

HIST 120A: HISTORY OF MEDICINE, ANCIENT AND MEDIEVAL

In Workflow

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Approval Path

1. Wed, 12 Feb 2020 12:35:36 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Wed, 12 Feb 2020 18:36:27 GMT
Jeffrey Wilson (jkwilson): Rollback to Initiator
3. Mon, 17 Feb 2020 14:53:21 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
4. Wed, 19 Feb 2020 17:04:35 GMT
Jeffrey Wilson (jkwilson): Rollback to Initiator
5. Fri, 21 Feb 2020 15:52:57 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
6. Fri, 21 Feb 2020 22:30:35 GMT
Jeffrey Wilson (jkwilson): Rollback to Initiator
7. Sat, 22 Feb 2020 00:32:09 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
8. Mon, 24 Feb 2020 16:41:25 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
9. Mon, 09 Mar 2020 19:37:35 GMT
Robin Fisher (rfisher): Rollback to Initiator
10. Mon, 06 Jul 2020 13:02:57 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
11. Mon, 06 Jul 2020 14:53:55 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
12. Thu, 06 Aug 2020 18:55:00 GMT
Robin Fisher (rfisher): Rollback to Initiator
13. Thu, 08 Sep 2022 16:09:08 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
14. Thu, 08 Sep 2022 18:19:10 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
15. Fri, 30 Sep 2022 17:42:20 GMT
Janett Torset (torsetj): Rollback to Initiator
16. Wed, 20 Sep 2023 20:45:33 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
17. Mon, 25 Sep 2023 22:49:39 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
18. Wed, 27 Sep 2023 20:47:14 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
19. Thu, 28 Sep 2023 16:00:39 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean
20. Mon, 30 Oct 2023 20:21:43 GMT
Katie Hawke (katie dickson): Approved for Academic Services

New Course Proposal

Date Submitted: Tue, 19 Sep 2023 22:40:11 GMT

Viewing: HIST 120A : History of Medicine, Ancient and Medieval

Last edit: Tue, 19 Sep 2023 22:40:10 GMT

Changes proposed by: Rebecca Kluchin (102063999)

Contact(s):

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Catalog Title:

History of Medicine, Ancient and Medieval

Class Schedule Title:

History of Ancient Medicine

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:

Spring 2024 (2023/2024 Catalog)

Subject Area: (prefix)

HIST - History

Catalog Number: (course number)

120A

Course ID: (For administrative use only.)

TBD

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

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 those students 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. The department hopes this course will be relevant to the interests of students pursuing careers in the health and healthcare industries in particular.

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

An overview of history of ancient to medieval medicine, the role of medicine in society, and attitudes toward illness and the body. Also covers alternative remedies such as magic and folk medicine. Primary focus on Greco-Roman medicine but also Mesopotamian and Egyptian traditions.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged 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=1WTU 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 and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Apply critical reading skills and methods of historical analysis to primary and secondary sources.	weekly assignments (13 one page essays) 3 assigned essays (weeks 4, 9, 13)

2	Construct persuasive arguments based upon historical evidences	weekly assignments (13 one page essays) 3 assigned essays (weeks 4, 9, 13)
3	Produce original work using primary and secondary sources	weekly assignments (13 one page essays)) 3 assigned essays
4	Demonstrate knowledge of the different social and cultural developments in the history the cultures under study.	weekly assignments (13 one page essays)
5	Evaluate societal perception of the body, illness and diseases as well as various treatments by examining ancient medical treatises	weekly assignments (13 one page essays) 3 assigned essays (weeks 4, 9, 13)
6	Identify and assess the impact of Ancient cultures on the development of modern medical practices.	weekly assignments (13 one page essays) 3 assigned essays (weeks 4, 9, 13)

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

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For whom is this course being developed?

Majors in the Dept
Majors of other Depts
Minors 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
Intellectual and practical skills
Integrative learning

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
Writing Intensive

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.
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:

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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.

This course covers several centuries and spans multiple places including the Middle East, Africa and Europe. It explores the sharing of ideas about bodies and medicine between Islamic, Christian, Greco-Roman and Egyptian healing traditions.

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

In this class, race, ethnicity, sexuality and gender are at the center of analyses of:

1. definitions, diagnoses and treatment of disease
2. the healer/patient relationship
3. Popular attitudes towards bodies and their maladies

This course places non-western medicine on par with western medicine and explores the many contributions of Islamic medicine in particular to our contemporary understanding of health and wellness.

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.

This course requires students to read and decipher ancient and medieval texts (primary sources) as well as secondary sources written by contemporary scholars. They will engage primary sources via historical methods and gain understanding of the ways in which historical arguments are developed and articulated when reading secondary texts.

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

This social history of medicine uses ideas about bodies, health and healing to explore social, political, economic and cultural forces at play in the ancient and medieval worlds.

Compare and analyze various conceptions of humankind.

As noted above, this course tracks ideas about medicine and bodies across Africa, the Middle-East and Europe over several centuries. It asks students to identify continuities across time and place and to account for differences as well.

The emphasis on sharing medical knowledge allows students to witness interconnections between cultures and people.

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

As historians emphasize change over time and context in our analysis, students in this course will be asked to understand each civilization they encounter on its own terms and in relation to those around it.

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**

This course engages persons of varying ethnic backgrounds across three continents and within specific societies. It also engages people of varying abilities and examines changing definitions of ability in the ancient and medieval worlds. Finally, it investigates the ways in which medical ideas shaped and reflected evolving notions of gender and sexuality across place and time.

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 13 essays of 400/500 words each and three longer essays of 1,500 words each.

For the shorter essays as explained on the syllabus: There will be a weekly assignment that will require the students to work with the assigned readings as well as translated ancient texts. The total amount of points that can be accumulated by successfully completing these assignments is 140 points. The course is divided into 4 cultural units (Mesopotamia, Egypt, Greece and Rome). Each unit will be covered over the course of 3 weeks. For the first week of each unit weekly assignments will focus on secondary sources related to the society's historical and cultural development (ELO1 & 4). Building on this knowledge, assignments for the second and third week of each unit will focus on examining primary sources related to illness and treatment and societal response to them (ELO 1, 2 and 5). For each weekly assignment you will write an average of one fully typed page (400-500 words).

For the longer essays as explained on the syllabus: There will be three assigned essays for this course. For each of them the student will choose from a list of topics deriving from material about one or more ancient cultures. For each essay (1500 words minimum), will write a minimum of one-page summary of a piece of modern scholarship on ancient medicine (ELO1), followed by critical analysis of assigned primary sources (ELO 1). The purpose of the writing assignments is to improve your analytical writing skills (ELO 2) as well as your ability to write persuasive and well-argued essays (ELO3). The goal of the written assignment is to help you examine some of the social, environmental and cultural factors that helped shaped ancient medicine (ELO 5). Essays are due on weeks 4, 9, and 13. They can certainly be turned in before the due date. A detailed guide for these essays will be uploaded on Canvas.

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.

n/a

General Education Details - Writing Intensive

Section 1.

Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:

The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.

Students write 400/500 word essays weekly and three 1500 word essays. All essays are designed to help students analyze and discuss primary and secondary sources, historical arguments, and historical context. The longer essays are designed to help students develop, articulate and support an analytical argument with evidence.

The course must expand students' knowledge by examining complex issues.

Students will examine race, ethnicity, sexuality, and gender through the lens of medicine and health across multiple continents in the ancient world.

The course must expand students' abilities to reason logically and to write clearly in prose.

Weekly 400/500 word assignments (13) are intended to hone students analytical and writing skills. The course is broken into four sections and weekly writing assignments engage students ability to write about primary and secondary sources as well as historical content and debates. Longer essays help students bring together these skills to advance a larger claim.

Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).

All essays are analytical and require students engage thoughtfully and critically with secondary and primary sources.

Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.

See syllabus description. Both sets of essays do this per the description in the syllabus. Essays will be returned within a week so students receive feedback before submitting the next essay.

Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).

See schedule on syllabus. Short writing assignments are weekly. Longer assignments are due weeks 4, 9, and 13.

Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.

Essays will be returned within a few days to allow feedback before the next assignment is due.

Section 2.

WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice.

Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

Please attach any additional files not requested above:

120A139Bemails_s20.docx

Reviewer Comments:

Jeffrey Wilson (jkwilson) (Wed, 12 Feb 2020 18:36:27 GMT): Rollback: Please see my emailed comments.

Jeffrey Wilson (jkwilson) (Wed, 19 Feb 2020 17:04:35 GMT): Rollback: There's a problem with the ELO numbering; let's talk in person before you resubmit.

Jeffrey Wilson (jkwilson) (Fri, 21 Feb 2020 22:30:35 GMT): Rollback: The consultation emails are missing.

Mark Ludwig (mdludwig) (Mon, 09 Mar 2020 17:49:58 GMT): From A&L Curriculum Committee: The catalog year needs to be changed to 20-21. ELOs do not meet current standards – they need to be expressed as action words as in Bloom's Taxonomy. (Same for syllabus.) Assessments can be boiled down to just say: quizzes, exams, paper etc., for the purposes of this form.

Robin Fisher (rfisher) (Mon, 09 Mar 2020 19:37:35 GMT): Rollback: Dear Rebecca, please see Mark Ludwig's editorial requests on behalf of the Committee. You can consult with Chris Castañeda, a member of our Committee, if you need guidance. Let me know if you have any questions. Best, Robin Fisher.

Robin Fisher (rfisher) (Thu, 06 Aug 2020 18:55:00 GMT): Rollback: Dear Dr. Kluchin, I apologize for lack of clarity on our part and one more rollback, but your Assessment Strategies must be listed separately and "tied" to the ELOs specifically. Example: Quizzes (ELOs 1,3, 5), Exams (ELOs 2, 6), etc. Please email me your intended list of AS before you upload it so that we can make sure to get the format correct for the Subcommittee. Thank you, Robin Fisher (rfisher@csus.edu).

Emily Potts (emily.potts) (Wed, 21 Sep 2022 22:05:55 GMT): Dear Professors Wilson and Kluchin, The committee recommends the following changes to your proposal to facilitate approval. • Please remove ELO1, it is just the text, "students are able to...". • ELO 7 is a little weak and unmeasurable and speaks more about an assessment strategy as opposed to a learning outcome. • Consider combining ELO 7 with ELO 6 for clarification • Avoid using the words "their" in ELO's. Please also make the following changes to your syllabus: • See resources found on the Arts&Letters webpage <https://www.csus.edu/college/arts-letters/internal/curriculum-resources.html> • Course title should match Form A. • Include course format—online, hybrid, in person etc. • Include policy on late work, attendance etc. • Please additionally include link to the University Plagiarism policy • Please include link to Hornet Honor code. • Include link and text for SHCS, SSWD, CARES Per Syllabus requirements: <https://www.csus.edu/umannual/acadaff/aca-170.htm> • Include technology requirements and recording policy, remove old info on SACct • Remember to match Form A with Syllabus in regard to assessments and any other changes you make

Janett Torset (torsetj) (Fri, 30 Sep 2022 17:42:20 GMT): Rollback: Rolled back for further edits at the request of the Arts and Letters College Curriculum Committee.

Key: 13569