

HIST 18: HEALTH, MEDICINE, AND SCIENCE IN AMERICA, 1600-PRESENT

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)
5. Academic Services (torsetj@csus.edu;%20cnewsome@skymail.csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (angela.leslie@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu;%20celena.showers@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (torsetj@csus.edu)
11. Registrar's Office (w lindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Mon, 06 Jul 2020 13:03:02 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Mon, 06 Jul 2020 15:22:49 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
3. Fri, 04 Sep 2020 23:08:17 GMT
Robin Fisher (rfisher): Rollback to Initiator
4. Wed, 25 Nov 2020 16:56:45 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
5. Sat, 28 Nov 2020 00:20:36 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
6. Sat, 28 Nov 2020 18:05:45 GMT
Robin Fisher (rfisher): Approved for ALS College Committee Chair
7. Mon, 30 Nov 2020 03:19:20 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Tue, 24 Nov 2020 22:03:46 GMT

Viewing: HIST 18 : Health, Medicine, and Science in America, 1600-Present

Last edit: Tue, 24 Nov 2020 22:03:45 GMT

Changes proposed by: Rebecca Kluchin (102063999)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Rebecca Kluchin	rkluchin@csus.edu	916-278-5636
Jeffrey Wilson	jkwilson@csus.edu	916-278-6136

Catalog Title:

Health, Medicine, and Science in America, 1600-Present

Class Schedule Title:

U S Hist Health Science

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)

18

Course ID: (For administrative use only.)

137741

Units:

3

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

Fall, Spring

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 expands the College's ability to engage STEM students in the study of the humanities while also fulfilling GE requirements. The course was designed to be a GE course. I thought it had been approved as such. When I realized it hadn't, I began the process.

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

This course will examine science, medicine, and public health in America from the colonial era through the present.
3 units
no prerequisites

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?

Yes

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

Students who successfully complete HIST 18 will be able to:

1. Describe the major medical and scientific changes in United States history with emphasis on the roles of people from various racial, ethnic, religious and minority groups
2. Analyze how major American historical events, economic developments, and interactions with global innovations have shaped health, medical, and scientific practice, politics, public policy, and social movements
3. Recognize the differing ramifications of these historical events on people of varying racial, ethnic, cultural, socio-economic and gender backgrounds
4. Consider the moral and ethical applications of health, medical, and scientific policy over the course of American history, especially as it pertains to (but not limited to) race, class, gender, and sexual identity
5. Understand the role that scientific ideas had in shaping American immigration policy
6. Investigate the ways in which scientific ideas shaped national debates about who can be an American citizen and why
7. Examine the role that scientific and medical innovations shaped American national identity
8. Evaluate the quality of primary and secondary sources

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

HIST18_syllabus_F20.pdf

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.

- 1) midterm (ELO # 1, 2, 3, 6, 8)
- 2) final exam (ELO # 1,2, 5, 7, 8)
- 3) quiz 1 (ELO # 1, 8)
- 4) quiz 2 (ELO # 1, 4,)
- 5) quiz 3 (ELO # 1, 2, 5)

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
Integrative learning
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?

D. The Individual and Society
Race and Ethnicity in American Society (Note: Pertains to GE Areas C1, C2, and D 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:

HIST18_syllabus_F20.pdf

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 D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

In S20 the department discussed creating a committee committed to ensuring that HIST 17A and HIST 17b are being created and taught consistent with the diversity requirements. It would make sense to add review of HIST 18 to this committee's work. The shutdown prevented the department from moving forward on this, so until the committee is formally established the department chair and undergraduate studies committee will assume responsibility for an annual review of syllabi to ensure this course and other GE courses meet cultural diversity and writing requirements.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

When making course assignments, the department chair will inform the faculty member teaching HIST 18 of its category criteria and will offer the syllabus attached here as a model. The chair will review the faculty member's syllabus when it is submitted to the department at least one week before the beginning of a semester (this is required of all syllabi) and if she/he finds it does not meet the criteria, instruct the faculty member to revise accordingly.

Section 2.

Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

This course examines the ways in which science and medicine have been used to establish and reinforce social inequalities (racism, sexism, homophobia). It also examines social Darwinism and eugenics, which were used to restrict immigration to the US. Finally, it explores the development of American bioethics.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

Students learn to think like historians; to track change over time, to establish causation, and to situate their analysis in context. Students also learn to interrogate primary and secondary sources.

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

This class places the categories above at its center. It uses medicine and science as a lens to examine the development of hierarchies, the marginalization of some Americans and popular attitudes about who can be an American and why.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

This course uses medicine and science to teach students to examine historical trends and events; to identify change over time and continuity; to explore competing national narratives, and examine the ways in which scientific/medical ideas have been used to reinforced inequalities.

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.]

This course requires students to complete two exams and three quizzes, all of which are in essay form.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

n/a

General Education Details - Race and Ethnicity in American Society

Note: Course must be approved for categories in Area C or D before it can be considered for Race and Ethnicity.

In addition to meeting criteria for an Area C or D category, course proposals must meet additional criteria. Indicate in a written statement how the course meets the following criteria for 'Race and Ethnicity'. Relate the statement to the course syllabus and outline. Be as succinct as possible.

Examines significant aspects of the culture, contribution and social experience of underrepresented ethnic/racial minority groups in the U.S. including but not limited to: Asian Americans; Black Americans; Mexican Americans and Native Americans.

This course is multi-cultural at its core. It explores overlapping histories of different groups of Americans and does not privilege one racial/ethnic group above another. Instead, it examines the interplay of experiences between racial and ethnic groups.

Focuses on more than one of the above groups, or course focuses on one group provided that it compares and contrasts experiences of the group with another group. Courses which focus on a single ethnic group and compares its sub groups are not acceptable.

This course examines different ideas of understanding health, disability and wellness among many different Americans and tracks the continuing evolution of these ideas over 400 years. This course is based on the idea that American history is pluralistic; there is no single narrative. Therefore, this class seeks to include as many different Americans as possible.

Includes an analysis of concepts of ethnicity, ethnocentrism and racism and how these explain and shape the ethnic experience in the United States.

Ideas of race and ethnicity in American were often supported by scientific and medical ideas; e.g. phrenology (the measuring of skulls), medical studies that purported to prove racial difference and were used to support enslavement, Jim Crow, the forcing of

Native Americans on reservations, and the deportation of Latinx folks. This course sheds light on these ideas, explores how and why they developed, how they were used to reinforced racial differences, how they changed over time, and their current legacies.

Includes an examination of such factors as race, class, gender, age, sexual preference, and how these shape the ethnic experience in the United States. (Secondary Criteria)

Science and medicine have been used to marginalize many different Americans. This course examines this and asks students to explain why certain theories gained traction when they did.

Explores the role culture plays in shaping and sustaining ethnic groups. (Secondary Criteria)

While this course examines the ways in which science and medicine were used to reinforce oppressive practices and policies; it spends an equal amount of time telling the histories of those people who were painted as lesser than in order to show students that such ideas were bunk.

Please attach any additional files not requested above:

HIST18_syllabus_F20.pdf

AreaDAI_appF20.pdf

Reviewer Comments:

Emily Potts (emily.potts) (Thu, 03 Sep 2020 22:14:17 GMT): Dear Professors Kluchin and Wilson, The committee recommends the following modifications to your proposal for the sake of approval: Please include a sentence about how the course is changing to be a GE offering as part of your justification. Please do not duplicate verbs in your ELO's. For example, Analyze was used twice. Please do not use more than one verb in an ELO. ELO #8 has three. Perhaps choose the highest order verb. Be sure to tie your assessments directly to your ELO's. Each ELO should have an assessment. For example: exam #1- (ELO 1, 3, 5) The catalog course description in the syllabus should follow verbatim what the catalog states, including the number of units, requisites etc. It is usually best to copy and paste the text right into your syllabus. Sincerely, Emily Potts

Robin Fisher (rfisher) (Fri, 04 Sep 2020 23:08:17 GMT): Rollback: Dear Dr. Kluchin, please see the recommended edits from Dr. Potts on behalf of the College Curriculum Committee. Let me know if you have questions. Thank you, Robin Fisher, Committee Chair

Jeffrey Wilson (jkwilson) (Tue, 24 Nov 2020 22:46:32 GMT): This course is also applying to be considered for the American institutions - US History requirement.

Key: 2674