Dr. Wendy Kline, prof. of history Office: Univ. Hall 325

[wkline@purdue.edu](mailto:wkline@purdue.edu) OH: T 12:30-2 and by appt.

**History 36305:**

**The History of Medicine and Public Health**

**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 19th and 20th 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.

\*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.

**Learning Outcomes**

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

**required books (Available at the bookstore, Purdue Library, or at amazon.com):**

1. Biss, Eula. *On Immunity*
2. Aptowicz, Cristin O’Keefe, *Dr. Mutter’s Marvels: A True Tale of Intrigue and Innovation at the Dawn of Modern Medicine*
3. Monroe-Kane, Charles. *Lithium Jesus: A Memoir of Mania*
4. Oshinsky, David. *Bellevue: Three Centuries of Medicine and Mayhem at America’s Most Storied Hospital*
5. Dittrich, Luke: *Patient H.M.: A Story of Memory, Madness, and Family Secrets*

**Course Requirements and Grading**

|  |  |  |
| --- | --- | --- |
| ***REQUIREMENTS*** | ***DATE*** | ***% of final grade*** |
| MIDTERM EXAM | 2/28 | 20 |
| READING RESPONSE (in essay format, 5 pp.) | BEFORE CLASS 2/9, 2/21, 3/30 **or** 4/27 | 20 |
| RESEARCH ANALYSIS | 4/11 | 20 |
| TAKE-HOME FINAL | 5/3 | 20 |
| ATTENDANCE/ PARTICIPATION/QUIZZES | Regular attendance and informed participation required | 20 |

**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.

PART ONE: VACCINES

Jan 10 Introduction

Jan 12 READ Biss pp. 1-39

Jan 17 READ Biss pp. 40-92

Jan 19 READ Biss pp. 93-end

PART TWO: 19th c. SURGERY

Jan 24 READ Aptowitz –chapters 1-4

Jan 26 READ Aptowitz – alcoholism chapters 5-9

Jan 31 READ Aptowitz ch. 10-15

Feb 2 READ Aptowitz ch. 16-19

Feb 7 FIELD TRIP! Lyles Porter hall/ tour of medical school and anatomy lab

READ Aptowitz ch. 20-23

Feb 9 READ Aptowitz ch. 24-27

\*first reading response option due

PART 3: MENTAL HEALTH

Feb 14 READ Kane pp. 3-62

Feb 16 READ Kane pp. 65-106

Feb 21 – finish Kane 109-end

\*second reading response option due

Feb 23 – Charles Monroe Kane visits

Feb 28 – midterm

PART 4: THE RISE OF THE HOSPITAL

Mar 2 – READ Oshinsky, intro, ch. 1-3

Mar 7- READ Oshinsky ch 4-6

Mar 9 READ Oshinsky Ch 7-9

Mar 14 NO CLASS spring break

Mar 16 NO CLASS spring break

Mar 21 READ Oshinsky ch. 10-12

Mar 23 NO CLASS – reading/ research day day

READ Oshinsky ch. 13-15

Mar 28 READ Oshinsky 16-18

Mar 30 READ Oshinsky –19-end

\* third reading response option due

April 4: in-class presentations: 3 documents from popular medicine in America

April 6: in class presentations: 3 documents from popular medicine in America

PART 5: MEDICAL ETHICS

April 11 READ HM chs. 1-5

\*mini research paper due (see info below)

April 13 READ HM chs. 6-10

April 18 FIELD TRIP! Lyles Porter hall/ tour of neuro lab

READ HM ch. 11-15;

April 20 READ HM ch. 16-20

April 25 – READ HM ch. 21-25

April 27 – READ HM 26- end

\*fourth reading response option due

Final take-home exam due: Wednessday May 3 by 5 p.m. via Blackboard safeassign

#### DETAILED EXPLANATION OF ASSIGNMENTS

### EXPLANATION OF READING RESPONSE

While you are expected to come prepared to discuss assigned readings every class meeting, on one occasion over the course of the semester, you will turn in a 5 pp double spaced reading response to the book we are finishing up that particular day.

It’s up to you! you can submit a paper on Aptowitz before class on 2/9, Monroe-Kane on 2/21, Oshinsky on 3/30, or Dittrich on 4/27. Here’s the catch: I won’t accept any late entries. I want you to be prepared to discuss in class what you wrote about, so it’s crucial that your paper is turned in *before* class. So check your schedule and plan accordingly.

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 READING. How is this author approaching his or her 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?)

**MIDTERM EXAM:**

* DATE: Tuesday Feb 28 in class
* FORMAT: essay questions; 20% of course grade. You will get specific essay questions approximately one week before the exam.
* WHAT YOU SHOULD BRING: blue book (s), plus one 8x11-inch study sheet with study notes in outline form, in your own words and handwriting, to be turned in with your exam. You may write on both sides of the study sheet, but **blue book must be blank at the beginning of class.**

**MINI RESEARCH PROJECT:**

* PRESENTATION OF SOURCES: week of April 4
* FINAL DUE DATE: April 11
* FORMAT: 4-5 pages, 12-font, double-spaced, PLUS 3 images from Popular Medicine database **submitted on blackboard via Safe Assign**

1. Each student will pick a disease, disorder, or syndrome of his or her choice (with my approval), using the “medical conditions” or “keywords” search on the popular medicine in America database through Purdue Libraries.
2. After careful study of the documents available pertaining to this medical condition in the database, choose 3 documents that you can use to explain the history and significance of this condition in 19th century America
3. write an essay of 4-5 pages that explains the significance of these three documents (primary sources) to your subject matter, drawing on either Aptowitz or Oshinsky (or both) to analyze their historical significance to whatever disease or disorder that you have picked.

**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.