

# HIST 139B: EPIDEMIC DISEASE IN WORLD HISTORY

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## In Workflow

1. HIST Committee Chair (schneider@csus.edu)
2. HIST Chair (jkwilson@csus.edu)
3. ALS College Committee Chair (rfisher@csus.edu)
4. ALS Dean (mwilson@csus.edu)
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6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
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10. Catalog Editor (212408496@csus.edu;%20torsetj@csus.edu;%20cnewsome@skymail.csus.edu)
11. Registrar's Office (w lindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Wed, 12 Feb 2020 12:36:31 GMT  
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Wed, 12 Feb 2020 18:36:10 GMT  
Jeffrey Wilson (jkwilson): Rollback to Initiator
3. Mon, 17 Feb 2020 14:53:24 GMT  
Khal Schneider (schneider): Approved for HIST Committee Chair
4. Wed, 19 Feb 2020 17:04:13 GMT  
Jeffrey Wilson (jkwilson): Rollback to Initiator
5. Fri, 21 Feb 2020 15:53:00 GMT  
Khal Schneider (schneider): Approved for HIST Committee Chair
6. Fri, 21 Feb 2020 22:31:48 GMT  
Jeffrey Wilson (jkwilson): Approved for HIST Chair
7. Wed, 04 Mar 2020 19:07:41 GMT  
Robin Fisher (rfisher): Approved for ALS College Committee Chair
8. Wed, 04 Mar 2020 19:08:22 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean
9. Wed, 08 Apr 2020 18:29:27 GMT  
Janett Torset (torsetj): Approved for Academic Services

## New Course Proposal

Date Submitted: Fri, 21 Feb 2020 05:51:40 GMT

**Viewing: HIST 139B : Epidemic Disease in World History**

**Last edit: Fri, 21 Feb 2020 22:31:45 GMT**

Changes proposed by: Rebecca Kluchin (102063999)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Rebecca Kluchin	rkluchin@csus.edu	916-833-2020

**Catalog Title:**

Epidemic Disease in World History

**Class Schedule Title:**

Epidemic Disease World History

**Academic Group: (College)**

ALS - Arts & Letters

**Academic Organization: (Department)**

History

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Fall 2021 (2021/2022 Catalog)

**Subject Area: (prefix)**

HIST - History

**Catalog Number: (course number)**

139B

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**In what term(s) will this course typically be offered?**

Fall term only

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

This course is designed as a General Education course for students in a variety of majors who are interested in the history of medicine. The history of science and medicine is a well-established subfield of history that our department is beginning to include in its course offerings. This course will allow us to present history of medicine in a global context.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

Survey of the history of major epidemic diseases in world history. Pays special attention to the ways in which human interaction with the environment as well as demographic, economic, and technological developments have led to endemic diseases becoming epidemics and pandemics. Students will learn how diseases have changed over time. The course also discusses the cultural history of epidemics.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."**

Students will be able to:

1. Comprehend and analyze narratives of epidemics, including the natural and social elements that create scientific understandings of disease.
2. Analyze and comprehend the difference between endemic, epidemic, and pandemic diseases.
3. Understand the transmission cycle of the most important diseases, including but not limited to Plague, Cholera, Smallpox, Tuberculosis, Influenza, and HIV/AIDS.
4. Comprehend and analyze the development of medical responses to epidemics in different historical eras.
5. Analyze and critique the historical and scientific accuracy of narratives of epidemics by using a critical examination of primary sources and the arguments constructed around historical evidence.
6. Evaluate historical arguments by using the application of medical concepts.
7. Understand the epidemiological significance of crucial events in world history such as the development of long-distance trade, maritime transportation, rapid urbanization, globalization, and aviation.
8. Develop their own critical arguments about not only the history of epidemics but also about contemporary and potential future disease outbreaks by applying the knowledge they have acquired and analyzed into a persuasive written evaluation based upon of primary source evidence.
9. Evaluate how material aspects of science were applied to the social construction of disease, including conceptualizations of class, gender, sexuality, race, medicine, modernization, and progress.

**Attach a list of the required/recommended course readings and activities:**

EpidemicHistorysyllabusVANN.docx

**Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.**

Class discussions (questions posted on Canvas before class meets, grade posted by instructor immediately after class) (ELO 2, 3, 4, 5, 6, 7)

Take home essays (ELO 1, 4, 5, 6, 7, 9)

In class exams (ELO 1, 2, 3, 4, 6, 8,9)

Power Point group presentation (1, 3, 4, 5, 7, 8,9)

Final exam (3, 4, 7,9)

**For whom is this course being developed?**

Majors in the Dept

Minors in the Dept

General Education

Majors of other Depts

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## **University Learning Goals**

### **Undergraduate Learning Goals:**

Competence in the disciplines  
Knowledge of human cultures and the physical and natural world  
Personal and social responsibility  
Intellectual and practical skills

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## **GE Course and GE Goal(s)**

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

B5. Further Studies in Physical Science, Life Forms and Quantitative Reasoning (Upper Division Only)

**Which GE objective(s) does this course satisfy?**

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
Read, write, and understand relatively complex and sophisticated English prose.  
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

EpidemicHistorysyllabusVANN.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

No

## **General Education Details - Area B5: Further Studies in Physical Science, Life Forms and Quantitative Reasoning**

Section 1.

**Indicate in written statements how the course meets the following criteria for Category B5. Relate the statements to the course syllabus and outline. Be as succinct as possible.**

**Please Note: Courses listed in this category:**

- 1) Need not be introductory courses and need not be as broad in scope as courses included in B1, B2, B3 or B4 i.e.; they may deal with a specialized topic.
- 2) These courses may have prerequisites or build on or apply concepts and knowledge covered in Areas B1, B2 and B4. For math courses, there must be an intermediate algebra prerequisite.

**Addresses the specific GE student learning outcomes for area B5. A student should be able to do one or more of the following:**

**Includes a writing component described on course syllabus**

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Section 2.

**Reviewer Comments:**

**Jeffrey Wilson (jkwilson) (Wed, 12 Feb 2020 18:36:10 GMT):**Rollback: Please see my emailed comments.

**Rebecca Kluchin (rkluchin) (Sat, 15 Feb 2020 18:53:22 GMT):**I hit submit by accident before adding ELOs to assessment method. Please send back for this revision and sorry!

**Jeffrey Wilson (jkwilson) (Wed, 19 Feb 2020 17:04:13 GMT):**Rollback: There's a problem with the ELO numbering; let's talk in person before you resubmit.

Key: 14216