

Term Information

Effective Term Autumn 2022
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding the Health and Wellbeing new GE to the course

What is the rationale for the proposed change(s)?

This course offers an advanced and detailed study of the history of human health, disease and wellbeing. The course content begins with the deep human past and the health of pre-agricultural societies and concludes with our current COVID pandemic. The course is global in focus and does not only cover pandemics: it also explores chronic disease, surgery and mental health as well as the concept of "wellbeing" and how different societies in different times and spaces have practiced good health. It offers advanced study through readings by major authors in the history (and biology) of health, disease and wellbeing (Paul Farmer, Jim Webb and Daniel Lieberman, for example).

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2703
Course Title	History of Public Health, Medicine and Disease
Transcript Abbreviation	Health & Disease
Course Description	Survey of the history of public health, disease and medicine in a global context. Sometimes this course is offered in a distance-only format.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors); Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- An understanding of the concept of health in human history

Previous Value

COURSE CHANGE REQUEST
2703 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/17/2022

Content Topic List

- Ancient medicine
- Plague
- Smallpox
- Syphilis and the Atlantic world
- Chinese medicine
- Leprosy
- Cholera and diseases of industrial world
- Madness and mental illness
- Cancer
- Industrial and environmental disease
- AIDS

Sought Concurrence

No

Previous Value

Yes

Attachments

- History 2703 syllabus.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 2703 Health and Wellbeing GE Theme Form.pdf: New GE document
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- 2703 Syllabus - revised.docx: Updated Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Uploaded new syllabus with revisions. *(by Getson, Jennifer L. on 02/15/2022 09:27 AM)*
- See feedback sent by Michael Hilty *(by Vankeerbergen, Bernadette Chantal on 02/10/2022 02:23 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	11/17/2021 02:32 PM	Submitted for Approval
Approved	Soland, Birgitte	11/17/2021 08:53 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/10/2022 02:23 PM	College Approval
Submitted	Getson, Jennifer L.	02/15/2022 09:28 AM	Submitted for Approval
Approved	Soland, Birgitte	02/15/2022 11:32 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/17/2022 04:26 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/17/2022 04:26 PM	ASCCAO Approval

HISTORY 2703: HEALTH AND DISEASE IN HUMAN HISTORY

Semester/Year

Room/Building

Date/Time

Instructor: Chris Otter

Office: Dulles Hall 263

Email: otter.4@osu.edu

Office Hours: XXXX

Course Description and Goals

This class provides a wide-ranging, introductory survey of the history of health and disease, ranging from the infectious disease in early human communities to today's global COVID pandemic. We will study major epidemics – plague, smallpox, influenza – as well as the various transitions leading to the rise of noncommunicable diseases – cancer, heart disease, diabetes – as major killers in the developed world. The course will also investigate the history of other types of bodily and psychological affliction, particularly occupational, environmental, and mental health. Finally, the course is not simply about various types of disease. It is also about how different societies have conceptualized and encouraged practices designed to improve health. We will spend a considerable amount of time on public health schemes, as well as practices like washing, diet, cleaning, and physical fitness.

This course fulfills the general requirements and expected learning outcomes for GE themes:

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

ELO 1.2: Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1: Identify, describe, and synthesize approaches or experiences as they apply to the theme.

ELO 2.2: Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

This course fulfills the specific requirements for the Health and Wellbeing GE theme:

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1: Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

ELO 1.2: Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

The ELOs will be fulfilled by the following exercises and activities:

General GE themes:

ELO 1.1: This ELO will be satisfied throughout the class. All readings, lectures and response papers encourage students to think critically and logically about the history of health and disease.

ELO 1.2: This ELO is satisfied by the final research project, which gives students the opportunity to use OSU's extensive archive of digitized newspapers to write a 10–15-page research paper on any aspect of the history of health and disease in the US (or even overseas) over the past 200 years.

ELO 2.1: This ELO is particularly fulfilled by the reading/lectures/response papers on health in the ancient world and on bacteriological theory. It is also fulfilled by the final pandemic project, in which students have the opportunity to develop and synthesize their own thoughts and experiences as they relate to the major themes of the class.

ELO 2.2: This ELO will be met in two ways. First, through class discussion and response papers, students will develop their understanding of the history of health, disease, and wellness. Second, in week 9, a discussion session allows students to reflect on the key things that they have learned so far. After this, they complete a questionnaire in which they record their progress as a learner.

Health and Wellbeing GE themes:

ELO 1.1: The entire course explores and analyzes health and wellbeing from historical and cultural perspectives. Lectures meet this goal, but the response papers in particular invite students to reflect on specific moments in the history of health and disease, and to consider how particular societies and individuals responded to, were affected by, and overcame health crises.

ELO 1.2: This ELO is fulfilled by the digital memorial project, which allows students to explore commemoration as a form of resiliency. Whether they choose to create a local memorial to a past pandemic, or a grand national memorial to the victims of COVID-19, students will explore and experiment with the idea that communities and nations can use memorials as a demonstration of social resilience in the face of crisis.

Course Readings

There is no required textbook for this course. All readings will be posted on Carmen.

Course Papers and Assignments

- 1. Attendance and Class Participation (20%).** Students are expected to attend every class. Each lecture will include periods where the material is opened up to discussion and there will be some classes which are discussion-only. The best learning takes place when students participate, so students will receive credit for comments, observations, answers and questions.
- 2. Two Response Papers (10% each).** In weeks 5 and 8, students will be given a series of questions which cover the class lectures and readings. They will select one of these and write a 4-5 paper answering the question. This paper will be correctly formatted and referenced.
- 3. Final Newspaper Project (30%).** This assignment uses OSU's vast collection of digitized newspapers to explore a particular, local moment in the history of public health over the past two centuries. Students will produce a 10–15-page paper which is built around these primary sources and offers insight into a particular community's response to a particular episode in the history of health and disease. Exact details will be provided in week 9.
- 4. Pandemic Memorial Project (30%).** Your final assignment in this course will be to design (with a group of 3-4 students) a memorial/commemoration for a pandemic past or present. This activity is an exercise in historical research (by reading primary and secondary sources beyond those assigned in the syllabus) but also an exercise in creativity. The format your project might take is open-ended (possible projects could include: a piece of art, a blog, a design for a museum exhibit, a short film, a podcast collection of poetry, a website, a compilation of primary sources, etc.).

If there is significant overlap between assignments 3 and 4 (in terms of topic or source material), speak to me before completing the assignments!

Attendance Policy

Students are expected to attend every lecture. If you can't make a lecture, please contact me in advance with a valid excuse. More than 2 unexcused absences will result in a grade of 0 for attendance and class participation.

Grading Scale

A (93-100), A- (90-92), B+ (87-89), B (82-86), B- (80-82), C+ (77-79), C (73-76), C-(70-72), D+ (67-69), D (61-66), E (below 60).

Grades will be rounded up. For example, a 92.3 will become a 93.

Statement on Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Statement on Disability

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 immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Statement on Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Statement on Violence and Sexual Harassment

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 at titleix@osu.edu

Statement on Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Class Schedule and Readings

Week 1

The Neolithic Revolution and Human Health

Jared Diamond, "The Worst Mistake in the History of the Human Race," *Discover Magazine*, 1987. Access online at:
<http://discovermagazine.com/1987/may/02-the-worst-mistake-in-the-history-of-the-human-race>

Ancient Conceptions of Health and Disease in Greece and China

"Airs, Waters, Places," and "The Nature of Man," in *Hippocratic Writings*, trans. J. Chadwick and W. Mann (London: Penguin Books, 1983), 148-169, 260-271.

Shigehisa Kuriyama, "Grasping the Language of Life," in *The Expressiveness of the Body and the Divergence of Greek and Chinese Medicine* (New York: Zone Books, 1999), 17-60.

Before class, take the OSPP Four Temperaments Test (for fun!):
<https://openpsychometrics.org/tests/O4TS/>

Week 2

The Black Death

Dorothy Crawford, "Crowds, Filth, and Poverty," in *Deadly Companions: How Microbes Shaped our History* (Oxford: Oxford University Press, 2007), 82-111.

Epidemic Disease and the Columbian Exchange

Alfred Crosby, "Conquistador y Pestilencia," in *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Westport, CT: Praeger, 2003), 35-63.

Week 3

Smallpox, Inoculation, Vaccination (and Anti-Vaccination)

Michael Oldstone, "Smallpox," in *Viruses, Plagues, and History* (Oxford: Oxford University Press, 2010), 53-101.

Cholera

Charles Rosenberg, "The Epidemic: 1832," and "The Medical Profession I" in *The Cholera Years: The United States in 1832, 1849, and 1866* (Chicago: University of Chicago Press, 1987), 13-39, 65-81.

Week 4

From Miasma Theory to Germ Theory

Roy Porter, "From Pasteur to Penicillin," in *The Greatest Benefit to Mankind: A Medical History of Humanity* (New York: Norton, 1999), 428-461.

Tuberculosis and Treatment

Helen Bynum, "Consumption Becomes Tuberculosis" and "Design for Living," in *Spitting Blood: The History of Tuberculosis* (Oxford: Oxford University Press, 2012), 95-159.

Week 5

The 1918 Influenza Pandemic

M. Nickol. and J. Kindrachuk. "A Year of Terror and a Century of Reflection: Perspectives on the Great Influenza Pandemic of 1918-1919," *BMC Infectious Diseases*, 19:117, 2019, 1-10.
John M. Barry, "It Begins" and "Explosion," in *The Great Influenza: The Epic Story of the Deadliest Plague in History* (New York: Penguin, 2005), 167-227.

Malaria

James Webb, "Introduction," and "Bitter Medicines," in *Humanity's Burden: A Global History of Malaria* (Cambridge: Cambridge University Press, 2009), 1-17, 92-126.

RESPONSE PAPER ONE HANDED OUT

Week 6

The Sanitary Transition

Virginia Smith, "Health Crusaders," in *Clean: A History of Personal Hygiene and Purity* (Oxford: Oxford University Press, 2007), 264-306.

The Epidemiologic Transition

*James C. Riley, "Introduction" and "A Brief Overview of the Health Transition," in *Rising Life Expectancy: A Global History* (Cambridge: Cambridge University Press, 2001), 1-57.

Week 7

Cancer in the Twentieth Century

*Robert Aronowitz, "Introduction," and "Breast Cancer Risk," in *Unnatural History: Breast Cancer and American Society* (Cambridge: Cambridge University Press, 2007), 1-20, 256-284.

The AIDS Pandemic

John Iliffe, "Epidemic in Western Equatorial Africa," in *The African AIDS Pandemic: A History* (Athens: Ohio University Press, 2006), 10-18.

Paul Farmer, "The Exotic and the Mundane: HIV in Haiti," in *Aids and Accusation: Haiti and the Geography of Blame* (Berkeley: University of California Press, 2006), 121-150.

Week 8

The History of Physical Fitness

Shelly McKenzie, "Temples of the Body: Health Clubs and 1980s Fitness Culture," in *Getting Physical: The Rise of Fitness Culture in America* (Lawrence: University Press of Kansas, 2013), 143-177.

Mismatch Diseases

* Daniel Lieberman, “The Vicious Circle of Too Much,” in *The Story of the Human Body: Evolution, Health and Disease* (New York: Allen Lane, 2013), 251-292.

RESPONSE PAPER TWO HANDED OUT

Week 9

Where have we come so far? Class Discussion and Reflection Questionnaire

Final projects explained

Week 10

The History of Surgery

Roy Porter, “Surgery,” in *The Greatest Benefit to Mankind: A Medical History of Humanity* (New York: Norton, 1999), 597-627.

The Rise of the Pharmaceutical Industry

Robert Bud, “Illness, Drugs, and Wonder Drugs Before Penicillin,” “Penicillin from Organized Science,” and “In Face of Catastrophe,” in *Penicillin: Triumph and Tragedy* (Oxford: Oxford University Press, 2007), 4-53, 192-212.

RESPONSE PAPER TWO HANDED IN

Week 11

No classes. Individual meetings with all students on final projects

Week 12

Mental Health 1: From Melancholia to Depression

Gary Greenberg, “Mollusks,” “Diagnosing for Dollars,” and “The Magnificence of Normal,” in *Manufacturing Depression: The Secret History of a Modern Disease* (New York: Simon and Schuster, 2010), 1-24, 225-252, 338-368.

Mental Health 2: The History of Neurodiversity

Edith Sheffer, “Introduction” to *Asperger’s Children: The Origins of Autism in Nazi Vienna* (New York: Norton, 2018), 11-14

Steve Silberman, “The Wizard of Clapham Common,” and “The Invention of Toxic Parenting,” in *Neurotribes: The Legacy of Autism and the Future of Neurodiversity* (New York: Avery, 2015), 19-43, 187-222.

Week 13

Occupational and Environmental Health

Gregg Mitman, “Introduction,” to *Breathing Space: How Allergies Shape our Lives and Landscapes* (New Haven: Yale University Press, 2007), 1-9.

Brett Walker, “Mercury’s Offspring,” in *Toxic Archipelago: A History of Industrial Disease in Japan* (Seattle: University of Washington Press, 2010), 137-175.

Globalizing Health

Randall Packard, “Uncertain Beginnings,” and “The Good and Bad Campaigns,” in *A History of Global Health: Interventions into the Lives of Other People* (Baltimore: Johns Hopkins University Press, 2016), 133-179.

Week 14

COVID-19 in Context

Richard Horton, “Why Were We Not Prepared?” and “The Politics of COVID-19,” in *The COVID-19 Catastrophe: What’s Gone Wrong and How to Stop it Happening Again* (Cambridge: Polity, 2020), 25-40, 84-98.

Pandemic Memorial Presentations (1)

Week 15

Pandemic Memorial Presentations (2)

Pandemic Memorial Presentations (3)

FINAL NEWSPAPER PROJECT HANDED IN

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*