

## Term Information

Effective Term Autumn 2018

## General Information

Course Bulletin Listing/Subject Area Pharmacy  
Fiscal Unit/Academic Org Pharmacy - D1800  
College/Academic Group Pharmacy  
Level/Career Undergraduate  
Course Number/Catalog 3708  
Course Title Vaccines: A Global History  
Transcript Abbreviation Vaccines Glb Hst  
Course Description This course examines the history and biology of vaccines. We explore the discovery and development of vaccines, along with the political and cultural controversies that have surrounded them for centuries.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions Not open to students with credit for History 3708  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings Cross listed course with Department of History

## Subject/CIP Code

Subject/CIP Code 51.2001  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:  
Historical Study

## Course Details

### Course goals or learning objectives/outcomes

- Students acquire a perspective on history and an understanding of the factors that shape human activity.
- Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
- Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

### Content Topic List

- Introduction history, disease, biology
  - Smallpox Part 1: Inoculation  
Smallpox Part 2: Vaccination-Discovery
  - How vaccines work
  - Pasteur: trial and error-animal diseases, human trials
  - Bacteria v. viruses: do their biological differences matter for vaccine development?
  - The Anti-vaccinationists, Part 1: 1880-1910 (SCL)
  - The Biologics Act and the very early FDA (KS)
  - Launching the vaccine age (SCL/ KS)
  - Influenza and the search for a vaccine, 1930-1950 (SCL)
  - Vaccines, mortality, morbidity and the 20th century global demographic transition (KS)
  - Global conquest: The eradication of small pox (SCL) and other global ventures (KS)
  - Emerging diseases, re-emerging diseases and vaccine development (SCL/KS)
  - The Anti-vaccinationists, Part 2: 1980-present (SCL/KS) Current concerns/current responses
- No

### Sought Concurrence

## Attachments

- Rosenstein LOS.pdf: Letter of Support-Hist  
*(Other Supporting Documentation. Owner: Stiles, Beth M)*
- Letter of support for Vaccines course.pdf: Letter of Support-Pharmacy  
*(Other Supporting Documentation. Owner: Stiles, Beth M)*
- 3xxx\_Vaccines\_syllabus\_lawrence\_summers.docx  
*(Syllabus. Owner: Stiles, Beth M)*
- History and Pharmacy 3xxx Team teaching proposal 7\_28.docx: Rationale and Description  
*(Other Supporting Documentation. Owner: Stiles, Beth M)*
- History Assessment Plan.doc  
*(GEC Course Assessment Plan. Owner: Stiles, Beth M)*

## Comments

- Please only check off one GE diversity box. *(by Vankeerbergen, Bernadette Chantal on 09/19/2017 02:26 PM)*

**COURSE REQUEST**  
3708 - Status: PENDING

Last Updated: Kelley, Katherine Ann  
09/20/2017

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Stiles, Beth M	08/25/2017 10:30 AM	Submitted for Approval
Approved	Kelley, Katherine Ann	09/14/2017 11:57 AM	Unit Approval
Approved	Kelley, Katherine Ann	09/14/2017 11:58 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/19/2017 02:26 PM	ASCCAO Approval
Submitted	Stiles, Beth M	09/20/2017 09:00 AM	Submitted for Approval
Approved	Kelley, Katherine Ann	09/20/2017 09:13 AM	Unit Approval
Approved	Kelley, Katherine Ann	09/20/2017 09:13 AM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	09/20/2017 09:13 AM	ASCCAO Approval



August 10, 2017

Steven Fink  
Associate Executive Dean for Curriculum and Instruction  
College of Arts and Sciences  
The Ohio State University  
114 University Hall  
230 N Oval Mall  
CAMPUS MAIL

RE: Susan Lawrence and Katie Summers Team Teaching Proposal

Dear Steve:

It is my pleasure to endorse Professor Susan Lawrence's request for a Team-Teaching Grant to fund a collaborative project between the Departments of History and College of Pharmacy entitled "Vaccines: A Global History." Susan Lawrence, Professor, Department of History, and Katie Summers, Lecturer, College of Pharmacy, will team-teach the course.

The project should reflect well on the College of Arts and Sciences. As you can see from Lawrence's and Summers's proposal, the course is aligned with the College of Arts and Sciences Strategic Plan to "promote a spirit of collaboration and cooperation..." Based on their well thought out and detailed proposal and accompanying syllabus, there is good reason for confidence that this project will achieve its goal of combining a historian's and a pharmacologist's perspectives on a successful, yet politically contentious medical invention, the vaccine.

We believe this course is central to the development of a medical history concentration for our majors, and we are committed to providing departmental support for the course on a continuing basis once it is approved.

I hope the committee can support this important project. Please feel free to contact me with any questions.

Sincerely,

Nathan Rosenstein  
Professor and Chair  
rosenstein.1@osu.edu



August 18, 2017

To Whom It May Concern:

The College of Pharmacy enthusiastically supports the “Vaccines: A Global History” course proposal. This innovative, interdisciplinary course will be a timely addition to the General Education curriculum, and we predict great interest for such relevant content from the university student body. Once approved, this course will:

- Fulfill hours towards the GE Historical Study requirement for all students
- Count towards free elective hours in the Bachelor of Science in Pharmaceutical Science (BSPS) major
- Be offered as a course option in the Minor in Pharmaceutical Sciences program

We are committed to providing faculty to teach this course on a continuing basis, and we will actively promote this course to our students as well as the university at large.

Thank you for consideration.

Sincerely,

Nicole Cartwright Kwiek, PhD  
Clinical Associate Professor  
Director of Undergraduate Studies

Team-teaching Proposal: Rationale and Description  
History 3xxx/Pharm 3xxx: Vaccines: A Global History

We propose offering a course on the history of vaccines that combines a historian's and a pharmacologist's perspectives on this successful, yet politically contentious medical intervention. We seek to convey to undergraduates how vaccines developed from the discovery of a "natural" vaccine (that having cowpox protected against smallpox) to laboratory based pharmaceuticals that have reduced morbidity and mortality on a global scale. Lawrence contributes the historian's emphasis on the ways that people studied and understood vaccines in the context of their own times and places, and hence with their own presuppositions about their philosophical, religious and social meanings, as well as their biological and medical ones. Summers contributes the pharmacologist's understanding of immunology, FDA regulatory procedures and industrial production of standardized substances.

For the Department of History, this course will count towards the major, but will not be required for any degree. It will contribute to the department's thematic constellation in Environment, Health, Technology and Science, which is of particular interest students seeking interdisciplinary courses in this area. Like the very successful interdisciplinary course on the history and science of HIV (History 3704/Micrbio 3704 HIV: From Microbiology to Macrohistory), this course expands the department's collaborations with the sciences. We hope that it will be particularly appealing to students looking for a GE course in Historical Study that meshes well with a career path in the health sciences. The course will also be added as an elective to the undergraduate interdisciplinary minor in Medical Humanities.

For the College of Pharmacy, this course contributes a GE in Historical Study to their undergraduate BPS degree. It will be an elective, and so not required for the degree program. It will help their students explicitly understand how scientific developments in pharmacy have never been accomplished outside of political, social and cultural concerns about drug safety and efficacy. In doing so, the course will help students realize that healthcare is a collaborative experience and that knowledge from multiple disciplines is necessary to be successful health professionals. The course also enhances interdisciplinary connections between the College of Pharmacy and the Division of Arts and Humanities within the College of Arts and Sciences.

We plan to interweave our content knowledge throughout the course meetings, although Lawrence will take the lead on presentations of historical content and Summers will concentrate on current scientific information, the impact of vaccines on global mortality, the history of the FDA, and federal regulations for vaccines. The syllabus shows half of the course sessions run by Lawrence (SCL) and half by Summers (KS), but both will contribute to discussions. Having a historian and a pharmacologist regularly reflect on the same materials from different disciplinary perspectives will model interdisciplinary discussions for the class. Students who experience this dual view of the history of vaccines will gain considerable awareness of how scientific and medical knowledge was (and is) constructed and conveyed to others. Students from the humanities (e.g. History, English and Comparative Studies) will learn about the biological basis for vaccine development and efficacy; students from the sciences, especially undergraduates in pharmacy, will learn how much social, religious and political factors shaped vaccine discovery and use. Students from these different backgrounds will also help one another to appreciate and explain contrasting perspectives on this subject. All will benefit from interdisciplinary discussions of diverse topics, including attitudes towards scientific discovery and how populations understand and manage beliefs about the risks associated with vaccines.

Susan Lawrence, Department of History, College of Arts and Sciences  
Katie Summers, Division of Pharmacology, College of Pharmacy

# SYLLABUS: HIST 3XXX/PHARM 3XXX VACCINES: A GLOBAL HISTORY AUTUMN 2018

## Course overview

### Instructors

Instructors:	Susan C. Lawrence, Ph.D	Katie Summers, Ph.D.
Office address:	253 Dulles Hall	319A Parks Hall
Email address:	<a href="mailto:lawrence.578@osu.edu">lawrence.578@osu.edu</a>	summers.266@osu.edu
Phone number:	614-292-5479	614-292-5829
Office hours:	TBD	TBD

### Course description

Infectious diseases have profoundly affected human history. The discovery and use of vaccines reshaped the experience and effects of these diseases, including contributing to a rapid decline in morbidity and mortality in the 20<sup>th</sup> and 21<sup>st</sup> centuries. Empirical development of the first vaccines spurred significant scientific changes in our knowledge of human and animal immune systems, leading to the creation of yet more vaccines. From their very first use, however, vaccines have spurred controversies and resistance. They have also been big business. In this course, we explore their complex history and science.

### Course General Education objectives: Historical Study

History courses develop students' knowledge of how past events influence today's society and help them understand how human beings view themselves.

1. Students acquire a perspective on history and an understanding of the factors that shape human activity. *In this course, we focus on the ways that scientific, social, economic and cultural change affected understanding of infectious diseases and the immune system, the discovery and development of vaccines, the effect of vaccines on global health, and the controversies surrounding their use.*
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding. *One of the main goals of this course is for students to grasp the very complicated relationships between science, technology and medicine as a body of knowledge and a set of practices that are continuously defined by social and cultural ideas about health and healing.*
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical

contexts. *We will take a particularly close look at historical primary sources about infectious diseases, vaccine discovery and vaccine controversies. Students will read both secondary sources in the academic history of vaccines and technical sources on vaccines, immunology, and the pharmacological development of new vaccines, including clinical trials and the FDA approval process.*

## Specific course outcomes

### Content

At the end of this semester, students who complete the course work will be able to

- describe the overall historical chronology of changes in the history of vaccines
- describe the primary features of the immune system relevant to the development and efficacy of vaccines.
- describe the challenges faced by scientists in the development and production of vaccines over time.
- explain some of the current consensus views on why historical changes occurred, including institutional, political, economic and cultural factors affecting vaccine development and use
- assess how physicians, other care providers and patients are products of their own time periods and why this insight is crucial for understanding why people believe and behave as they do.

### Skills

At the end of the semester, students who complete the course assignments will have

- demonstrated proficiency with locating articles in electronic journal repositories in the OSU libraries.
- located and articulated the main arguments and the main sources of historical evidence used to support claims made in academic chapters and journal articles about the history of vaccines.
- located and articulated the main arguments, data collection and data analysis in scientific academic chapters and journal articles about infectious diseases, immunology, vaccine development or demographics.
- demonstrated interpersonal communication skills through participation in small group work, classroom discussions and peer review of assignments.
- practiced writing in an appropriately formal style on exams and assignments.
- created a 5-10 minute video using presentation software in which they explain an issue in the history of vaccine development.

## Course materials

### Required

All of the readings and videos for this course are in electronic format. These include



- pdf copies of selections from books and articles
- online books in the OSU Libraries
- journal articles accessed through the OSU collection of online journals
- websites for which URLs are provided in Carmen modules
- streaming videos via Secured Media Library or YouTube

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

For help with YouTube, use the [YouTube Help Center](#)

**WE ARE NOT ABLE TO ANSWER ANY TECHNOLOGY QUESTIONS, SO PLEASE TO NOT EMAIL US WITH THEM.** We do manage the formatting within Carmen, however, so let us know if there is a problem with a discussion board, an assignment, a module or a grade showing up.

## Technical skills necessary for this course

- Basic computer and web-browsing skills
- Navigating Carmen
- Recording a slide presentation with audio narration using PowerPoint (free through OSU), Explain Everything (OSU approved), Adobe Spark (free), Prezi or other software. Details about OSU approved software and links to privacy policies where relevant, are posted on Carmen

## Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed, or smart phone with video recording
- Microphone: built-in laptop or tablet mic or external microphone

## Necessary software

- Respondus Lockdown Browser. Instructions on how to download and use this software can be found at [Using Respondus LockDown Browser](#)
- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.

- Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.
- [Adobe Reader](#) and any plugins (e.g. Flash) needed to view videos
- Presentation software other than PowerPoint, such as Prezi (not OSU approved), Adobe Spark (not OSU approved) or Explain Everything (OSU approved), if desired.

### Carmen exams: bring your own laptop

- All exams will be given in class through Canvas. Students are required to download the Respondus Lockdown Browser.
- **STUDENTS WHO DO NOT HAVE ACCESS TO A LAPTOP OR A TABLET WITH A KEYBOARD WILL BE PROVIDED WITH AN IPAD AND KEYBOARD IF ONE IS REQUESTED IN ADVANCE.**

### OSU resources

If you do not own a computer, then you may use one in the library or any computer lab for completing written work and accessing Carmen. To create voice-over presentations and videos, take advantage of one of the Digital Unions on campus. A complete list of facilities and their hours is available at <https://odee.osu.edu/digital-union>.

## Grading and faculty response

### Grades and due dates

Assignment or category	Due	Points
Attendance and participation	throughout the semester	150
Experiencing infectious disease essay	Aug 23	50
Midterm exam	Oct 2	100
Article review	Oct 14	100
Draft of the video presentation & bibliography	Nov 1	50
Peer review of the video draft	Nov 6	50
Video presentation on a historically informed issue	Dec 4	200
Final exam	TBD	200
<b>Total</b>		<b>1000</b>

## Late assignments

Late work shall be penalized one letter grade per day. For example, A to A- for one day, A- to B+ for two days, B+ to B for three days, etc. No assignment will be accepted more than one week late, except for *extraordinary* circumstances.

## Grading scale

We use the OSU Standard Scheme for assigning letter grades to points:

93 - 100 (A)		90 - 92.9 (A-)
87 - 89.9 (B+)	83 - 86.9 (B)	80 - 82.9 (B-)
77 - 79.9 (C+)	73 - 76.9 (C)	70 - 72.9 (C-)
67 - 69.9 (D+)	60 - 66.9 (D)	Below 60 (E).

## Faculty feedback and response time

### Grading and feedback

Evaluation of essays and exams will be completed within **10 days**.

### E-mail

We will reply to e-mails within **24 hours on school days**.

## Attendance, participation, and peer reviews

### Student participation requirements

Everyone is expected to attend each class and to participate in discussion, having completed the assigned reading for the day. It is very helpful to bring the readings to class, especially the primary sources. At the very least, bring notes on the readings.

All students are required to use a smart phone, tablet or laptop (with internet connection) in class as a personal response system. We will use Top Hat, the OSU-approved software. Top Hat will be used for attendance through students' answers to daily questions. We will also use it to gather information about the class and to monitor student understanding of the material we cover. Your Top Hat performance will be used to assess 100 of the 150 points assigned to the attendance and participation part of your course grade. Questions that have no correct answer (such as survey-type questions) are worth one point. Content and conceptual questions, for which there are correct or best answers, are worth three points for the correct answer and one point for incorrect answers. The minimum number of Top Hat points a student should get during a class is equal to the number of questions. Students who must miss class for university sponsored events, serious

illness or family emergencies must provide documentation to support the reason for their absence. Students who miss class for accepted reasons will receive 100% of the Top Hat points for the day.

## Discussion and communication guidelines

The following are our expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need compose email as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Failure to show respect to each other may result in dismissal from the class.

## Peer reviews

Students are expect to complete a draft version of the video essay in advance of the assignment due date. Students will complete peer reviews of each other's work within five days, or as negotiated between peer pairs, so that there is ample time for revision before the final video is due. Thorough, tactful and helpful peer review is expected.

## General support services

### The Writing Center:

The Writing Center website states that it “offers free help with writing at any stage of the writing process for any member of the university community. During our sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. Appointments are available in-person at 4120 Smith Lab, as well as for online sessions. You may schedule an in-person or online appointment by visiting WOnline or by calling 614-688-4291. Please note that the Writing Center also offers daily walk-in hours—no appointment necessary—in Thompson Library. You do not have to bring in a piece of writing in order to schedule a writing center appointment. Many students report that some of their most productive sessions entail simply talking through ideas. Please check out our "Services" page for the types of consultations we provide. We also maintain a [resources page \(https://cstw.osu.edu/writing-resources\)](https://cstw.osu.edu/writing-resources) with writing handouts and links to [online resources \(https://cstw.osu.edu/writing-resources/research-resources\)](https://cstw.osu.edu/writing-resources/research-resources).”

### Academic services

Your OSU academic advisor has a wealth of information about how to navigate the university and to manage your time here. Do take advantage of their help. Start with the main website at

<http://advising.osu.edu/welcome.shtml> and use the site's search box. If you are struggling with study skills, check out the Younkin Success Center at <http://younkinsuccess.osu.edu/academic-services/>. The College of Arts and Sciences has its own page of resources at <https://artsandsciences.osu.edu/academics/current-students/resources>. Everyone wants to see you succeed.

## Your mental health!

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

## Other course policies

### Academic integrity policy

#### Policies for this online course

- **Exams:** You must complete the midterm and final exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments must be your own original work. In formal assignments, you should follow style required by your instructors to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with us.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes opportunities for collaboration with your classmates. While study groups are encouraged, and peer-review of the video essay draft is required, remember that comparing and copying answers on assignments is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

## Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If we suspect that a student has committed academic misconduct in this course, we are obligated by University Rules to report our suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact us.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been

sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## **Accessibility accommodations for students with disabilities**

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.**

### **Requesting accommodations**

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or [ods@osu.edu](mailto:ods@osu.edu) to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University. Go to <http://ods.osu.edu> for more information.

### **Accessibility of course technology**

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming video: [YouTube accessibility](#)

## **Course schedule**

**WEEK 1      AUG 21, 23      INTRODUCTION: HISTORY, DISEASE, BIOLOGY (SCL, KS)**

Assignment:

- Each student will receive the name of a disease caused by an infectious agent on 8/21; instructions on what to find out and where to look will be provided on a separate handout
- An essay on how the disease was likely to have been experienced by individuals and communities before 1700 is due on 8/23 on Carmen before class.

**WEEK 2      AUG 28, 30      SMALLPOX, PART 1: INOCULATION (SCL)**

Reading:

- Ian and Jenifer Glynn, *The Life and Death of Smallpox* (New York: Cambridge University Press, 2004), chapter 6.
- Primary sources: William Buchan, *Domestic Medicine: Or, A Treatise on the Prevention and Cure of Diseases* (London: Strahan, Cadell, 1790), 214-240.
- selections from Douglass and Cotton Mather on the inoculation controversy of 1722-1723

**WEEK 3      SEPT 4, 6      SMALLPOX, PART 2: VACCINATION – DISCOVERY (SCL);  
COWPOX AND THE PUZZLE OF VACCINIA VIRUS (KS)**

Reading:

- *The Life and Death of Smallpox*, chapters 6 and 13
- Primary source: Edward Jenner, selections from *An Inquiry into the Causes and Effects of the Variolæ Vaccinæ* (1798), Internet Archive.
- “The Origins of the Vaccinia Virus” by Derrick Baxby, *The Journal of Infectious Diseases* Vol. 136, No. 3 (Sept. 1977) pp. 453-455.

**WEEK 4      SEPT 11, 13      HOW VACCINES WORK: IMMUNOLOGY (KS)**

Reading:

- Stanley A. Plotkin, Walter A. Orenstein and Paul A. Offit, *Vaccines* (2013), [Chapter 2](#). Access in the library via <http://www.clinicalkey.com/dura/browse/bookChapter/3-s2.0-C20090499732>.
- Barry R. Bloom and P. H. Lambert, *The Vaccine Book* (2016), [Chapter 2, “How Vaccines Work.”](#) Access in the library via <http://www.sciencedirect.com/science/book/9780128021743>. Chapter 2, “How Vaccines Work”
- Viewing: “[How do Vaccines Work?](#)” TED talk on YouTube at <https://www.youtube.com/watch?v=rb7TVW77ZCs>

**WEEK 5      SEPT 18, 20      PASTEUR: TRIAL AND ERROR – ANIMAL DISEASES, HUMAN TRIALS (SCL)**



Reading:

- Gerald Geison, *The Private Science of Louis Pasteur* (Princeton: Princeton University Press, 1995), chapter 6 (anthrax), 8 (rabies)
- Primary source: Students look up newspaper articles on Pasteur's experiments using Proquest Historical Newspapers

**WEEK 6      SEPT 25, 27    BACTERIA V. VIRUSES: DO THEIR BIOLOGICAL DIFFERENCES MATTER FOR VACCINE DEVELOPMENT? (KS)**

Reading:

- Bloom and Lambert, *The Vaccine Book*, [Chapter 16, "New Approaches for Needed Vaccines: Bacteria."](#) Access in the library via <http://www.sciencedirect.com/science/book/9780128021743>.

**WEEK 7      OCT 2, 4      MIDTERM EXAM**  
**THE ANTI-VACCINATIONISTS, PART 1: 1880-1910 (SCL)**

Reading:

- Michael Willrich, *Pox: An American History* (New York: Penguin Books, 2011), Chapter 7.
- Primary sources: Anti-vaccination pamphlets, articles from medical journals cir. 1900, political cartoons

**WEEK 8      OCT 9    THE BIOLOGICS ACT AND THE VERY EARLY FDA (KS)**

Reading:

- Julie B. Milstien, "Regulation of Vaccines: Strengthening the Science Base," *Journal of Public Health Policy*, Vol. 25, No. 2 (2004), pp. 173-189.
- *The Virus-Toxin Law (Biologics Control Act) of 1902*, Ch. 1378, <https://www.loc.gov/law/help/statutes-at-large/57th-congress/session-1/c57s1ch1378.pdf>

**WEEK 9      OCT 16, 18    LAUNCHING THE VACCINE AGE (SCL/ KS)**

Reading:

- Michael Bresalier and Michael Warboys, "'Saving the lives of our dogs': The Development of Canine Distemper Vaccine in Interwar Britain," *British Journal of the History of Science* 47 (2014), 305-334. (via OSU Libraries online journals)

- John Parascandola, "Industrial Research Comes of Age: The American Pharmaceutical Industry, 1920-1940," *Pharmacy in History*, Vol. 27, No.1 (1985), pp. 12-21.

Assignment due:

- Review of an article on the topic being developed for the video essay due Oct. 16 on Carmen by 11:00 p.m.

**WEEK 10      OCT 23, 25      INFLUENZA AND THE SEARCH FOR A VACCINE, 1930-1950 (SCL)**

Reading:

- John M. Eyler, "DeKruif's Boast: Vaccine Trials and the Construction of a Virus," *Bulletin of the History of Medicine* 80 (2006), 409-438 (via OSU Libraries online journals).

**WEEK 11      OCT 30, 1      VACCINES, MORTALITY, MORBIDITY AND THE 20<sup>TH</sup> CENTURY GLOBAL DEMOGRAPHIC TRANSITION (KS)**

Reading:

- O'Brien, et al. "Valuing Vaccination," *Proceedings of the National Academy of Sciences*, Vol. 111, No. 34 (2014).
- Grewal et al. "The Economic and Social Benefits of Childhood Vaccinations in BRICS," *Bulletin of the World Health Organization*, Vol. 92, No. 6 (June 2014).

Assignment due:

- Draft video presentation and complete bibliography due on Carmen on Nov. 1 by 11:00 p.m.

**WEEK 12      NOV 6, 8      GLOBAL CONQUEST: THE ERADICATION OF SMALL POX (SCL) AND OTHER GLOBAL VENTURES (KS)**

Reading:

- The Life and Death of Smallpox, chapters 14 and 15
- Susan Scutti, "Why is it Taking So Long to Rid the World of Polio?" CNN.com, June 12, 2017.
- Marcel Tanner and Don de Savigny, "Malaria Eradication Back on the Table," *Bulletin of the World Health Organization*, Vol. 86, No. 2 (2008)

Assignment due:

- Peer review of video presentation draft due Nov. 6 by 11:00 p.m. on Carmen

**WEEK 13      NOV 13, 15      EMERGING DISEASES, RE-EMERGING DISEASES AND VACCINE DEVELOPMENT (SCL/KS)**

Reading:

- David Quammen, *Spillover* (New York: W.W. Norton & Company, 2012), pp. 315-351, notes 528-529.
- Laurie Garrett, *Betrayal of Trust: The Collapse of Global Public Health* (New York: Hyperion, 2000), pp. 235-247
- Bloom and Lambert, *The Vaccine Book*, [Chapter 28, "Vaccines for Emerging Viral Diseases."](#) Access in the library via <http://www.sciencedirect.com/science/book/9780128021743>

**WEEK 14      NOV 27, 29      THE ANTI-VACCINATIONISTS, PART 2: 1980-PRESENT (SCL/KS) CURRENT CONCERNS/CURRENT RESPONSES**

In small groups, students prepare for points to make for a final discussion of the current controversies surrounding vaccination and how doctors, public health officials, and scientists have responded

Reading:

- "How the Case Against the MMR Vaccine Was Fixed" by Brian Deer, *BMJ*, 6 January 2011.
- Mnookin, Seth, *The Panic Virus: The True Story Behind the Vaccine-Autism Controversy* (New York, NY: Simon & Schuster, 2011), pp. TBD

**WEEK 15      DEC 4      COURSE WRAP-UP AND SEI COMPLETION**

Assignment due:

- Final video presentation is due 12/4 on Carmen by 11:00 p.m. The file may be uploaded or provided through a web link.

**FINAL EXAM TBD**

## MEMORANDUM

**TO: Arts and Sciences Curriculum Committee (ASCC)**

**FROM: Paula Baker, Chair, Undergraduate Teaching Committee, Department of History**

**RE: Assessment Plan for proposed GE courses: Historical Study Category, Social Diversity in the U.S., and Diversity: Global Studies**

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### **Assessment Goals and Objectives**

1. Both the GE and course-specific learning objectives for all History courses might be summarized as follows:

#### **Historical Study GE Requirements:**

##### **Goals:**

Students recognize how past events are studied and how they influence today's society and the human condition.

#### **Expected Learning Outcomes:**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

#### *Goals of the courses that fulfill the GE Learning Outcomes:*

History courses develop students' recognition of how past events are studied and how they influence today's society and the human condition through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past.
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio- cultural context.
4. Students will carry out in-depth analysis in a final paper, exam, or project comparing distinct historical moments, social movements and their effects

2. Both the GE and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

**Social Diversity GE Requirements:**

**Goals:**

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States in order to become educated, productive, and principled citizens.

**Expected Learning Outcomes:**

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
  2. Describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.
  3. Critically examine theories of race, gender, class, ethnicity, religion, and nation
  4. Engage with contemporary and historical debates on race, gender, class, ethnicity, religion, and nation.
  5. Access and critically examine movements framed by race, gender, class, ethnicity, religion, and/or nation in a wider socio-cultural context.
  6. Carry out in-depth analysis in a final paper, exam, or project comparing distinct moments of ethnic, racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects.
3. Both the GE and course-specific learning objectives for History courses requesting Diversity: Global Studies might be summarized as follows:

## **Global Studies GE Requirements:**

### **Goals:**

Courses in Diversity – Global Studies will foster students' understanding of the pluralistic nature of institutions, society, and culture across the world in order to become educated, productive, and principled citizens.

### **Expected Learning Outcomes:**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in the World.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper, exam, or project comparing distinct moments in human history and how they shaped the world in the past and today.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

## **II. Methods**

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking

students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity: Global Studies, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

#### Summary of Data:

A committee, appointed by the UTC Chair, will be asked to evaluate a sample of questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity: Global Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments. The committee will rank the assignments across a four-category scale that captures students' mastery of the GE goals. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. A brief summary report will be written by the UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.