Term Information

Effective Term	Spring 2023
Previous Value	*Autumn 2022*

Course Change Information

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

Adding DL Approval

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

Faculty would like to offer this course online

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.
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	100% at a distance
	Greater or equal to 50% at a distance
Previous Value	*Yes, 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

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.
Previous Value	*Prereq or concur: English 1110.xx, or permission of instructor.*
Exclusions	
Electronically Enforced	Yes

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

Course Details

Course goals or learning objectives/outcomes	• An understanding of the concept of health in human history
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

Attachments

- History 2703 Syllabus Spring 2022.docx: Syllabus - In-Person

  (Syllabus. Owner: Getson,Jennifer L.)

- Respess Pandemic Syllabus Spr 22 (3).pdf: Syllabus - DL

  (Syllabus. Owner: Getson,Jennifer L.)

- ASC Distance Approval Cover Sheet-HIS 2703 - ODE signed.pdf: DL Cover Sheet

  (Other Supporting Documentation. Owner: Getson,Jennifer L.)

- 2703 History of Public Health (Respess) AU22 GE REVISED.docx: Syllabus - REVISED

  (Syllabus. Owner: Getson,Jennifer L.)

Comments

- Uploaded revised syllabus in response to panel feedback. *(by Getson,Jennifer L. on 10/25/2022 11:06 AM)*

- Please see Panel feedback email sent 10/04/2022. *(by Hilty,Michael on 10/04/2022 12:59 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	08/11/2022 11:39 AM	Submitted for Approval
Approved	Soland,Birgitte	08/18/2022 03:17 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/12/2022 04:45 PM	College Approval
Revision Requested	Hilty,Michael	10/04/2022 12:59 PM	ASCCAO Approval
Submitted	Getson,Jennifer L.	10/25/2022 11:06 AM	Submitted for Approval
Approved	Soland,Birgitte	10/25/2022 11:10 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/25/2022 11:41 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/25/2022 11:41 AM	ASCCAO Approval

SYLLABUS
HIS/2703

History of Public Health, Medicine, and Disease:
Premodern Plagues, Prevention, & Public Health
Spring 2022 (full term)
3 credit hours
Online

COURSE OVERVIEW

Instructor

Instructor: Dr. Amanda Respess

Email address: (preferred contact method) respess.1@osu.edu

Phone number: 740-725-6130

Office hours: Online, by appointment

Contact Policy: You may contact me directly by email and phone. During the semester, I will respond to emails and voicemails within one to two business days. If you have reached out to me and not heard back within that time frame, please reach out again, in case there has been a technological error (missed email, etc). Please also feel free to ask me for a chat on Zoom to ask any questions, review course material, or talk about any concerns. Feel free to email me or leave me a voicemail if you need to talk privately and we can schedule an appointment. Throughout the semester I will respond to messages Monday-Friday, from 9am to 5pm. (Remember that you can call 614-688-4357(HELP) at any time if you have a technical problem with Carmen.)

Prerequisites
English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Course description

COVID-19 has raised awareness of the importance of public health strategies to control and mitigate disease, but how did people respond to pandemics in the distant past? Outbreaks of infectious disease have plagued societies across the globe for as long as historical records have been created, and many

strategies we use today to protect ourselves come from premodern pandemics. How did outbreaks spread within and between communities in the past, and how did healers and everyday people try to stop them? This course will examine how cultural interactions and exchanges along long-distance trade routes influenced outbreaks and cures and shaped lasting ideas about the body around the world. We will examine the role played by soldiers, merchants, missionaries, and pilgrims in the spread of medical ideas, diseases, and treatments in the premodern world and the formation of institutions of healing like hospitals and medical schools in Asia, the Middle East, and Europe. Students will practice the analytical skills used by historians to understand primary and secondary sources, and critically evaluate arguments encountered in our readings.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Identify historical characteristics of major global epidemics and pandemics from the Bronze Age to the Early Modern period, including outbreaks of tularemia and smallpox, the Athenian Plague, Justinian's Plague, Cold Damage Disorder (s*hanghan*), the Black Death/second plague pandemic, and the Great Dying.

- Demonstrate knowledge of premodern conceptual models of health, the human body, and disease from ancient Greece, China, and the Islamic world, and understand how these models framed societal responses to pandemics.

- Think analytically about theoretical approaches to the cultural history of medicine and the body related to diagnostics, prevention, treatment, caregiving, loss, and resilience.

- Correctly understand the meaning and history of basic terminology, concepts, and goals of public health strategies, including sanitation, quarantine, and vaccination.

- Analyze and interpret primary sources in translation, including plague journals and travelers' narratives, alongside material artifacts and studies of human remains from pandemics, and gain familiarity with where and how researchers work with these materials.

General Education goals and expected learning outcomes

General Education (GE)
This course fulfills the Legacy GE categories of **Historical Studies** and **Diversity – Global Studies** OR the current **GE Theme: Health and Well-Being.**

Legacy GE: Historical Studies
Goal: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes (ELOs):
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.

Legacy GE: Diversity – Global Studies
Goal: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes (ELOS) – Global Studies:

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.

GE Theme: Health and Well-Being
Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
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.
3. Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

Expected Learning Outcomes (ELOs):
Successful students are able to:

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

1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

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

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.

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

3.2. Identify, reflect on, or apply strategies for promoting health and wellbeing.

This course will satisfy the goals and ELOs of this theme by providing weekly instruction and learning activities (weekly discussion posts, group work) that analyze and deeply engage historical sources about health and illness while prompting students to reflect on how the past relates to their own experiences with the COVID-19 pandemic. Additionally, the semester-long Un-Essay Project provides a structured, creative opportunity to apply their exploration of course themes in an applied context.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no times when you must be logged in to Carmen at a scheduled time, though you are encouraged to attend optional live meeting times on Mondays and Wednesdays at 1:30 pm if you are able. Don't worry if you cannot attend the meetings on Mondays and Wednesdays due to illness, work, childcare care obligations, etc., any lecture or class activity from those days will be recorded and made available to you to watch on your own. You will not be penalized for not attending the optional live meetings. **You are, however, required to watch all of**

the recordings of the Monday and Wednesday meetings at your own pace during the week if you cannot attend live because they are the foundation of the course.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

WEEKLY CLASS FORMAT:

Every week **I will post the new week's module in Carmen on Monday**, where you will see a list of instructional activities and homework to complete that week. Instructional activities include my recorded lectures, recorded discussions, individual and group learning activities, short videos and other materials that illustrate important ideas from the lecture, readings, and visual aids. If any of the formats are not accessible to you or your device, please let me know immediately so that I can accommodate you. Every week I will hold "live" class meetings on Zoom on **Mondays and Wednesdays at 1:30 pm**. These meetings are optional for you to attend "live" (synchronously), but if you can't attend them live you must watch the recordings and keep up. I will record these sessions and post them in Carmen. You will not be penalized for not attending these meetings "live," as long as you watch the recordings at your own pace during the week (asynchronously). **Your weekly discussion posts and regular homework will almost always be due on Mondays at noon.** Check the syllabus for due dates for exams and special projects.

The Monday Zoom meetings, described above, will be lectures. During the Wednesday Zoom meetings I will lead an asynchronous, participatory discussion workshop that delves further into the course material and addresses your Reading Group Summaries and presentations, discussion posts and questions. As stated above, you are welcomed and encouraged to attend both Zoom sessions "live," but if you cannot attend you will not be penalized and can just watch the recordings on your own during the week, instead. I will hold optional office hours by appointment on Zoom or by phone, just contact me if you would like to make an appointment. Please see the "Contact Policy" on the first page of the syllabus for the best ways and times to reach me.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: You are expected to complete all readings and assignments on time. Active, thoughtful, and respectful participation in class discussions and activities is required. **Because this is an online course, your attendance is based on your online activity and participation, which is visible to me in Carmen**. In addition to your Carmen activity reports, I include the depth and breadth of your weekly engagement with the course materials reflected in your discussion posts and class discussions in your participation grade. If you have an emergency or crisis that prevents you from completing work on time, please contact me as soon as possible so we can make a plan together to get you back on track.

The following is a summary of students' expected participation:

Participating in online activities for attendance:

AT LEAST ONCE PER WEEK (MINIMUM)

You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible. Your participation grade is dependent on logging in weekly, completing

all assigned work satisfactorily, and demonstrating engagement with the course materials and themes through online discussion. **You must watch the recorded Zoom meetings if you cannot attend them live.** The live class meetings on Mondays and Wednesdays will be recorded so that you can watch them at your own pace if you do not attend live. Please keep in mind I can see the log of your engagement with the Carmen course site and whether or not you have engaged with the uploaded readings, and will include this information in how I calculate your Participation grade along with what you write in your weekly discussion posts.

Weekly 1 Point Quizzes: 1 TIME A WEEK

The 1 Point Quizzes are designed to encourage and assess your engagement with the weekly course material.

Participating in discussion: 2+ TIMES PER WEEK

As part of your participation, each week you must submit discussion posts at least twice (at least one question and one short analysis paragraph, see instructions on Carmen) as part of our substantive class discussion on the week's topics. I will respond to your posts in class or in writing each week.

Participating in Reading Groups: 7 TIMES PER SEMESTER

Every week, everyone is responsible for completing all of the readings. The readings, along with the Zoom classes, are the foundation of the course and you will respond to them in your weekly homework, midterm, and final exams.

To help us engage with, understand, and discuss the readings as a class each week, you will be assigned to a Reading Group. You can identify which Reading Group you have been assigned to on the Carmen Navigation Menu under the tab, "People." The Reading Groups will take turns briefly summarizing the readings throughout the semester. When it is your Reading Group's turn to summarize a reading, an assignment will appear for you in the weekly class module letting you know what to do. Here's the calendar showing which weeks each Reading Group will be responsible for summarizing a reading:

<u>Reading Group Calendar:</u>

Reading Group 1: Weeks 1 (Syllabus), 2, 5, 7, 11, 12, 14

Reading Group 2: Weeks 1 (Syllabus), 2, 5, 8, 11, 12, 14

Reading Group 3: Weeks 1 (Syllabus), 3, 6, 8, 11, 12, 15

Reading Group 4: Weeks 1 (Syllabus), 3, 6, 8, 11, 13, 15

Reading Group 5: Weeks 1 (Syllabus), 4, 6, 9, 11, 13, 15

Reading Group 6: Weeks 1 (Syllabus), 4, 7, 9, 12, 14, 15

The summaries should be short- <u>as short as possible</u>- while capturing the main points of the reading. Think of it as making a list or, if you like, a series of very short tweets, as a team. Your goal is just to capture and convey **main ideas**, not write a paper. Just answer the question: "**What are the major points the author is making?**" You can submit your written summary as a simple list or outline, and it should only be about half a page, or 1 page, <u>maximum</u>. Remember to include the name of all the group members who participated on each submission, unnamed individuals will not receive credit.

Once your group has summarized the important points from your reading, you will record a VERY short presentation (between 1-3 minutes) explaining them to the rest of the class. This can be as informal or formal as you want, but remember to keep it <u>very short</u>. Your entire group can participate in the presentation, or you can select one member to speak for your entire group (though you

will have to take turns throughout the semester if you only pick one).

You can record your presentation using Zoom (by creating a zoom meeting and recording it), your cellphone, PowerPoint voice narration, or any method you prefer. You can find information on how to schedule and record a Zoom meeting here:

https://teaching.resources.osu.edu/toolsets/carmenzoom/guides/getting-started-carmenzoom

It is up to your group to decide how you want to organize and divide up your work together this semester, but <u>*make sure everyone is participating and the workload is fairly divided*</u>*. If you run into any issues, let me know. Every member of your group that contributes work towards an assignment should make sure their name appears on the assignment submission, or they will not receive credit.* <u>***How you collaborate with your Reading Group is an important part of your class participation grade.***</u>

Office hours: OPTIONAL. All live, scheduled events for the course, including my office hours which are by appointment, are optional.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

- No textbook purchase is required for this course. All readings and other course materials will be provided on Carmen or through the OSU library online. This is a 100% online course, and you will need access to the internet and a computer or other device to complete the assignments. If you are having technology or internet access issues at any point during the semester, please contact the professor right away for support and to discuss potential solutions.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Reading Group Summaries & Presentations	28
Weekly Discussion Posts	19.5
Quizzes	13

Reflection Writing	1
Midterm Annotated Bibliography	6.5
Midterm Final Project Proposal	6
Final Project Draft	4
Final Project Presentation	6
Final Project Submission	10
Other Participation (Adequate time spent on Carmen, Punctuality of Assignments, Group Work Participation, etc)	6
Total	**100**

See Carmen for due dates.

Descriptions of major course assignments

Weekly Discussion Posts

Description: Every week you will post 1) a question about the week's course material and 2) a short paragraph analyzing and reflecting on a major idea or theme in that week's class to the weekly discussion thread.
Academic integrity and collaboration: Please provide the author's last name and the page number (if relevant) for any readings or other course material you refer to in your posts, and all work must be your own.

Weekly 1-Point Quizzes

Description: Every week you will have a low-stakes, 1-point quiz designed to assess and encourage engagement with the course readings and lectures.

Academic integrity and collaboration: You may not collaborate or discuss quiz answers, but the quizzes are "open-book/open-note," so feel free to refer to your notes, readings, Reading Group summaries, and Zoom recordings to complete each quiz. All answers must be your own work.

Reading Groups

Description: Every week, everyone is responsible for completing all of the readings. The readings, along with the Zoom classes, are the foundation of the course and you will respond to them in your weekly homework, midterm, and final exams. To help us engage with, understand, and discuss the readings as a class each week, you will be assigned to a Reading Group. The Reading Groups will take

turns briefly summarizing the readings throughout the semester, and presenting these short (1-3 minutes), recorded summaries to class. When it is your Reading Group's turn to summarize a reading, an assignment will appear for you in the weekly class module letting you know what to do. For more information, see pages 5-6 of this syllabus and the Carmen course website.

Academic integrity and collaboration: It is up to your group to decide how you want to organize and divide up your work together this semester, but <u>make sure everyone is participating and the workload is fairly divided</u>. If you run into any issues, let me know. Every member of your group that contributes work towards an assignment should make sure their name appears on the assignment submission, or they will not receive credit. **<u>How you collaborate with your Reading Group is an important part of your class participation grade.</u>** All work must be the intellectual labor of your own group, and you must include page numbers and quotation marks for any exact wording from the reading used in your summary.

The "Un-essay" Project:

Description: Rather than evaluating your learning through a traditional midterm, final exam, or major paper, this course will ask you to complete a series of smaller descriptive, analytical, creative, and reflective assignments that build up to a final creative project called the "Un-essay." Each of us is an expert on what it is like to be alive during the time of a lethal global pandemic. This semester you will bring to bear your own experience and insight on the readings and discussions we have about pandemics in the past. Our present COVID crisis gives us a unique opportunity to understand the people that have lived before us, to look into their lives in a way that is not always possible for historical researchers. The people we will study this semester were living through something enormously challenging, just like us. What did they think? What did they feel? How did they cope? What was the same about their experiences with pandemics, and what is different for us today?

Your "Un-essay" project is designed to be a meaningful chance for informed reflection and analysis of the course materials related to the world history of pandemics. You will select course readings and a theme that resonate with you, personally, one that you may find meaningful, or just especially interesting. You will do careful reading of course materials on your chosen theme, find a few outside resources about it as well, and develop a creative project that explores the theme in more depth. In planning your final project, you should work from your strengths and interests: do you like to draw? Design websites? Write? Build? Sew? Organize? Strategize? Dance? Teach? Farm? Based on your personal talents and interests, you will propose and design a project that is historically grounded and well-researched, and uniquely your own. The sky is the limit, as long as it meets the assignment requirements. For example, you could write a one-act play, design a short video or board game, design a public health communications strategy, write a set of lesson plans, create a short graphic novel, create an online exhibit, choreograph a dance, make an app, design a tool, create a memorial, or, if you like, write a research paper. For your Midterm, you will write a short annotated bibliography of the four course readings that interest you most (and one outside resource of your choosing), and create a proposal for what you want to do for your final project. Whatever you propose, it should interpret and apply historical evidence from the readings you have chosen and contribute, create, mirror, contemplate, design, argue, or imagine something about a course theme from your own unique perspective and interests. The individual assignments that make up the steps of the "Un-essay" Project throughout the semester are described below.

Academic integrity and collaboration: You are welcome to and should refer to your notes, readings, and other course materials as you work on your Unessay project. You must cite all sources using the Chicago Manual of Style format. You may contact me directly during the exam period with any questions.

Un-essay Step 1) Midterm Un-essay Annotated Bibliography

Description: For your midterm, you will submit an annotated bibliography describing four readings or course materials from the first half of the semester, and one outside resource of your own choosing. These readings and the resource should speak to you or interest you in some way, because they will be the first foundation you build your Un-essay project. In addition to describing each source, you will also write a paragraph explaining how the source relates to your Midterm Final Paper Proposal.

Academic integrity and collaboration: You are welcome to and should refer to your notes, readings, and other course materials as you work on your annotated bibliography. You must cite all sources using the Chicago Manual of Style format. You may contact me directly during the exam period with any questions.

Un-essay Step 2) Midterm Un-essay Project Proposal

Description: For the second part of your midterm, you will write a two-page proposal for your final Un-essay project. The requirements of the proposal will be available on Carmen. I will evaluate and approve all proposals and consult with you about your plans.

Academic integrity and collaboration: You are welcome to refer to your notes and other course materials as you work on your projects, and conduct outside research, if necessary. You must cite all sources using the Chicago Manual of Style format. You may contact me directly during the exam period with any questions.

Un-essay Step 3) Final Un-essay Project Draft/Check-In

Description: It's important that you work steadily on your final project throughout the semester so that it is a substantive, good-quality effort. This is not an assignment that can wait until the last minute. In support of your work on the final project, I will ask you to submit an incomplete "rough draft"/check-in of your project a few weeks before the end of the semester so I can assess your progress and offer any help or consultation that might be required. Depending on what format you have chosen for your final project, your "rough draft" could take many forms, including an incomplete written-draft, photographs or video of something you have built, etc.

Academic integrity and collaboration: You are welcome to refer to your notes and other course materials as you work on your projects, and conduct outside research, if necessary. You must cite all sources using the Chicago Manual of Style format. You may contact me directly during the exam period with any questions.

Un-essay Step 4) Final Un-essay Exam Presentation

Description: Before our last Zoom class meeting, you will submit a short recorded video presentation about your final project, discussing your inspiration, sources, and methods.
Academic integrity and collaboration: You are welcome to refer to your notes and other course materials as you work on your projects, and conduct outside research, if necessary. You must cite all sources using the Chicago Manual of Style format. You may contact me directly during the exam period with any questions.

Un-essay Step 5) Final Un-essay Exam Submission

Description: At the end of the semester, you will submit documentation of your final Un-essay project (a document file, recording, online photo album, web link, etc) and a very short reflective essay describing what the process was like, and what you learned.
Academic integrity and collaboration: You are welcome to refer to your notes and other course materials as you work on your projects, and conduct outside research, if necessary. You must cite all sources using the Chicago Manual of Style format. You may contact me directly during the exam period with any questions.

Late assignments

Points will be deducted for unexcused late assignments. If you must turn in an assignment late due to an emergency or illness, contact me as soon as possible. Please refer to Carmen for due dates.

Grading scale

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

Carmen Gradebook Warning: Please keep in mind that although the Gradebook available on Carmen is useful for tracking your assignments, it does not project accurate estimations of your final grade because it does not include your Other Participation points and defaults to showing you a grade based on what you have turned in, not what you are missing. It is very important to ask me directly, rather than rely on Carmen's estimation, of your current or projected final grade. Feel free to contact me at any time.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. Please see my contact policy on page 1 for information on how best to reach me. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** I will grade regular, weekly homework within an average of 7 days. Larger assignments usually require a little extra time to give you the detailed feedback you deserve.

- **Email:** I will reply to emails within **1-2 business days during the semester.**

- **Discussion posts:** I will monitor and reply to messages in the weekly discussion posts **every week,** during the discussion sessions on Zoom, in writing, or during lecture**.** Occasionally a question you ask one week might be perfect as a jumping off point for a lecture scheduled for an upcoming week, so occasionally I will schedule those answers for a later date.

OTHER COURSE POLICIES

Safety and health requirements:

All teaching staff and students are required to comply with University safety and health guidance which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Discussion and communication guidelines

The following are my 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 to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone 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. Remember that sarcasm doesn't always come across online.
- Citing your sources: When we have academic discussions, please cite your sources to back up what you say. For readings or other course materials, list at least the title and page numbers. For online sources, include a link.
- Backing up your work: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/**.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my 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 me.
Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Quizzes and Exams: You must complete all quizzes and exams yourself, without any external help or communication.

Written Assignments: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow the **Chicago Manual of Style (CMOS)** format to cite the ideas and words of your research sources. Fully and accurately citing sources consulted for your work is a major component of academic integrity. Cite any information you get from a source other than your own mind every single time, both within the body of a paper and in a references list at the end. Always use quotation marks and a citation for any wording you use from a source, give credit to all of your sources. **Use the Chicago Manual of Style. If you use someone else's words or ideas, cite them.**

The Chicago Manual of Style (CMOS) is available online through the library here:
https://library.ohio-state.edu/record=b6525249~S7

Additional summaries of the Chicago Manual of Style (CMOS) Author-Date and Notes-Bibliography formats are available from OSU here:
https://guides.osu.edu/citation

For additional guidance, Purdue University's Online Writing Lab (OWL) is a great resource for applying Chicago Manual of Style (CMOS) in your writing:
https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html7

CAUTION: You are strongly discouraged from using citation generators online, even those provided on reputable websites, because they are often wrong. Please save us both a lot of time and create your own citations using the CMOS format. If you want help using the CMOS format, feel free to reach out to me or to the Writing Center:
https://u.osu.edu/marionwc/

I may utilize Turnitin or similar plagiarism detection software to check written assignments for plagiarism. This means that if you steal wording from any source that is available online without properly quoting and citing it, the software will catch you. Please do not do this. 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.

What to Do if you Panic, Instead of Cheating: Contact me. I understand that this is an overwhelming time, and if you are honest with me and tell me you need more time on an assignment <u>before it is due</u> I will likely agree to an extension <u>if you talk to me about it first</u> and we come up with something fair. The consequences of cheating are very severe and include receiving zero points on the assignment, failure of the course, disciplinary action and hearings, and expulsion. It is very serious. I would much rather give you an extension or an Incomplete and work with you on a reasonable plan to complete your work than see any of you cheat. Please be honest and reach out for help when you need it, I will respect that.

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. You should also not recycle writing posts from one assignment to another within this class, unless I have instructed you to do so (rough drafts, etc). If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me first.

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, remember that comparing answers on a quiz, exam, or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

Group Work: This course includes group work, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I will make the guidelines for any group work as clear as possible for each activity and assignment, but please let me know if you have any questions. **The quality of your participation in group assignments also counts towards your participation grade.** If your group is experiencing any issues of concern, please contact me right away. Group members who are not participating should not receive credit for work they did not collaborate on. **Each member of the group who worked on the assignment should add their name to the final submitted work.**

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:
https://contactbuckeyelink.osu.edu/

Advising resources for students are available here:
http://advising.osu.edu

Copyright for instructional materials

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

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

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.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

The Office of Counseling & Wellness: Services for students are available through tele-mental health appointments via Zoom. Mental health concerns or stressful events can lead to diminished academic performance or a reduction in the ability to function well. If you or a student you know is struggling with life on or off-campus, help is available by calling 740-725-6349 or emailing Leslie Beary (beary.4@osu.edu). If you are in crisis call 9-1-1. To speak to someone outside of normal office hours, students can reach the Ohio State After-Hours Line at 614-292-5766. Help is also available through the National Suicide Prevention Lifeline by calling 800-273-8255 or contacting Crisis Text Line by texting 4Hopeto 741-741.

No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you: (**614-292-5766**; www.ccs.osu.edu). This service is free and confidential. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at www.go.osu.edu/ccsondemand
 You can reach an on-call counselor when CCS is closed at **614- 292-5766**, and 24-hour emergency help is also available through **the 24/7 National Prevention Hotline at 1-800-273-TALK** or at www.suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at www.go.osu.edu/wellnessapp. Another resource is the **Buckeye Peer Access Line**, a non-emergency talk line that provides a space for students to engage in brief phone conversations in order to gain support and learn about campus resources. Student volunteers are available to provide peer-to-peer assistance that promotes and enhances student development and wellbeing. It operates Monday through Friday from 8 p.m. to midnight when classes are in session during fall and spring semesters. Call **614-514-3333**. For more information check out: https://swc.osu.edu/services/buckeye-peer-access-line/

If you think you are at risk of harm to self or others, please call **911** or contact the **Columbus Suicide Prevention Hotline at 614-221-5445.**

If you are experiencing domestic violence or abuse, you can reach out to the **National Domestic Violence Hotline** at https://www.thehotline.org/ If you are in immediate danger call **911**. Safety Alert: Computer use can be monitored and is impossible to completely clear. If you are afraid your internet usage might be monitored by your abuser, you can call the National Domestic Violence Hotline by

phone instead of accessing them online at **1−800−799−7233 or TTY 1−800−787−3224**. You can also text **LOVEIS to 1-866-331-9474**.

If you are coping with sexual violence you call the **National Sexual Assault Hotline 800.656.HOPE** for help or access 24/7 help online by visiting www.online.rainn.org

If you are lesbian, gay, bisexual, transgender, queer or questioning **(LGBTQ)** and in crisis, you can call the **TrevorLifeline for crisis intervention and suicide prevention 24/7 at 1-866-7386**, or access a crisis counselor online 24/7 at: https://www.thetrevorproject.org/get-help-now/ . You can also reach a crisis counselor 24/7 by texting **START to 678-678**.

Additional OSU Mental Health and Wellness resources are also available here: https://safeandhealthy.osu.edu/mental-health-wellness

COVID-19 INFORMATION AND RESOURCES: The most important part

of this semester is everyone's wellbeing. I care about your health and happiness first, so please contact me if you are struggling or facing challenges related to COVID or anything else. I want you to succeed in this class and I am here to help. We are all navigating the semester together during challenging times, and you have my understanding. If you are facing a challenge, contact me. There is a lot of flexibility built into the course because it is online and asynchronous, but there may still be times when you need accommodations. For example, if you get sick and can't do any work for a week, or if a family member is ill. If something like that happens, try to contact me as early as you can so we can make a plan together. Here are some resources our community can use to learn about protecting ourselves from and managing COVID-19:
Safe and Healthy Buckeyes: https://safeandhealthy.osu.edu/
Centers for Disease Control and Prevention: https://www.cdc.gov/coronavirus/2019-ncov/index.html
World Health Organization: https://www.who.int/

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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 Julie Prince know immediately to privately discuss options. To establish reasonable accommodations, register with the Office for Disability Services athttps://sierra.accessiblelearning.com/OSU/ApplicationStudent.aspx. After registration, make arrangements with Julie Prince as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Marion Campus Office for Disability Services: (740) 725-6247 marionds@osu.edu
https://osumarion.osu.edu/academics/academic-support-services/disability-services.html

128 Maynard Hall, 1461 Mount Vernon Avenue, Marion.

Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

ADDITIONAL RESOURCES:

Tutoring: The Academic Success Center (ASC) offers tutoring services (at no additional cost to normal tuition) to assist OSU student learning. The physical location of the center is in Morrill Hall 216, however, services are offered through virtual means during the pandemic. The Center consists of three parts: Math Lab, STEM Center, and Writing Center, that each provide professional tutoring help on a drop-in and appointment basis. Additionally, if you would like to submit a request for assistance in a subject outside these disciplines, please submit an online application for a tutor here. For the most up-to-date information regarding all aspects of the center please visit their website (https://u.osu.edu/marionasc/,), or email AcademicSuccess@osu.edu. Please remember that the Ohio Public Health situation is very fluid and constantly changing, thus your flexibility is much appreciated and will help us to provide you with the most assistance!

Writing Resources: Additional tutoring and support with writing is available through the Writing Center. The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During 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 (normally) available in-person, but during the pandemic they are also available online. Please check out the Individual Writing Support and Group Writing Support pages for the types of consultations provided. They also maintain a Writing Resources page with writing handouts and links to online resources. For more information:

Marion Campus Writing Center: https://u.osu.edu/marionwc/

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week 1: January 10-16
Introductions, Looking at Past Pandemics from the Standpoint of COVID-19

Course Overview, How Premodern Pandemics Relate to Us, History of Science/Cultural History of Medicine, Overview of Premodern Epidemiology & Public Health, Goals of the Course, Expectations for Discussion Posts & Participation

MONDAY ZOOM ORIENTATION
WEDNESDAY ZOOM LECTURE
READING:How to Read in College Courses
READING: Syllabus
    [Reading Groups 1-6]
READING: The Forms of Medicine (Kleinman)
Week 1 Quiz
Week 1 Discussion Posts

Week 2: January 17-23 (MONDAY, Jan 17 MLK DAY, NO CLASSES)
What's Wrong?
    The Lesion, the Witch, and the Microbe:
    Understanding Causes of Misfortune & Disease

Why Do We Get Sick? Looking at conceptual models of the body, illness, and misfortune across cultures and across time. Examination of illness causation in relationship to Descartes, E.E. Evans-Pritchard, Emily Martin, the Huangdi Neijing, and religio-relational practice.

MONDAY ZOOM LECTURE
WEDNESDAY ZOOM DISCUSSION
READING: "What is Disease?" (Porter)
    [Reading Group 1: first half (pages 82-99), Reading Group 2: second half (pages 100-117)]
VIDEO: How the COVID-19 Virus is Transmitted (1:38)
Week 2 Quiz
Week 2 Discussion Posts

Week 3: January 24-30
What's Wrong? Defining Health & Disease in the Premodern World

What Makes Us Sick? Understanding Premodern Medical Concepts: Humoral Medicine, Traditional Chinese Medicine, Putting Biomedicine in Perspective.

MONDAY ZOOM LECTURE
WEDNESDAY ZOOM DISCUSSION
VIDEO: Medieval Beliefs and Medicine (8:09)
    [Reading Group 3]
READING: HUMORALISM (Nutton)
    [Reading Group 3: Pages 281-290]
VIDEO: Maintaining Equilibrium (2:25)
    [Reading Group 4]

READING: "Medicine East and West," from *The Web That Has No Weaver* (Kaptchuk)
    [Reading Group 4: Pages 7-32]
Week 3 Quiz
Week 3 Discussion Posts
ANONYMOUS SURVEY: How Is Class Going So Far?

Week 4: January 31- February 6
What's Wrong- How Do We Know?

How do we know something is a disease? How do we experience, sense, and observe illness and interpret its signs? How do we diagnose without machines and lab results, and what disease categories did premodern historical actors find meaningful? How do we know what treatment to use, and how do we know if it's working?

MONDAY ZOOM LECTURE
WEDNESDAY ZOOM DISCUSSION
READING: "THE ART OF DIAGNOSIS: MEDICINE AND THE FIVE SENSES" (Nicolson)
    [Reading Group 5: Pages 801-820]
VIDEO: Diagnosis (22:45)
READING: "When Do Symptoms Become a Disease?" (Aronowitz)
    [Reading Group 6]
READING: "Ibn Sina and the Clinical Trial" (Sajadi, Mansour, and Sajadi)
    [Reading Group 6]
Week 4 Quiz
Week 4 Discussion Posts
Preparing For the Midterm

Week 5: February 7- 13
Historical Outbreaks: Epidemics in the Bronze Age and Antiquity

What Led to Bronze Age Epidemics and Plagues in Antiquity? How did people in the Bronze Age and Antiquity understand their suffering? How do we understand it today?

MONDAY ZOOM LECTURE
WEDNESDAY ZOOM DISCUSSION
READING: The History of Disease (Kiple)
    [Reading Group 1: Pages 16-32]
    [Reading Group 2: Bottom of page 32-51]
VIDEO: Plague 101 (4:16)
VIDEO: Proto-Indo-European Speakers, Horseback Migration, and Plague in the Bronze Age (12:33)
PODCAST: The Plague of Justinian (55:45)
VIDEO: Plague of Justinian and Yersinia pestis (4:29)
Week 5 Quiz
Week 5 Discussion Posts

Week 6: February 14-20
Historical Outbreaks: Chinese Epidemics from the Shang to the Song

What major epidemics swept through premodern China before the Plague? How did Chinese medical texts understand these epidemics?

MONDAY ZOOM LECTURE
WEDNESDAY ZOOM DISCUSSION
READING: "The Imagination of Winds and the Development of the Chinese Conception of the Body" (Kuriyama)
  [Reading Group 3]
READING: "Epidemics and Medicine during the Northern Song Dynasty: The Revival of Cold Damage Disorders (Shanghan)" (Goldschmidt)
  [Reading Group 4: 53-top of 74]
  [Reading Group 5: bottom of 74-100]
VIDEO: Causes of Disharmony (23:13)
Week 6 Quiz
Week 6 Discussion Posts

Week 7: February 21- 27
Historical Outbreaks: The Black Death & Second Plague Pandemic

How did the Black Plague begin? How did it spread? How has our historical understanding of the Second Plague Pandemic shifted in recent years?

MONDAY ZOOM LECTURE
WEDNESDAY ZOOM DISCUSSION
READING: The Princess and the Plague (McGrath)
  [Reading Group 6]
READING: Hymes
  [Reading Group 1]
PODCAST: The Black Death (45:18)
VIDEO: The Black Death in Medieval Britain (3:22)
Week 7 Quiz
Week 7 Discussion Posts

Week 8: February 28- March 6
MIDTERMS
Historical Outbreaks: The Second Plague Pandemic, Continued…

How did Humoral medicine make sense of the Plague? What was it like to be alive during the recurring waves of Plague that occurred during the Second Plague Pandemic? How did survivors make sense of their experiences?

WEDNESDAY ZOOM DISCUSSION & Proposal Lab
READING: ENVIRONMENT AND MIASMATA (Hannaway)
  [Reading Group 2]
PRIMARY SOURCE: From the Prologue of the *Decameron* (Boccaccio)
  [Reading Group 3]
WORKING WITH PRIMARY SOURCES: From *Histories of a Plague Year: The Social and the Imaginary in Baroque Florence* (Calvi)
  [Reading Group 4]

MIDTERM Final Project Proposal Due MARCH 7
MIDTERM Annotated Bibliography Due MARCH 7

Week 9: March 7-13
Historical Outbreaks: London- The Second Plague Pandemic, Redux

How can we use written materials to better understand the Plague? What kind of primary sources make up our plague archive?

MONDAY ZOOM LECTURE
WEDNESDAY ZOOM DISCUSSION
VIDEO: The Great Plague of London (4:18)
VIDEO: Daniel Defoe and the Great Plague of London (4:27)
PRIMARY SOURCE: *A Pathetic History of the Plague in London in the Year 1665* (Defoe)
        [Reading Group 5]
PODCAST: The Great Plague (1:06:32)
WORKING WITH PRIMARY SOURCES: "Reading Plague in Seventeenth-Century London" (Harding)
        [Reading Group 6]
Week 9 Quiz
Week 9 Discussion Posts

Week 10: March 14-20
SPRING BREAK, No Class

Week 11: March 21-27
Historical Outbreaks: Smallpox

What role did smallpox outbreaks play in the Old World and in the New? What significance does smallpox have for the history of diagnosis and prevention? How can a global view of the history of smallpox reshape our understanding of the roots of modern medicine?

MONDAY ZOOM LECTURE
WEDNESDAY ZOOM DISCUSSION
SHORT READING: Smallpox (Crosby)
        [Reading Group 1]
PRIMARY SOURCE IN TRANSLATION: From A Treatise on the Smallpox and Measles (al-Razi)
PODCAST: Smallpox, and Jenner (43:23)
SHORT READING: Origins of Vaccination (Flemming)
        [Reading Group 2]
SHORT READING: The Origins of Immunology (Needham and Lu)
        [Reading Group 3]
READING: Smallpox Inoculation in Africa (Herbert)
        [Reading Group 4]
SHORT READING: The Demise of the American Indios (Bacci)
        [Reading Group 5]
INTERDISCIPLINARY HISTORICAL INVESTIGATION: DNA as Evidence
        Native Americans experienced a strong population bottleneck coincident with European contact
        (O'Fallon and Fehren-Schmitz)
        [Reading Group 5]

Week 11 Quiz
Week 11 Discussion Posts

Week 12: March 28- April 3
Prevention: Inoculation/Vaccination, Fumigation, Diet, Balance, Masks, Quarantine

What methods of disease prevention were used before modern medicine and in premodern pandemics? What theories of disease causation were they based on? What, exactly, were they understood to protect against, and how?

MONDAY ZOOM LECTURE
WEDNESDAY ZOOM DISCUSSION
INTERVIEW WITH A RESEARCHER: "West Africans and the history of smallpox inoculation: Q&A with Elise A. Mitchell"
        [Reading Group 6]
READING: A History of the Antibody as a Tool (Packer)
        [Reading Group 1]
MATERIAL CULTURE OF MEDICINE: Plague Masks & Incense
READING: Health Passes, Print and Public Health in Early Modern Europe (Bamji)
        [Reading Group 2]
READING: Materiality, Quarantine and Contagion in the Early Modern Mediterranean (Inı)
        [Reading Group 3]
Week 12 Quiz
Week 12 Discussion Posts

Week 13: April 4-10
Caring for the Sick

Who cares for the sick in a pandemic? Where does caregiving and treatment take place? What remedies are available, and for who?

MONDAY ZOOM LECTURE
WEDNESDAY ZOOM DISCUSSION
READING: Excerpt from "CHARITY BEFORE 1850" (Jones)
        [Reading Group 4]
READING: Prologue: A Tale of Two Bimaristans (Rageb)
        [Reading Group 5]
PRIMARY SOURCE IN TRANSLATION 1: THE BLACK DEATH IN HEBREW LITERATURE: HA-MA'AMAR BE-QADDAHAT HA-DEVER (TREATISE ON PESTILENTIAL FEVER) (Bos)
PRIMARY SOURCE IN TRANSLATION 2: From *Accounts of China and India* (al-Sirafi)
VIDEO: MEDICINE @ THE MUSEUM: DR. JALLICIA JOLLY ON BLACK WOMEN HEALTHCARE WORKERS, COVID-19, AND INEQUALITY (36:50)
Week 13 Quiz
Week 13 Discussion Posts
Final Project Rough Draft Due

Week 14: April 11-17
Loss

How did premodern societies and individuals cope with death and loss during epidemics? How do we? Who is most impacted by the scale and vulnerabilities of pandemic death?

MONDAY ZOOM LECTURE
WEDNESDAY ZOOM DISCUSSION
READING: Grief and Loss (CDC)
READING: PLAGUE DEPOPULATION AND IRRIGATION DECAY IN MEDIEVAL EGYPT (BORSCH)
    [Reading Group 6]
READING: The Beasts of Burial: Pizzigamorti and Public Health for the Plague in Early Modern Venice (Crawshaw)
    [Reading Group 1]
READING: Kaddish During COVID: Mourning Rituals During a Pandemic (Cooper)
    [Reading Group 2]
Week 14 Quiz
Week 14 Discussion Posts

Week 15: April 18-24
Survival and Resilience

Historically, how have people coped during pandemics? What kinds of resilience allow individuals and societies to move forward during and after epidemic catastrophes? What have human beings created as a result of the plague and other pandemics?

MONDAY ZOOM LECTURE
WEDNESDAY ZOOM DISCUSSION
READING: How to Memorialize a Plague (Meier)
READING: Plague and Theatre in Ancient Athens (Mitchell-Boyask)
READING: Death ritual in fifteenth -century manuscript illumination (Fiero)
Postscript 1: Commemorating the 40th Anniversary of the Eradication of Smallpox
Postscript 2: Polio Elimination in the United States
Week15 Quiz
Week 15 Discussion Posts
Reflection Assignment: Survival and Resilience during COVID-19
Final Presentations due SUNDAY, April 24

Week 16: April 25, Last Day of Classes
MONDAY ZOOM CLASS: Final Presentations

Final Exam Period: April 27- May 3

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: History 2703, History of Public Health, Medicine, and Disease
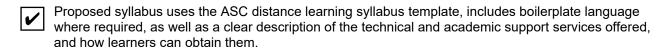
Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. For more on use of Carmen: Common Sense Best Practices.

☑ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☑ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☑ Syllabus is consistent and is easy to understand from the student perspective.

☑ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning an end of a week or module.

☑ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: About Online Instructor Presence.

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☑ Regular instructor communications with the class via announcements or weekly check-ins.

☑ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

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☑ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☑ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

The course is structured around two Carmen Zoom sessions a week and weekly discussion of readings and course materials. I give written feedback on work on a weekly basis and address submitted discussion questions every week on Zoom. I also make a weekly announcement overview video and regular written announcements. Students are invited to join me synchronously for all Zoom sessions, but these sessions are all recorded for those who cannot attend live.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

☑ The tools used in the course support the learning outcomes and competencies.

☑ Course tools promote learner engagement and active learning.

☑ Technologies required in the course are current and readily obtainable.

☑ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

There are 2 weekly Zoom sessions that I offer live and invite students to join me synchronously for, but I record the sessions for those who must participate asynchronously. One Zoom session is a discussion based on their weekly written discussion posts and questions, and the other is a lecture. Every week, a different student group presents a recorded video outline summary of a course reading for discussion, as well. All other assignments are asynchronous.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

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Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation.

☑ Course credit hours align with estimated average weekly time to complete the course successfully.

☑ Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Every Monday I post an overview video announcement describing the week's module of activities and publish the week's module. It includes two full class-length Zoom sessions, links to readings comprised of chapters and articles, a couple of short video documentary clips illustrating the themes of the week, a discussion post assignment, and an assignment for rotating student grous to submit summaries of readings. The course time meets the requirements of direct instruction and out of class work, with approximately 3 hours of lecture/video discussion class time, and 6-9 hours of reading, writing, homework.

☑ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the accessibility coordinator for the College of Arts and Sciences. For tools and training on accessibility: Digital Accessibility Services.

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
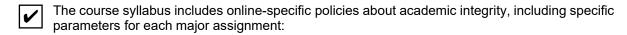
☑ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

The flexibility of the structure of the course has allowed students with health issues to participate actively despite periods of illness and injury. The video recordings are transcribed, and I have provided my slides to students who find accessing them in advance useful. I can be flexible with due dates and times. I intentioanlly use multiple modalities to aid diverse student learning needs.

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Additional comments (optional):

Academic Integrity

For more information: Academic Integrity.

✔ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
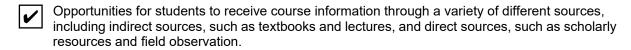
✔ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

✔ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

✔ Variety of assignment formats to provide students with multiple means of demonstrating learning.

✔ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.
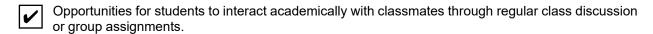
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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):
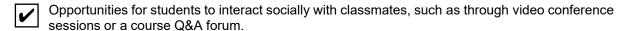
Students submit a discussion question and analysis paragraph every week to ground our class discussion, and every week a rotating group of students works together to submit notes on the important concepts from the previous week. Each individual student prepares a unique project proposal and annotated bibliography where they demonstrate research into a class topic that they plan to apply in a tangible final project. Each student then completes a final project they have developed in consultation with me, write a reflective essay on the experience, and present their work to their classmates. For example, last semester students created and taught lesson plans on disease prevention to children, wrote public health backgrounders about the history of vaccination, conducted interviews with frontline workers, and wrote essays.
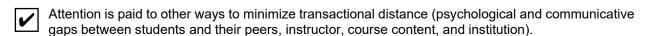
Community Building

For more information: Student Interaction Online.

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- ✔ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

- ✔ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

- ✔ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

See above.

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning.*

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- ✔ Instructor explanations about the learning goals and overall design or organization of the course.

- ✔ Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☑ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☑ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☑ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☑ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

See above.

Syllabus and cover sheet reviewed by *Jeremie Smith* on 8/10/2022

Reviewer Comments:

This syllabus includes all required syllabus elements and provides an overview of the course expectations. I have a few recommendations that I think will improve the course design, add clarity to the syllabus, and support a successful review by the faculty curriculum committee:

• For the most part, this course syllabus does an excellent job of providing transparency to student regarding expectations. I recommend adding more thorough instructions under the Weekly Discussion Posts subheading or Descriptions of Major Assignments on page 8 of the syllabus. It has been our experience that a simple rubric that outlines what constitutes a satisfactory post and/or reply. As currently described, students may not understand that there is an expectation that they read or respond to their peers' post.

• The low-stakes weekly quizzes are a good idea to prompt students to keep pace with the course. I recommend being specific about the time window quizzes are open. For example (feel free to adapt to your specific parameters), "quizzes will be available each week of the term on Wednesday evening and must be submitted before Sunday at 11:59 pm. When you begin your quiz, you will have 20 minutes to complete."

• I appreciate your interest in incentivizing students regular engaging with Carmen to be successful in the course, but strongly recommend providing a simple and clear rubric by which students can anticipate how to earn full credit for the participation part of the grade that does not depend on the CarmenCanvas logging of student activity, which is an inaccurate and misleading measure. Our instructional designers report that this CarmenCanvas access statistic is often inaccurate and also not a very good measure of actual engagement with course materials (one can log in and walk away, for example).

Additional resources and examples can be found on ASC's Office of Distance Education website.

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