Dr. Wendy Kline Office: Univ. Hall 325

[wkline@purdue.edu](mailto:wkline@purdue.edu) OH: T/Th 1:30-2:30

**History 47005:**

**Women and Health in America**

Fall 2017

univ. hall 301

T/Th 12:00-1:15

**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,](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.



**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

Fran Leeper Buss, La Partera: Story of a Midwife (Ann Arbor Paperbacks)

Andrea Petersen, On Edge: A Journey Through Anxiety

**2 additional readings are posted on blackboard: Gilman, *The Yellow Wallpaper*, and Kline, “’Please Include This In Your Book: Readers Respond to *Our Bodies, Ourselves*”**

**Course Requirements and Grading**

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| --- | --- | --- |
| ***REQUIREMENTS*** | ***DATE*** | ***% of final grade*** |
| INTELLECTUAL JOURNAL ENTRIES (4) | By 9 a.m. on 9/7, 10/12, 11/2, 11/21 | 40 (10 points each) |
| FINAL PAPER | Dec 13 5 p.m. via Blackboard SafeAssign | 30 |
| ATTENDANCE/ PARTICIPATION | Regular attendance and informed participation required | 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 20% 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*](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.

Week One: Introductions: Health as history

Tues Aug 22 Introduction

Thurs Aug 24 A Midwife’s Tale

**Part I: Birth**

Week Two

Tues Aug 29 rural midwifery

(read *La Partera* Preface, Introduction, and Appendices, pp v-10, 1-16, 113-131)

Thurs Aug 31 public health nurses

(read *La Partera, “*Childhood in Trujillo,” pp.17-35)

Week Three

Tues Sept 5 All My Babies

(read *La Partera,* “Young Adulthood in Trujillo,” pp. 37-53)

Thurs Sept 7 Discussion

(read *La Partera,* “Life in Las Vegas,” pp. 55-88)

**\*Journal 1 due by 9 a.m. on *La Partera***

**Part II: Bodies**

Week Four

Tues Sept 12 The American Way to Menstruate

(read *Body Project* Intro, ch. 1)

Thurs Sept 14 guest visit by Jessica Martucci, Ph.D., Fellow, Advanced Biomedical Ethics, University of Pennsylvania

(reading TBA)

Week Five

Tues Sept 19 Body Projects

(read *Body Project* ch. 2&3)

Thurs Sept 21 Sexuality and Birth Control

(read *Body Project* ch. 4)

Week Six

Mon Sept 25 Anita Hill, “Reimagining Equality: Inclusive Communities in Post-Obama America,” Loeb Playhouse, 6:00 p.m. (extra credit opportunity)

Tues Sept 26 field trip: tour of Amelia Earhart papers and exhibit by Adriana Harmeyer, Outreach Archivist. Meet in Virginia Kelly Karnes Archives, HSSE 4th floor

(read *Body Project* chs. 5&6)

Thurs Sept 28 racialized bodies

(read *Hunger* parts I and II, pp. 3-111)

Week Seven

Tues Oct 3 sexual violence

(read *Hunger* parts III and IV, pp 115-212)

Thurs Oct 5 NO CLASS

Week Eight

Tues Oct 10 NO CLASS; fall break

Thurs Oct 12 boundaries and relationships

(read *Hunger* parts V and VI, pp 215-304)

**\*Journal 2 due by 9 a.m. on *Hunger***

Week Nine

Tues Oct 17 Indigenous health lecture: Marlene Longbottom, research fellow, Australian Health Services Research Institute, University of Wollongong

(read: <https://croakey.org/who-is-talking-for-us-the-silencing-of-the-aboriginal-womans-voice-about-violence/>)

**PART III: MENTAL HEALTH**

Thurs Oct 19 The Yellow Wallpaper

(read *The Yellow Wallpaper*, available on Blackboard)

Week Ten

Tues Oct 24 The Rest Cure

(read *Wild Unrest* chapters 1&2)

Thurs Oct 26 Introduction to archival research (meet in Purdue archives)

(read *Wild Unrest* chapters 3-5)

Week Eleven

Tues Oct 31 Childbirth in the 19th c.

(read *Wild Unrest* chapters 6-8)

Thurs Nov 2 19th c. mental health

(read *Wild Unrest* chapters 9-10)

**\*Journal 3 due by 9 a.m. on *Wild Unrest***

Week Twelve:

Tues Nov 7 The Women’s Health Movement

(read Kline, “’Please Include This In Your Book’: Readers Respond to *Our Bodies, Ourselves*, available on Blackboard)

Thurs Nov 9 Archival work; meet in Purdue Archives

(read *Brain on Fire Part One: Crazy)*

Week Thirteen

Tues Nov 14 Archival work; meet in Purdue Archives

(read *Brain on Fire* Part Two: The Clock – to p. 127)

Thurs Nov 16 Women and psychiatry

(read *Brain on Fire* Part Two: The Clock – 127-174)

Week Fourteen:

Tues Nov 21 Girl, Interrupted

(read *Brain on Fire* Part Three: In Search of Lost Time)

**\*Journal 4 due by 9 a.m. on *Brain on Fire***

Thurs Nov 23 NO CLASS- THANKSGIVING

**Part IV: anxiety**

Week Fifteen

Tues Nov 28 trip to Lyles-Porter Hall (brain lab)

(read *On Edge* prologue, ch. 1-2 )

Thurs Nov 30 Mental health services on college campuses

(read *On Edge* ch. 3-5 )

Week Sixteen

Tues Dec 5 Mental health services on college campuses

(read *On Edge ch.* 6-7)

Thurs Dec 7 Staying Grounded

(read *On Edge* ch. 8-end )

Final paper due: Dec 13 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: 9/7, 10/12, 11/2, 11/21. 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 5% 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: Dec 13 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. (more information forthcoming)

**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.