

N737a Nursing, Health, and Social Welfare in American History
Credit: 1.5

Yale University School of Nursing
Master's Student Elective-All Specialties
Doctoral Student Elective
Yale University History Department Elective [Course Number to be assigned]

"The past is never dead; it's not even past." William Faulkner

"Life must be lived forward, but it can only be understood backward." Soren Kierkegaard

Eligibility: YSN premasters, masters, and doctoral students. Open to Yale History Department graduate students.

Description: This course uses history as a prism through which to examine the relationship between nursing and social reform in the United States between 1860 and 1992. Though chronology, names, dates, and facts are important and will be stressed when appropriate, the purpose of the course is not to review a comprehensive narrative of what happened when. Rather, its goal is to explore themes related to change and reform throughout the history of nursing, both chronologically as well as thematically. Specifically, the course will focus on the ways in which nurses have challenged and/or collaborated with prevailing social structures and ideologies across time and the results of those efforts. The course will also consider the many variables (including race, ethnicity, class, and gender) that influenced particular events in which nursing played a role.

We will emphasize the identification of major issues, the formulation of interesting and useful questions using primary historical materials, and the development and assessment of research strategies. One goal is to sharpen students' ability to evaluate and assess historical writing, consider the historical context for a particular health or social welfare issue, and improve their capacity to present own ideas in oral, written, and digital form.

Situating current issues in their historic context provides a valuable template upon which to consider changes for the future. Many of the problems that stymied our nation a century ago, such as how best to care for indigent and chronically ill populations endure. An understanding of nursing's past is integral to understanding the social, institutional, and ideological forces that have shaped health and social welfare policy in the United States. But historical research, unlike heritage, is not a nostalgic study of never ending progress and often does not make us feel good. Heritage idealizes and celebrates the past. Complicated, contentious, often messy, but always exciting and rewarding, historical research is a critical appraisal, interpretation, and reasoned argument not just of what happened in the past, but what didn't, and WHY.

This course has been selected to be part of the Yale Library Electronic Library Initiative [ELI] project. The ELI project is a foundation-supported initiative that studies ways in which digitization facilitates learning in courses with an American Studies theme. Through their participation in the course students will help evaluate the impact of using digital images and other information technologies on teaching and learning. Faculty and students will also benefit from a team of experts from within the library system who have been aggregated to support N737a by providing students and faculty with sophisticated technological support.

Course Objectives:

Upon completion of this course the student is prepared to:

1. Identify and analyze events and ideas influential to nursing, health, and social welfare reform from 1860-1992, with particular emphasis on gender, class, and race.
2. Examine the intellectual, political, and social context in which health institutions and the health professions, especially nursing, developed.
3. Consider the various types of historical data (oral history, manuscripts, personal papers, etc).
4. Locate and synthesize primary and secondary source materials relevant to the history of health care.
5. Critique the appropriateness of the historical method for studying contemporary issues related to health care delivery and policy.
6. Evaluate contemporary issues related to nursing, health, reform, and social welfare in their historical perspective.
7. Demonstrate comfort with information technology and web-based resources and their use in historical research.

Course Day, Time, and Location: Tuesday 4:30 - 6:20 PM, YSN Room 117

Teaching Methods: lecture, seminar discussion, guided reading, and research

Grading: The following demarcations will be used to determine grades.

Pass ----- 74-82%
 High Pass ----- 83-91%
 Honors ----- 92-100%

Faculty:

Cindy Connolly PhD RN PNP
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 Assistant Professor
 Yale University School of Nursing
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Teaching Assistant

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Evaluation

Of the Student:

1. Class participation: 20%

It is expected that all students will complete core readings. Students will be evaluated for their ability to critically evaluate and discuss required readings. To receive a solid class participation grade you must attend class regularly and actively participate in class discussions. Grades will be predicated on the quality, not quantity, of contributions to class discussion and debate.

If you feel uncomfortable expressing your ideas in public, don't despair and think you should not be taking this course. The ability to participate in discussion is an essential skill. If you are nervous, this is your opportunity to develop it in a supportive environment.

2. Leading a seminar: 20%

Each student [or groups of 2 depending on student number] will lead one seminar session. This will include preparing and distributing on Blackboard 2 days before class an agenda of questions for discussion that particular seminar. Student(s) will convey and

elaborate on that agenda in a 15 minute seminar-opening presentation and be responsible for facilitating the class and for keeping the conversation focused and ongoing. The presentation and questions for discussion are not intended to merely summarize the topic. Rather, students will be evaluated on how well their questions/presentation represent critical thought, tease out common themes in the readings, relate readings to issues in nursing and health care today, and discuss the topic cogently using history as a frame of reference.

3. Response Paper: **20%**

Each student will submit a 4-6 page essay [double spaced] commenting on a reading of your choice. The theme for this essay should be focused on how a particular course reading [your choice as to which one] changed the way you think about a particular aspect of the nursing profession. The purpose of the essay is to get you thinking about a course-related issue and express your ideas/opinions in writing. Comment on anything you find enlightening, interesting, surprising, provocative, irritating, or notable in some way. The paper will be due the last day of class but can be submitted at any point over the course of the semester. You will be evaluated on your originality (20%), ability to express your ideas clearly and logically (50%), and writing style such as the use of correct grammar, syntax etc (40%).

4. Online Nursing History Exhibit: **40%**

The purpose of this assignment is to give you an opportunity to think creatively about historical research. We will undertake this assignment as a class. We will divide up the specific tasks/roles to be completed. We will draw heavily on the resources provided by the ELI project. We will also be research subjects in the ELI project.

What follows below is a brief overview of what we'll be doing.

1. Review some of the National Library of Medicine's on-line exhibitions. They can be found at the following website: <http://www.nlm.nih.gov/exhibition/exhibition.html>
2. From course readings and discussions we'll choose a topic/theme for our exhibit. It is expected that our presentation will be on a MUCH smaller scale and shorter than those on the NLM's website. They are only referenced for you as a guide and to get you thinking.
3. Next, we'll undertake the background research necessary to address our topic in a meaningful, "evidence-based", non hagiographic manner. For example, perhaps we decide to focus on public health nursing at the turn of the century. We might create an exhibit based on the founder of modern public health nursing, Lillian Wald. Remember, good historical scholarship does not just look for the positive elements of a story, but rather analyzes it in all of its complexity. For example, perhaps we focus on Wald's

views on educating immigrants about their health. First, we'll need to study some of what historians have written about Wald as well as some of Wald's own writings. Next, we'd look at the writings of Wald's reform-oriented contemporaries, both inside and outside of nursing, to analyze if her thoughts mirrored others of her time or not. Finally, we'll consider the era of late nineteenth and early twentieth century United States social, political, economic contexts in order to better interpret our findings. For all of our sources, we'll evaluate their potential biases and frame of reference.

4. After we decide what the evidence suggests that our "story" is, we'll craft a narrative and identify compelling visuals to accompany the text. We'll look at images from the National Library of Medicine's collection which can be found at: <http://www.nlm.nih.gov/> Good search terms might be "public health nursing," "visiting nursing," and "Lillian Wald." Yale University libraries have a rich trove of early twentieth century public health materials for us to plumb. Another source of visual information early twentieth century nursing, medical, and social work journals such as "*American Journal of Nursing*", "*Trained Nurse and Hospital Review*", "*Modern Hospital*", "*Public Health Nurse*", "*Charities*", "*Survey*", "*Modern Hospital*", to cite just a few examples.

Project Evaluation Criteria:

1. Project design: Students responsible for designing the class project will lead the class in choosing and refining the topic for the exhibition. They will outline the topics and subtopics which we will need to research.
 - a. Is the topic one of interest to the class? to the historical community? to nursing?
 - b. Is the topic sufficiently significant and challenging? Does it adhere to the themes of the course appropriately?
 - c. Does the stated topic have sufficient material available? Have students done background research into whether material might be available?
 - d. Have students situated the chosen topic among relevant historical themes and provided some historical background on the topic?
 - e. Have students presented the topic succinctly and clearly both verbally and in writing to instructors and classmates?

2. Information gathering: Students responsible for background research will outline the necessary information to be gathered, identify the appropriate resources, gather the relevant information, and present their findings to the class.
 - a. Have all topics and subtopics been correctly identified and adequately addressed?
 - b. Have appropriate resources been identified and accessed?
 - c. Have relevant visual images for each topic been obtained and referenced?
 - d. Has the information been gathered and summarized both verbally and in writing in a systematic and comprehensible way? Have findings been shared appropriately with the rest of the class?

3. Exhibition construction: Students who undertake to construct the exhibition will ensure that proper, usable images and text are compiled. They will work with ELI team members to put together an informative, accessible, and attractive presentation. The final product will be presented to classmates, the ELI team members, and other members of the YSN community.
 - a. Are the written components presented in a format appropriate for the internet?
 - b. Have all topics been included and addressed adequately? Are images integrated neatly and comprehensibly into text?
 - c. Does the exhibition flow well? Is it accessible to the desired audience identified by the class?
 - d. Are citations included as needed?
 - e. Are weblinks included as deemed appropriate by the class?
 - f. Have ELI resources (staff and technology) been utilized appropriately? Have project requirements been fulfilled?

Evaluation of the Course/Faculty

Standardized YSN course evaluation Instrument

Required Reading:

Weekly readings will be drawn from the course text by Ellen D. Baer et.al, Enduring Issues in American Nursing (2001 Springer). This book is a compilation of original historical research about the nursing profession. Books will be available at the Barnes and Noble / Yale University Bookstore and will be placed on reserve in the library.

There is also an article packet. Some articles are available online, and links to these are posted on the Blackboard site under the corresponding class session.

Topical Outline:

Class 1: Tuesday, September 7: Course Introduction and Overview: Why History?

Reading: Ellen Baer, "Introduction," Enduring Issues 3-9.
Copies of this reading will be available in a folder outside office #276.
Any student interested in potentially enrolling in this course is encouraged to pick up a copy to aid in his/her decision.

Class 2: Tuesday, September 14: Historical Research: The Variable of Time

Required Readings: Brigid Lusk, "Historical Methodology for Nursing Research," IMAGE: Journal of Nursing Scholarship 29 (1997): 355-9.

Joan Lynaugh, "Nursing's History: Looking Backward and Seeing Forward," Enduring Issues Chapter 1, 10-25.

Recommended Reading: Cindy Connolly, "Beyond Social History: New Approaches to Understanding the State of and the State in Nursing History," Nursing History Review 12 (2004): 5-24.

Class 3: Tuesday, September 21: Nightingale, The Invention of Modern Nursing, Hospitals, and Medicine

Required Readings: Diane Hamilton, "Constructing the Mind of Nursing," Enduring Issues Chapter 11, 240-62.

Charles Rosenberg, "Florence Nightingale on Contagion: The Hospital as Moral Universe," Explaining Epidemics and Other Studies in the History of Medicine (Cambridge Press: 1992).

Janet Wilson James, "Isabel Hampton and the Professionalization of Nursing in the 1890s," Enduring Issues Chapter 3, 42-85.

Recommended Reading: Margarete Sandelowski, "The Physician's Eyes: American Nursing and the Diagnostic Revolution in Medicine," Enduring Issues Chapter 10, 201-34.

Ellen D. Baer, "Aspirations Unattained: The Story of the Illinois Training School's Search for University Status," Enduring Issues Chapter 7, 150-65.

Douglas O. Baldwin, "Discipline, Obedience, and Female Support Groups: Mona Wilson at the Johns Hopkins Hospital School of Nursing, 1915-1918," *Enduring Issues* Chapter 4, 85-106.

Class 4: Tuesday, September 28:
Progressivism, the "New" Public Health, and Nursing

Required Readings: Karen Buhler-Wilkerson, *Bringing Care to the People, Lillian Wald's Legacy to Public Health Nursing*, "American Journal of Public Health," 83 (1993): 1778-86.

Carole A. Estabrooks, "Lavinia Lloyd Dock: The Henry Street Years," *Enduring Issues* Chapter 13, 282-309.

Recommended Reading: Diane Hamilton, "Research and Reform: Community Nursing and the Framingham Tuberculosis Project, 1914-1923," *Nursing Research* 41 (1992): 8-13.

Video: The Forgotten Frontier, 1931

Presentation: Toby Appel, PhD (Librarian, Yale Medical History Library)
The experience of designing an online exhibition.

Beginning with Class 5, we will devote approximately ½ of our class time each session to the on-line history project detailed above. A few sessions will be devoted entirely to the project

Class 5: Tuesday, October 5: Themes in Twentieth Century Nursing: Race, Class, and Gender (Part 1)

Required Readings: Ellen D. Baer, "The Feminist Disdain for Nursing," *The New York Times*, Editorial, February 23, 1991.

Susan M. Reverby, "A Legitimate Relationship: Nursing, Hospitals, and Science in the Twentieth Century," *Enduring Issues* Chapter 12, 262-82.

Barbara Mann Wall, "Science and Ritual: The Hospital as Medical and Sacred Space, 1865-1920," *Nursing History Review* 11 (2003) 51-68.

Recommended Reading: Sandra Lewenson, "'Of Logical Necessity... They Hang Together': Nursing and the Woman's Movement, 1901-1912," *Nursing History Review* 2 (1994): 99-117.

Brainstorming for class project

Video: Girls in White, 1949

Class 6: Tuesday, October 12: Tour of Manuscripts and Archives at Yale

Meet at Sterling Memorial Library at 4:30 PM.

Readings: TBA

Class 7: Tuesday October 19: Themes in Twentieth Century Nursing: Race, Class, and Gender (Part 2)

Required Readings: Darlene Clark Hine, "The Intersection of Race, Class, and Gender in the Nursing Profession," Enduring Issues Chapter 2, 25-39.

Susan Reverby, "Rethinking the Tuskegee Syphilis Study: Nurse Rivers, Silence and the Meaning of Treatment," Nursing History Review 7 (1999): 3-28.

Selection of Class Research Topic/Role Delineation/Development of Research Plan

Class 8: Tuesday, October 26: Themes in Twentieth Century Nursing: Race, Class, and Gender (Part 3)

Required Readings: Julie Fairman, "Delegated by Default or Negotiated by Need?: Physicians, Nurse Practitioners, and the Process of Clinical Thinking," Enduring Issues Chapter 14, 309-37.

Barbara Melosh, "On the Ward: Hospital Nurses Since 1930" In "The Physician's Hand": Work Culture and Conflict in American Nursing. (Philadelphia: Temple University Press, 1982).

Video: Would you let a Nurse Practitioner or Physician's Assistant Take Care of You? 1974

Class 9: Tuesday, November 2: Nurses and War

Required Readings: Jane E. Schultz, "The Inhospitable Hospital: Gender and Professionalism in Civil War Medicine," Signs: Journal of Women in Culture and Society

17 (1992): 363-392.

Elizabeth M. Norman and Sharon Eifried, "How Did They All Survive? An Analysis of American Nurses' Experiences in Japanese Prisoner-of-War Camps," Nursing History Review 3 (1995): 105-27.

Video: Army Nurse, 1945
An American Nurse at War: The Story of World War I Red Cross Nurse Marion McCune Rice

Class 10: Tuesday, November 9: Nursing Turned Upside Down

Required Reading: Susan Benedict, "The Nadir of Nursing: Nurse-Perpetrators of the Ravenbrück Concentration Camp," Nursing History Review 11 (2003): 129-146.

Project Time

Class 11: Tuesday, November 16: No Class; Independent Project Time

Class 12: Tuesday, November 25: Class Discussion: Laying out the exhibit

Class 13: Tuesday, November 30: Class Discussion: Exhibit Revisions

Class 14: Tuesday, December 7: Mounting the final exhibit

Class 15: Tuesday, December 14: Where do we go from here? Using the Past to Consider the Future

Required Reading: Patricia D'Antonio, "Revisiting and Rethinking the Rewriting of Nursing History," Enduring Issues Chapter 15, 340-61.