

Disease, Medicine, & History

Contact Info

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Office Hours

Online by Zoom
Tuesday/Thursday, 10 am - 12 pm
Or by appointment

Email

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Purpose of the Course

This course examines the interactions between disease, healers, and patients in historical context. Questions we will investigate include: How has disease influenced human history? How have humans influenced the history of disease? How have people perceived, experienced, and coped with disease? The main geographical and chronological focus will be on Western Civilization since 1300, but we will begin with an overview of medicine and disease in the ancient and medieval periods. We will examine advances in the understanding and treatment of disease, the evolution of healing as a profession, and the impact of major epidemics.

There are many reasons for studying history. Its practice develops skills in reading, writing, and argument – skills that are essential for success in virtually any profession. It also acquaints students with geographic features and place names that remain relevant in today's world. But perhaps the overarching reason for studying history is this: studying the past helps us understand the present. The present is simply the current moment of that process we call "history," and the present world is truly global.

Student Learning Outcomes

We will pay special attention to developing the skills that are necessary for the study of history:

1. **Understand the complex nature of the historical record:**

- a. Distinguish between primary and secondary sources and decide when to use each
 - b. Identify key events that define changes over time within the study of western medicine, and identify how change occurs over time
 - c. Recognize a range of viewpoints in historical narratives of disease and caregiving
- 2. Engage in historical inquiry, research, and analysis:**
- a. Understand the dynamics of change over time.
 - b. Explore the complexity of the human experience, across time and space.
 - c. Distinguish between historical facts and historical interpretations
- 3. Generate significant, open-ended questions about the past and devise research strategies to answer them**
- a. Seek a variety of sources that provide evidence to support an argument about the past.
 - b. Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence
 - c. Evaluate a variety of historical sources for their credibility, position, significance, and perspective.

Course Content Objectives

During this course, students will:

- Explore the origins of western medicine
- Evaluate current controversies in medicine and their historical origins
- Analyze the role of the medicine and medical narratives in history
- Study medicine and medical caregiving in the west
- Engage with historical thinking skills and develop a practice of thinking historically:
 - Historical Empathy
 - Chronological Thinking
 - Inquiry-Based Learning
 - Primary Source Analysis
 - Evidence-Based Argumentation

Textbook & Course Material Information

This course uses Open Educational Resources (OER), meaning that all material have been provided for you in our D2L classroom. This course uses a combination of videos and text (collectively called Historical Material) to explore the role of disease and healing in history. You are responsible for reading/viewing all of the provided material. If you prefer a hard copy of the textbook, the ISBNs and approximate prices have been provided below:

- Snowden - *Epidemics & Society* [ISBN: 0300256396]
 - New - \$17.49
 - E-Book – \$10.99

Grading Information

Graded Assignments

Your grade in this course will be determined by the following assignments:

- 8 Weekly Quizzes (40 points each) = 320 points
- 8 Weekly Discussions (50 points each) = 400 points
- 8 Participation Assignments (20 points each) = 160 points

Total Points Available: 880

The complete course schedule can be found at the end of the syllabus

Grading Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content.

Final letter grades are based on the total number of points accumulated over the course of the semester. The standards (point requirements) for the respective grades are as follows:

- A = 788 - 880
- B = 700 - 787
- C = 612 - 699
- D = 524 - 611
- F = Below 524

The Grade of "I" (Incomplete): The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances. The instructor retains the right to make the final decision on granting a student's request for an "I".

Feedback will be provided in the Gradebook on D2L within 7 days after the due date of the assignment.

Expectations and Standards

A – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade the student needs to display above-average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above-average communication skills and the ability to contextualize material.

C – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and the ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

F – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Late Work

There is an assignment folder in D2L entitled "Late Work/Makeup Work Submissions." You can submit late work there. This folder also includes detailed instructions on how to replace a missing quiz, discussion, or participation activity.

The Nature of an Online Course

D2L

This course uses the D2L course management system. You will need to access this system regularly. You should set up notifications to ensure that you don't miss anything.

Computer Backup Plan

It is highly recommended that eLearning students have a reliable backup computer and Internet access plan should their primary computer or Internet service have technical difficulties. Keep in mind that there are computers available to student use at each of the GHC campuses. However, these are only available when the campuses are open.

Basic Computer Requirements and Skills

The Advanced Learning Technologies division has a Web page that lists the minimum requirements in terms of computer hardware and skills you need to be successful in a course.

Follow this link to see that list (<http://www.alt.usg.edu/ecore/fc/computer-reqs.html>).

Remember that while one's computer skills may improve, it is not the goal or purpose of a GHC

Online course to teach students basic computer skills. Therefore, it is highly recommended that eLearning students have the following skills before taking an online course:

Internet Skills

- Use a Web browser (Firefox or Chrome are the most compatible with D2L)
- Be able to decipher a URL (i.e. <http://www.alt.usg.edu/ecore/fc/computer-regs.html>)
- Be able to use Google (or another) search engine
- Manage Bookmarks or Favorites

Email Skills

- Send an email message to someone not in your address book
- Add someone to your address book
- Open an email message
- Reply to an email message
- Attach a document & send to someone in an email message
- Open an attached document that someone has sent to you in an email.
- Manage two email systems (student email and D2L email) that do not connect

General Skills

- Manage files (find, copy, edit)
- Download & install software from a website to your computer
- Create a document using Word or Google Files doc
 - If you use Google Files, you should also be able to export that document as a .docx or .pdf file
- Use a help system to solve a problem or figure out how to do a task that you do not know how to do (i.e. add a header with page numbers and file name to a Word document)
- Install Adobe Acrobat Reader on your computer

Hardware

- The computer used needs to be sufficient enough to render modern web pages, and play video and sound.
- It is strongly recommended that eLearning students have broadband Internet service. There are several service providers available that offer high-speed connections which will enable the downloading of required web pages without hesitation.
- It is strongly recommended that eLearning students perform regular standard updates and maintenance on their computer and have virus detection software installed, active, and up-to-date.

Course Policies

Attendance Verification

IMPORTANT- In order to confirm your attendance and participation in this course, you must complete the [Mandatory Attendance Quiz AND the Introductions discussion activity](#) before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Academic Integrity

Every GHC student is responsible for upholding the provisions of the [GHC Academic Integrity Code](#). It is essential that you be familiar with policies concerning academic integrity, including, but not limited to, provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library material, malicious/intentional misuse of computer facilities and /or services, and misuse of identification cards.

Incidents of alleged academic misconduct will be handled through the established procedures of the Academic Misconduct panel, which includes either an 'informal' resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one-semester suspension requirement.

Any alteration of exams or other returned material in an attempt to change a grade will result in an automatic 0.

Attendance and Participation

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the following procedures:

- You are a guest in the Instructor's classroom, so be sure to observe the class rules.
- Practice manners and civility, and be polite and respectful of your Instructor and classmates in all your communication.

- Respect your Instructor, and be on time in your work submissions.
- Keep your Instructor informed of your status.
- Address your Instructor as Professor or Doctor.
- Use correct grammar and punctuation in all your communication ('Dear Professor xxx' not 'Hey').
- Accept your Instructor's feedback and learn from it.

Lack of participation in the online essays/discussions is considered an absence, even if you are logged into the course. If for any reason you are unable to participate by the due dates listed in the course calendar, it is your responsibility to inform your instructor.

To help you know what is expected of you for participation and how your participation activities will be graded, be sure to read the participation grading guidelines below.

Email Etiquette

When writing me an email, remember three things:

- You should always identify yourself by full name, class, and section. I teach 150 students each semester and don't always have immediate recall of which students are in each of my class sections.
- I am ur teacher, not ur friend. Don't send me emails that look like txt msgs, even if u used ur iPhone 2 send them. Kthx
- On weekdays (Monday-Friday), I will try my best to respond to emails within 24 hours. Certainly, if you have not heard from me within 48 hours, a second email is appropriate, as it is likely that I did not receive the first e-mail. On the weekends, I will check my e-mail on Sunday evenings only, so do not expect an immediate reply if you e-mail me after 5:00 pm on a Friday.

Course Evaluations

Course evaluations are a valuable part of the educational experience, for students and teachers. This is where you get to tell me what worked and what didn't in this course. Around the middle of the semester, you will receive an e-mail with instructions for how to fill out those course evaluations. It is vital that you fill out this brief evaluation because your feedback helps me create a more effective class.

Disability Accommodations

Any student who feels they may need accommodations based on the impact of a disability should make an appointment with the College Access Center (706-802-5003) to coordinate

reasonable accommodations. You are also welcome to contact me privately to discuss your specific needs.

Financial Aid

This message applies only to students receiving financial aid: Federal regulations state that if a student did not attend classes and received failing grades, then the grades were not earned and financial aid needs to be reduced accordingly. Please be advised that any student receiving a 0.00 GPA will be required to prove that the 0.00 GPA was earned by attending classes or completing requirements for each class. Students who have earned at least one passing grade for the semester will not be affected by this regulation. If a student has properly withdrawn from all classes, the student's financial aid should be adjusted from the time they signed the withdrawal form.

Early Warning Program

Georgia Highlands College requires that all faculty members report their students' progress throughout the course of the semester as part of the institution-wide Early Warning Program (EWP). The objective of the program is to support academic success by reviewing early indicators of satisfactory student progress. In accordance with EWP, faculty members provide the Registrar's Office with academic reports of each student enrolled in their course(s) at checkpoints staggered throughout the semester.

Early Grades

GHC offers a variety of part-of-term classes to allow our students to have flexible schedules. However, there are only three Semesters each year; Spring, Summer, and Fall. It is only at the end of each Semester that grades are rolled to academic history and available on the official transcript. After each part-of-term, as soon as Instructors have entered grades, they may be viewed online by logging into the [SCORE](#). Transcripts may also be requested at any time by logging into the SCORE. Prior to the end of term, should a student need an early grade letter sent to another institution, they may complete the request form and submit it to the [Registrar's Office](#) for processing.

Please contact the Registrar's Office at registrar@highlands.edu if you need any assistance.

HB 280 Campus Carry

For guidance on HB280 Campus Carry, please link to the USG website www.usg.edu/hb280.

Withdrawal

The last day to withdraw without academic penalty is **November 7, 2022**.

PLEASE NOTE: THE PROFESSOR MAY CHANGE ANY PART OF THIS SYLLABUS AT HER DISCRETION.

Course Schedule

10/6 -10/13	Introduction: Origins of Disease & Medicine
	<i>Case Study: Plague of Justinian</i>
10/14-10/20	Disease & Global Trade
	<i>Case Studies: Black Death</i>
10/21-10/27	Disease & the Atlantic World
	<i>Case Study: Smallpox</i>
10/28-11/3	Disease and Industrialization
	<i>Case Study: Cholera</i>
11/4-11/10	Disease & New Imperialism
	<i>Case Study: Yellow Fever/Malaria</i>
11/11-11/17	Disease and the Age of Global Conflict
	<i>Case Study: Spanish Flu</i>
11/18-11/28	Disease & the Ethics of the 20th Century
	<i>Case Study: Polio & the HeLa Cells</i>
11/29-12/5	Disease & the Politics of Modern Medicine
	<i>Case Study: HIV & AIDS</i>