if you turn it in between February 14 at 12:00 am and February 14 at 11:59 pm. Assignments will not be accepted past February 16 at 11:59 pm.

**Secondary Source Analysis (20%):** Select a topic for your final project and identify and analyze one relevant secondary source written by a historian. To find a relevant secondary source, you might locate an article in a historical academic journal (such as the *Bulletin of the History of Medicine* or the *Journal of the History of Medicine and Allied Sciences*) or a book chapter in an academic press. You should also upload a PDF of the secondary source on Brightspace. Additional information about this assignment, including detailed guidance about how to analyze a secondary source, an assignment template, and a rubric, is available on Brightspace. Your submission should be 600-800 words (excluding the sources). **Due Thursday, April 3 at 11:59 pm.** Late assignments are accepted with a 10% per day late penalty for up to 3 days past the deadline. In other words, if the assignment is out of 100 points, you will lose 10 points if you turn it in between April 4 at 12:00 am and April 4 at 11:59 pm. Assignments will not be accepted past April 6 at 11:59 pm.

**Final Project Presentation and Peer Reflections (10%):** You will have the opportunity to share the first two minutes of your recorded draft final presentation in class and receive feedback from your peers. You will also be asked to provide written feedback in class in response to the shared peer presentations. The clip should be uploaded to Brightspace by **Monday, April 21 at 11:59 pm.** You will provide feedback to your peers in class on Tuesday, April 22 and Thursday, April 24. Additional guidelines, including rubrics, will be available on Brightspace.

**Final Project (25%):** For the final project, you will build on your skills from the course to use patient narratives to provide insight into the history of medicine in the form of a *recorded slide*

*presentation*. The patient narratives can be drawn entirely from historical accounts that you identify or, if you'd prefer, you can also provide a patient narrative based on your own experience as a patient, broadly defined. No prior recorded slide presentation knowledge is required or assumed, and you will receive detailed guidance on all aspects of the project. This assignment is an opportunity for you to learn more about a topic that you are especially interested in, develop your research and presentation skills, and connect your final presentation to the larger themes in the history of medicine that we cover in the readings and in class. The presentation should be 8-10 minutes in length. Additional guidelines, including an assignment prompt, template and rubric, will be available on Brightspace. The presentation is **due on Monday, May 5 at 11:59 pm**. To provide you with guidance and feedback before submitting the presentation, you will also be asked to turn in three additional assignments leading up to the final project. Late assignments are accepted with a 10% per day late penalty for up to 3 days past the deadline. In other words, if the assignment is out of 100 points, you will lose 10 points if you turn it in between May 6 at 12:00 am and May 6 at 11:59 pm. Assignments will not be accepted past May 8 at 11:59 pm.

### Grade Scale

A 93-100	A- 92-90	B+ 88-89	B 83-87	B- 82-80
C+ 78-79	C 73-77	C- 72-70	D 60-69	F 0-59

**Additional Information:** I am happy to discuss your grades with you at any point during office hours, but grades will not be discussed over email due to Family Educational Rights and Privacy Act (FERPA) regulations. You must complete all assignments, including engagement, to pass the class. To ensure an open atmosphere in the class, please do not post any images, videos, chats, lecture notes, or other material from class without written permission from the instructor and each student in the class. Posting of any such material from class is grounds for an automatic F for the semester and referral to the Dean of Student's Office.

### *Detailed Class Schedule*

#### **Week 1 –Locating Patient Voices**

##### Tuesday, January 14

- In our initial class session, we will discuss the benefits and challenges of studying the history of medicine through patient voices. We will reflect on such questions as: What can patient voices tell us about the history of medicine? What might we be missing by studying the history of medicine through patient voices? How do we define the patient?
- [Optional Resource] Porter, Roy. "The Patient's View: Doing Medical History from Below." *Theory and Society* 14 (1985): 175-98.

##### Thursday, January 16

- Gafni, Matthias. "‘I Was Ready to Die’: A Coronavirus Survivor’s Diary." *San Francisco Chronicle*. June 17, 2020. Updated February 7, 2020. The English language article contains abridged translated diary entries originally written in Spanish.
- Baughman, Brent, Vaughn, Emily, and Le, Viet. "Coronavirus ‘Long-Haulers’ Have Been Sick for Months. Why?" *NPR Short Wave*, June 12, 2020. Podcast.
- Cavanaugh, Michael. "The best art created by Washington Post readers during the pandemic."

*The Washington Post*. July 6, 2020.

- [Optional Resource] Hogarth, Rana A. *Medicalizing Blackness: Making Racial Difference in the Atlantic World, 1780-1840*. University of North Carolina Press. 2017. Chapter 1: Black Immunity and Yellow Fever in the American Atlantic. Pages 17-47.

## **Week 2 – Defining and Diagnosing Disease**

### Tuesday, January 21

- For class today, you are required to read EITHER Arredondo OR Tobimatsu, but you can certainly read both if you'd like.
- Arredondo, Gabriela F. "Of Breasts and Baldness: My Life with Cancer," in Chabram-Dernersesian, Angie and de la Torre, Adela, *Speaking from the Body: Latinas on Health and Culture*. The University of Arizona Press. 2008, Pages 14-30.
- Tobimatsu, Kimiko, illustrated by Keet Genzia. *Kimiko Does Cancer*. Arsenal Pulp Press. 2020. Pages 7-35.
- [Optional Resource] Duffin, J. *Lovers and Livers: Disease Concepts in History*. University of Toronto Press, 2005. Chapter 1: The Disease Game: An Introduction to the Concepts and Construction of Disease

### Thursday, January 23

- Aronowitz, Robert. *Risky Medicine: Our Quest to Cure Fear and Uncertainty*. Chicago and London: The University of Chicago Press, 2015. Chapter 2: The Converged Experience of Risk and Disease. Pages 21-43.
- Jolie, Angelina. "My Medical Choice." *The New York Times*. May 14, 2013.
- [Optional Resource] Reiser, Stanley Joel. *Medicine and the Reign of Technology*. Cambridge and New York: Cambridge University Press, 1978.

## **Week 3 – Locating and Analyzing Primary Sources**

### Tuesday, January 28

- No readings or assignments
- Individual or small group meetings with Dr. LaBonte

### Thursday, January 30

- No readings or assignments
- Individual or small group meetings with Dr. LaBonte

## **Week 4 – Barriers to Diagnosis**

### Tuesday, February 4

- The National Organization of African Americans with Cystic Fibrosis. "Terry Wright Story." July 31, 2021. URL: <https://noaacf.org/terry-wrights-cf-story/>
- Roberts, Dorothy. *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-First Century*. 2011. The New Press. Chapter 4: Medical Stereotyping, Pages 81-103.

### Thursday, February 6

- Weiss, Kerry. "Experiences With Endometriosis: Diagnosis" *Everyday Health*. March 19, 2020. URL: <https://www.everydayhealth.com/endometriosis/experiences-with->



endometriosis-video/

- Viridi, Jaipreet, with artwork by Anne Howeson. “Thousands of Years of Women’s Pain.” *Wellcome Collection*. August 1, 2019. [Link](#)

## **Week 5 – Contested Disease**

Tuesday, February 11

- Brea, Jennifer. *TED Talk: What Happens When You Have a Disease Doctor’s Can’t Diagnose?* 2017. [Link](#)
- [Optional Resource] Murphy, Michelle. *Sick Building Syndrome and the Problem of Uncertainty*. Duke University Press, 2006. Selections.
- [Optional Resource] Dumes, Abigail Anne. *Divided Bodies: Lyme Disease, Contested Illness, and Evidence-Based Medicine*. Durham: Duke University Press, 2020. Chapter 3: Living Lyme. Pages 99-110, 125-134, 136-139.

Thursday, February 13

- **Primary Source Analysis due on Brightspace by 11:59 pm today**
- *No class. Dr. LaBonte at a manuscript workshop.*

## **Week 6 – Environmental Exposures and Disease**

Tuesday, February 18

- 12 News. *524 Mines: The Threat on the Navajo Nation*. March 6, 2020. [Link](#)
- Washington, Harriet. “How Environmental Racism is Fueling the Coronavirus Pandemic.” *Nature*. May 19, 2020. Page 241.
- [Optional Resource] Nash, Linda Lorraine. *Inescapable Ecologies: A History of Environment, Disease, and Knowledge*. Berkeley: University of California Press, 2006. Introduction. Pages 1-15.

Thursday, February 20

- DeCristofaro, Jana. Children & Grief – The 1940s. Grief Out Loud: A Podcast by Dougy Center. July 25, 2018. URL: <https://www.dougy.org/news-media/podcasts/children-grief-the-1940s>
- Kleinman, Arthur. “The Art of Medicine: Culture, Bereavement, and Psychiatry.” *The Lancet*. 2012. 379: 608-609.
- Finkbeiner, Ann. “The Biology of Grief.” *The New York Times*. April 22, 2021.

## **Week 7 – The “Transmutation” of Disease in Response to Therapeutics**

Tuesday, February 25

- Ayoub, Hisham S. “Reflections and Transmutations: A Portrait of the Diabetic as a Young Man.” 2019. *The Plaid Journal*. 5(1): 4-10.
- Feudtner, C. “A Disease in Motion: Diabetes History and the New Paradigm of Transmuted Disease.” *Perspect Biol Med* 39, no. 2 (Winter 1996): 158-70.

Thursday, February 27

- *Salt in My Soul* Documentary, Director: Will Battersby, Distributor: Giant Pictures, Production Co: 3 Arts Entertainment, Reno Productions. 2022. (1 hr 36 min). URL: <https://www.kanopy.com/en/purdue/video/11956264>

- [Optional Resource] Greene, Jeremy A., Flurin Condrau, and Elizabeth Siegel Watkins, ed. *Therapeutic Revolutions: Pharmaceuticals and Social Change in the Twentieth Century*, University of Chicago Press, 2016. Selections.

## Week 8 – Hospitals and Other Sites of Healthcare

### Tuesday, March 4

- Griffin III, James. *Breaking Silence: Living with Sickle Cell Anemia*. Self-Published. 2015. Pages 38-57.
- [Optional Resource] Rosenberg, Charles E. *The Care of Strangers: The Rise of America's Hospital System*. The Johns Hopkins University Press, 1987. Selections.

### Thursday, March 6

- Gardner, Kirsten. “‘Especially Made for Them’: Summer Camps for Diabetic Children.” in Frazer, Bianca C and Walker, Heather R. (Un)doing Diabetes: Representation, Disability, Culture. Palgrave MacMillan. 2021. Pages 297-315.

## Week 9 – Locating and Analyzing Secondary Sources

### Tuesday, March 11

- Locate and read a secondary source related to your final presentation topic and be prepared to discuss it in class.

### Thursday, March 13

- *No class. Dr. LaBonte will hold optional office hours in the classroom.*
- Work on your Secondary Source Analysis assignment.

## Week 10 – Spring Break

## Week 11 – Institutions as “Therapy” for People with Disabilities

### Tuesday, March 25

- “Bohill Wong.” Gateway Arts. ~2012. [Link](#)
- “Mary Decesar.” Gateway Arts. 2019. [Link](#).
- “Meet Art-Enables Resident Artist Toni Lane.” Art Enables. 2020. [Link](#).
- [Optional Resource] Nielsen, Kim E. *A Disability History of the United States*. Boston: Beacon Press, 2012. Selections.

### Thursday, March 27

- Clare, Eli. *Brilliant Imperfection: Grappling with Cure*. 2017. Duke University Press. Chapter 3: In Tandem with Cure. Pages 35-48.
- Blatt, Burton and Kaplan, Fred. *Christmas in Purgatory: A Photographic Essay on Mental Retardation*. Allyn and Bacon: Boston, Massachusetts. 1966. URL: <https://www.disabilitymuseum.org/dhm/lib/catcard.html?id=1782> **Note: This book contains disturbing content.**
- [Optional Resource] Rogers, William C. *Front Wards, Back Wards*. 2006. Fanlight Productions. **Note: This film contains disturbing content.**
- [Optional Resource] Rothman, David J. *The Discovery of the Asylum: Social Order and Disorder in the New Republic* (1971). Boston: Little, Brown, and Co., 1990. Selections.

## Week 12 – Access to Therapeutics

### Tuesday, April 1

- Mankiller, Wilma and Wallis, Michael. *Mankiller: A Chief and Her People*. St. Martin's Griffin: New York. 1999. Pages 250-254.
- Moran-Thomas, Amy. "One Hundred Years of Insulin for Some." *The New England Journal of Medicine*. 2021. 385(4): 293-295.
- Gates, Khalilah. "Sitting in Our Discomfort." *The New England Journal of Medicine*. 2022. 386(4): e8(1)-e8(2).
- [Optional Resource] Tuchman, Arleen. *Diabetes: A History of Race and Disease*. New Haven: Yale University Press, 2020. Selections.

### Thursday, April 3

- **Secondary Source Analysis due on Brightspace by 11:59 pm today**
- *No class. Dr. LaBonte at a conference.*

## Week 13 – The Efficacy and Safety of Therapeutics

### Tuesday, April 8

- *How to Survive a Plague*, Produced by David France. Sundance Selects: MPI Media Group. 2012. URL: <https://www.kanopy.com/en/purdue/watch/video/12157233>
- [In Class Resource] ACT UP, "A National AIDS Treatment Research Agenda." Source: Conferences - 5th International Conference on AIDS, Montreal, Canada, ACT UP "A National AIDS Treatment Research Agenda"; Date: 1989; Manuscript Number: Box 117, Folder 4; Source Library: New York Public Library; Archive: LGBTQ History and Culture Since 1940, Part I; Collection: ACT UP: The AIDS Coalition to Unleash Power
- [Optional Resource] Epstein, Steven. *Impure Science: AIDS, Activism, and the Politics of Knowledge*. Berkeley: University of California Press, 1996. Selections.

### Thursday, April 10

- Singer, Patti. "Odd Procedure Offers Cure: Fecal Transplants Help Fend Off a Toxic Bacteria." *Democrat and Chronicle*. January 17, 2013.
- [Optional Resource] Rasmussen, Nicolas. "René Dubos, the Autochthonous Flora, and the Discovery of the Microbiome." *Journal of the History of Biology*. 55:537-558.
- [Optional Resource] Bothwell, Laura E., Greene, Jeremy A., Podolsky, Scott H., and Jones, David S. Assessing the Gold Standard – Lessons from the History of RCTs. *New England Journal of Medicine* (2016): 374: 2175- 2181.

## Week 14 – “Grappling with Cure”

### Tuesday, April 15

- *Crip Camp: A Disability Revolution*, Directed by Nicole Newnham and Jim LeBrecht, Higher Ground and Rusted Spoke Productions. 2020. Netflix. [Link](#).
- [Optional Resource] Nielsen, Kim E. *A Disability History of the United States*. Boston: Beacon Press, 2012. Selections.

### Thursday, April 17

- Clare, Eli. *Brilliant Imperfection: Grappling with Cure*. 2017. Duke University Press.



Chapter 6: How Cure Works and Chapter 9: Impacts of Cure. Pages 85-97 and 151-167.

- [Optional Resource] Wilson, Daniel J. "Comment: On the Borderland of Medical and Disability History." *Bulletin of the History of Medicine*. 2013. 87(4): 536-539.

## **Week 15 – Final Project Presentations and Reflections**

Monday, April 21

- **Please upload your Draft Final Project 2-minute Clip by 11:59 pm to Brightspace today.** This clip will be shared with the class (see below).

Tuesday, April 22

- You will have the opportunity to share a clip of the first two minutes of your draft Final Project, receive feedback from your peers, and view and provide feedback on the clips produced by your classmates.
- No reading.

Thursday, April 24

- You will have the opportunity to share a clip of the first two minutes of your draft Final Project, receive feedback from your peers, and view and provide feedback on the clips produced by your classmates.
- No reading.

## **Week 16 – Work on Final Project**

Tuesday, April 29

- Receive assistance with the final project in class.

Thursday, May 1

- *No class. Dr. LaBonte at a conference.*

**Final Project due by 11:59 pm on Monday, May 5**

## ***Course Policies and Expectations***

**My commitment to you:** You can expect me to be engaged and available. Please email me and come to office hours to discuss any course-related matter. I am also happy to serve as a support for you on other matters, such as your academic plans, or discuss any challenges that you may be dealing with. If I don't have expertise in the area you would like help with, I will do my best to point you in the right direction.

**Office hours:** I encourage you to use Calendly to schedule a time to meet with me during regular office hours or email me to schedule another time. If you need to cancel a meeting, please do so at least 24 hours in advance. I will be scheduling brief meetings with all students at the start of the semester so I can begin to get to know you.

**Email Policy:** Expect a timely (but not immediate) response to emails. I plan to respond to email within 48 hours during weekdays when Purdue is in session. For example, if you send me an

email at 3 pm on a Friday, I will reply to you by 3 pm on the following Tuesday. I also ask you to respond to any course-related emails that require a reply within 48 hours during weekdays.

**Email Etiquette Policy:** Students should use proper email etiquette. An email should begin with a salutation such as “Dear Professor LaBonte” or “Dear Dr. LaBonte” and end with a proper closing, such as “Sincerely,” or “Yours.”

**Attendance Policy:** This course follows the [University Academic Regulations regarding class attendance](#), which state that students are expected to be present for every meeting of the classes in which they are enrolled. Attendance will be taken at the beginning of each class and lateness will be noted.

For cases that fall under excused absence regulations, you or your representative should contact or go to the [Office of the Dean of Students \(ODOS\) website](#) to complete appropriate forms for instructor notification. Under academic regulations, excused absences may be granted by ODOS for cases of grief/bereavement, military service, jury duty, parenting leave, or certain types of medical care. The processes are detailed, so plan ahead.

**Electronic devices:** HIST 31305 is a device-free zone. Phones, tablets, and laptops are not permitted. Any student seen using an electronic device will receive an “F” for participation for the day. I may occasionally make exceptions to this policy if we are doing a class activity that requires the use of electronics, but I will make these exceptions clear. If you have accommodations through the Disability Resource Center that require the use of an electronic device in class, please let me know as soon as possible so that I can adjust the class policy accordingly.

**Late work policy:** Please let me know if you are struggling to complete work so we can brainstorm strategies to effectively manage the course workload. I am here to help! Late assignments will not be accepted without penalty (10% deduction per day) except in extraordinary circumstances, with a note from the dean’s office.

**Accessible education:** I’m committed to making the course accessible to all students. Purdue University strives to make learning experiences accessible to all participants. 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 at 765-494-1247.

**Citation practices:** Please properly cite any sources that you use in the preparation of assignments for this course.

**Academic Honesty:** All individual assignments submitted for this course are expected to be your own, including your own research and writing. 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.

**Freedom of Expression:** In this class, students are encouraged to exercise their right to free inquiry and expression. You are welcome to express any view on the subject matter introduced by the instructor or other class members within the structure of the course. While you are responsible for learning the content of this course, you remain free to take a reasoned exception to the views presented and to reserve judgment about matters of conscience, controversy, or opinion. When you encounter ideas that you find offensive, unwise, immoral, or wrong-headed, you are encouraged to engage them with reasons, evidence, and arguments. Your course grade will be based on your academic performance, not on the opinions you express. Our commitment to freedom of expression means that no relevant ideas or positions are out of bounds, but disruptive or disorderly behavior, threats, or harassment are strictly prohibited and will be reported to the Office of the Dean of Students. See the University's "Commitment to Freedom of Expression" and "Bill of Student Rights" in the University Policies and Statements module on Brightspace.

**AI/Chatbot Policy:** The use of chatbots for writing and research is strictly forbidden unless I make an exception in writing for a particular circumstance. Submitting AI-generated writing or research as your own is academic dishonesty and carries the same penalties as [plagiarism](#).

**Copyright Policy:** See the University Policies and Statements section of Brightspace for guidance on Use of Copyrighted Materials. Effective learning environments provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Students and instructors are the authors of the works they create in the learning environment. As authors, they own the copyright in their works subject only to the university's right to use those works for educational purposes. Students may not copy, reproduce, or post to any other outlet (e.g., YouTube, Facebook, or other open media sources or websites) any work in which they are not the sole or joint author or have not obtained the permission of the author(s).

**Syllabus Revisions:** I may update the syllabus during the semester as needed, in which case I will make an announcement in class and on Brightspace.

### ***Resources and Additional Information***

#### **Mental Health and Wellness Support:**

- If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [Therapy Assistance Online](#) (TAO), a web and app-based mental health resource available courtesy of Purdue Counseling and Psychological Services (CAPS). TAO is available to all students at any time by creating an account on the [TAO Connect website](#), or downloading the app from the App Store or Google Play. It offers free, confidential well-being resources through a self-guided program informed by psychotherapy research and strategies that may aid in overcoming anxiety, depression and other concerns. It provides accessible and effective resources including short videos, brief exercises, and self-reflection tools.

- If you need support and information about options and resources, please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.
- If you find yourself struggling to find a healthy balance between academics, social life, stress, etc., sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is free and can be done on BoilerConnect. Students in Indianapolis will find support services curated on the [Vice Provost for Student Life website](#).
- 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 offices in [West Lafayette](#) or [Indianapolis](#).

**Public Speaking Support:** The [Presentation Center](#) in the Brian Lamb School of Communication is an excellent resource, and I am always happy to meet with you individually to support the development of your presentation skills.

**Academic Support:** The [Academic Success Center](#), located in Wiley Hall, Room C215, provides a variety of proactive, practical and approachable academic support services for undergraduate students.

**Library Support:** Visit [Ask a Librarian](#) to connect with helpful resources and services provided by the Purdue Libraries and School of Information Studies for course assignments and projects.

**Brightspace:** Access the course via Purdue's [Brightspace](#) learning management system. Begin with the Start Here tab, which offers further insight to the course and how you can be successful in it. It is strongly suggested that you explore and become familiar not only with the site navigation, but also with content and resources available for this course. See the Student Services widget on the campus homepage for resources such as Technology Help, Academic Help, Campus Resources, and Protect Purdue.

**Nondiscrimination Statement:** Purdue University is committed to maintaining a community that 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 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. A hyperlink to Purdue's full Nondiscrimination Policy Statement is included in our course Brightspace under University Policies and Statements.

**Basic Needs Security:** Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students

for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday.

**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. A link to Purdue's Information on Emergency Preparation and Planning is located on our Brightspace under "University Policies and Statements." This website covers topics such as Severe Weather Guidance, Emergency Plans, and a place to sign up for the Emergency Warning Notification System. I encourage you to download and review the *Emergency Preparedness for Classrooms* document (**PDF**) or (**Word**). The first day of class, I will review the Emergency Preparedness plan for our specific classroom, following Purdue's required Emergency Preparedness Briefing.

**Academic Integrity:** 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 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 under University Policies and Statements.