

HIST 174C: DISABILITY IN WORLD HISTORY: A COMPARATIVE HISTORY

In Workflow

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Approval Path

1. Wed, 07 Apr 2021 18:34:49 GMT
Robin Fisher (rfisher): Approved for ALS College Committee Chair
2. Wed, 07 Apr 2021 23:38:35 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

New Course Proposal

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Changes proposed by: Jeffrey Wilson (212375398)

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Catalog Title:

Disability in World History: A Comparative History

Class Schedule Title:

Disability in World History

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

College of Arts & Letters

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

No

Catalog Year Effective:

Fall 2022 (2022/2023 Catalog)

Subject Area: (prefix)

HIST - History

Catalog Number: (course number)

174C

Course ID: (For administrative use only.)

TBD

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:

History 174C would be a component of the proposed disability history series within the Department of History (History 174A already exists and History 174B is concurrently proposed). The course would augment the Department's already existing specialty in the history of science, medicine, and technology and it is seen as integral to potentially developing an interdisciplinary disability studies minor that could be hosted within the Department of History. The course would also allow students to gain a comparative knowledge of global disability history in a one-semester course.

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

Cross-cultural comparison of mental, physical, and sensory disability in world history from ancient times to the present. Emphasizes disability as a social and cultural construction and examines how disability intersects with historical constructions of race, class, gender, and sexuality. Topical approach emphasizes the lived experiences of disabled individuals, cultural perceptions of disabled individuals in different times, periods, and places, and disability activism.

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):

Discussion
Lecture

Discussion Classification

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

Discussion Units

1

Lecture Classification

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

Lecture Units

2

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."

- 1) Demonstrate how the study of disability can be used as a prism for understanding the global past
- 2) Analyze how "disability" can be viewed as a social and cultural construction in world history as opposed to presenting disability history as the study of human abnormalities or conditions to be treated or cured
- 3) Compare how different cultures approached disability from ancient to contemporary times
- 4) Examine how disabilities resulted from major events and trends of world history including wars, disease, colonialization, industrialization, and globalization
- 5) Contextualize how various cultures sought to categorize, institutionalize, and marginalize individuals with disabilities and the ways in which disabled individuals pushed back against these constraints

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

HIST174C Draft Syllabus.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.

Two in-class exams (LO: 1,2,3,4,5)

Class project (a research paper, two book reviews, or documented public service) (LO: 1,2,3,4,5)

Class discussion, including discussion questions as assigned (LO: 1,2,3,4,5)

For whom is this course being developed?

Majors in the Dept
General Education

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?

C2. Humanities

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.

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

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.

Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

HIST174C Draft Syllabus.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 C2: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

As is demonstrated in the course syllabus and outline the course is broad in scope and survey in nature. It examines disability in world history from ancient times to the present and it presents a cross-cultural approach to understanding disability. Topics cover the span of world history from disability in the Ancient Near East (Week Two) to disability in the contemporary age of globalization (Week Fourteen).

Develops an understanding of and appreciation for the diversity of the human community.

As indicated by the course syllabus the course will topically examine disability in various cultures throughout the world from ancient times to the present. As a result, the course will help students to develop an understanding of and appreciation for the diversity of the human community and of human disability history. Topics presented will represent disabled communities and individuals in Africa, Asia, the Middle East, Europe, and the Americas.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

History is one of the humanities and the course will show how historians approach the study of the humanities. Students will gain knowledge of academic approaches to the study of disability history and how it can be applied in a global setting. During the first week of the course, analytical frameworks will be established that will aid students in navigating the content of the course. Students should leave the course with a solid introduction to global disability history and disability studies. Students will demonstrate their knowledge of historical approaches to the humanities on the exams, the class project, and participation assignments.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

By exposing students to various historical sources to explore how different cultures approached the concept of disability, the course should provide students with the tools to investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies. Reading, research, and essay assignments will offer students the opportunity to deepen and display these skills.

Compare and analyze various conceptions of humankind.

As indicated on the attached syllabus and outline, the course will compare and analyze various conceptions of humankind in order to study global disability history. Examples of topics include how ancient Greeks viewed disability and the ideal of the “perfect” Roman body (Week Four), characterizations of blindness in Chinese theater (Week Nine), and race, disability, and nationalism (Week Eleven), among many others.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

By using disability as a prism to understand the global past, the course will offer students the opportunity to gain a unique perspective on the historical development of cultures and civilizations. Students will demonstrate their knowledge and understanding of these topics by completing two writing-intensive exams and by completing a research paper, two book reviews, or a public service project.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- **Women**
- **Ethnicity**
- **Socio-economic status**
- **Religious affiliation**
- **Disabilities**
- **Gays & lesbians**

Since the course compares disability in cultures throughout world history it addresses disability and gender, ethnicity, socio-economic status, religious affiliation, and sexuality. It is planned that all of the above topics will be addressed to some degree during the course. Examples of topics from the course syllabus include “Gender and Disability in Christian Narratives” and “Sexuality and Disability” in late antiquity (Week Five), “Disability, Gender, and Sexual Relations in Early Islamic Law” and “Rabbinic Judaism and Disability” (Week Seven), “Disability, Class, and the Lived Experience” and “Madness, Religious Belief, and Gender” in the Ottoman Empire (Week Eight), “Social Darwinism, Immigration, and Disability” (Week Ten), “Race, Disability, and Nationalism” (Week Eleven), and “Women and Disability” in the Post-Colonial World (Week Thirteen).

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.]

Writing is an important component of the course. All students will be required to complete two writing-intensive exams (a midterm and a final). In addition, students must either write a research paper of 7-10 pages, complete two book reviews of 3-5 pages each, or complete a public service project which includes a 5-page report. At 250 words a page, and including the two writing-intensive exams, all students will complete at least a minimum of 1500 words of formal graded writing. Writing will be evaluated on the strength of the argument, demonstrated knowledge of material assigned for the class, and on the skill of the presentation. All course assignments except class participation require formal writing.

Section 2.

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.

The proposed course would fit well within the G.E. Program Objectives listed in the CSUS Policy Manual, General Education Program, Section I.B. In particular, the goals and objectives of the course would further the stated objectives of the program by giving students “An acquaintance with and understanding of the historical and cultural influences that have played a role in the evolution of the values, principles, beliefs, and ideals commonly encountered both in Western and non-Western cultures . . .” (Objective 7) and by providing “A significant and useful understanding of the perspectives and contributions to human activities and experiences of peoples from a diversity of cultures and backgrounds, including the contributions and perspectives of non-Western cultures, and of women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society” (Objective 9). Students will also be given the opportunity to read, write, and to potentially conduct research and public service as they deepen their knowledge of global disability history. It is thought that the course could potentially become a successful addition to the G.E. program.

Key: 14466