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| For Academic Affairs and Research Use Only |
| Proposal Number |  |
| CIP Code:  |  |
| Degree Code: |  |

**NEW OR MODIFIED COURSE PROPOSAL FORM**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[ ]New Course, [ ]Experimental Course (1-time offering), or [X]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| --- | --- |
| \_\_\_Gary T. Edwards\_\_\_\_\_\_\_ 1/22/21**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| \_\_\_\_Justin Castro\_\_\_\_\_\_\_\_ 1/22/21**Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (if applicable)**   |
| \_\_\_\_\_\_\_\_Warren Johnson\_\_\_\_\_\_\_\_\_\_\_ 1/27/2021**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Director of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| \_\_\_\_\_\_\_\_Gina Hogue\_\_\_\_\_ 1/27/21**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Lucy Barnhouse, Dept. of History, lbarnhouse@astate.edu

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Bulletin Year 2021-2022, Start Term Spring 2022

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

|  |  |  |
| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** | **HIST** | **n/a** |
| **Number\*** | **4563** | **n/a** |
| **Title** | **Plagues and Pestilence in World History** | **Pandemics and People** |
| **Description\*\*** | **Effects of the relationship between humans and infectious disease, from prehistory to AIDS and bioterrorism.** | **History of epidemic and pandemic disease outbreaks, and cultural responses to them, from the Antonine Plague to AIDS and beyond.** |

 ***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **No** Are there any prerequisites?
	1. If yes, which ones?

Enter text...

* 1. Why or why not?

 Enter text...

1. **No** Is this course restricted to a specific major?
	1. If yes, which major? Enter text...
2. **Proposed course frequency [Modification requested? No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Enter text...

1. **Proposed course type [Modification requested? No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Enter text...

1. **Proposed grade type [Modification requested? No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Enter text...

1. **No** Is this course dual-listed (undergraduate/graduate)?
2. **No** Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

 Enter text...

 **b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

 **n/a**

1. **No** Is this course in support of a new program?

a. If yes, what program?

 Enter text...

1. **No**  Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

**Course Details**

1. **Proposed outline** **[Modification requested? Yes ]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

From the plague sometimes blamed for the fall of the Roman Empire to the Ebola outbreak of the early twenty-first century, epidemic and pandemic disease outbreaks have called forth a range of responses from both medical professionals and members of the public. This class examines the contemporary and scholarly understandings of these diseases, from the bubonic plague to smallpox and beyond. We will look at what archaeology, DNA evidence, and literary sources can tell us about these histories. Literary evidence can be used by historians to learn about the spread and symptoms of disease, while the expanding capabilities of scientific analysis offer new opportunities for tracking the identity, the origin, and the impact of epidemic and pandemic outbreaks. This course looks at the history of how such disease outbreaks have been understood, and at recent work in the sciences and the humanities.

Premodern plagues under consideration will include the Antonine Plague; the early medieval pandemic that spread “like a fire through wheat” in the sixth century; and the waves of bubonic plague that were viewed as a sign of divine judgment — or the end of the world — by some in the fourteenth. We’ll also analyze the fevers and sweats of the seventeenth century, and at the cholera outbreaks of the nineteenth, together with the public health projects they led to. This course will consider the rhetoric as well as the reality of disease. Dealing with disease has become, in the twentieth and twenty-first centuries, an increasingly prominent humanitarian project — and occasionally, as in the case of the AIDS crisis of the 1980s, infamous crises of public health administration. Accusations of disease continue to be weaponized against marginalized groups. Students in this course will complete two independent projects: one on a historical epidemic or pandemic outbreak, and one on contemporary conversations surrounding disease, its spread, its treatment, and its control.

Week 1: Plagues and Emperors: The Antonine Plague and the Early Medieval Pandemic

Week 2: Medieval Leprosy: The Epidemic That Wasn’t

Weeks 3-5: The Black Death, Medieval and Modern

Weeks 6-7: Fevers and Sweats

Weeks 8-9: Smallpox and American Transformations

Week 10: Cholera and the Pump Handle

Week 11: Colonial “Modernity” and Hanoi’s Hygiene

Weeks 12-13: AIDS as Epidemic and Crisis

Week 14: Ebola and Global Health

Week 15: COVID-19 and the 21st Century

1. **Proposed special features** **[Modification requested? No]**

(e.g. labs, exhibits, site visitations, etc.)

Enter text...

1. **Department staffing and classroom/lab resources**

 Will this require additional faculty, supplies, etc.?

 no

1. **No** Does this course require course fees?

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

The course modifications make the content more transparent, and reflect updated methodology. This is particularly important in view of 1) the conspicuous relevance of studying pandemics and pandemic response 2) rapid and significant recent developments in studying premodern disease, particularly. The title should now be more appealing, and the description does more to acknowledge the ways in which disease is a cultural construct as well as a biological reality.

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

 a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

 Enter text...

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

 Enter text...

c. Student population served.

Enter text...

d. Rationale for the level of the course (lower, upper, or graduate).

Enter text...

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **No** Do the proposed modifications result in a change to the assessment plan?

 *If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Enter text...

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #19)** | Type outcome here. What do you want students to think, know, or do when they have completed the course? |
| Assessment Measure | Please include direct and indirect assessment measure for outcome.  |
| Assessment Timetable | What semesters, and how often, is the outcome assessed? |
| Who is responsible for assessing and reporting on the results? | Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans? |

 *(Repeat if this new course will support additional program-level outcomes)*

 **Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

|  |  |
| --- | --- |
| **Outcome 1** | Type outcome here. What do you want students to think, know, or do when they have completed the course? |
| Which learning activities are responsible for this outcome? | List learning activities. |
| Assessment Measure  | What will be your assessment measure for this outcome?  |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| --- |
| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  |

**CURRENT**

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**Department of English and Philosophy Minors**

**Minor in History and Philosophy of Science and Technology**

Completion of the minor will require eighteen hours from the approved courses below, including at least one elective course in each of the following fields of study: philosophy, history, and science.

|  |  |
| --- | --- |
| **Required Courses:** | **Sem. Hrs.** |
| **Select one of the following:**PHIL 3423, Philosophy of SciencePHIL 3713, Ethics in the Health Professions PHIL 3723, Computers, Ethics, and Society PHIL 4733, Environmental Ethics | 3 |
| **Select one of the following:**HIST 3323, United States Environmental History HIST 4553, History of MedicineHIST 4563, ~~Plagues and Pestilence in World History~~ Pandemics and People | 3 |
| **Select one of the following:**BIOL 4373, History of Biological Ideas BIO 404V, Special TopicsCHEM 4393, Special Topics PHYS 4393, Special Topics | 3 |
| Select nine additional hours from the courses above. | 9 |
| **Total Required Hours:** | **18** |

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**HIST 4413. Colonial North America** UNITED STATES HISTORY. Colonial development from Jamestown through the American Revolution. Fall, even.

**HIST 4423. Foundations of the American Republic, 1783 to 1850** UNITED STATES HIS- TORY. Major political and social developments between the Revolution and the Civil War. Summer, odd.

**HIST 4453. United States Civil War and Reconstruction** UNITED STATES HISTORY. The Civil War period and the resulting problems of Reconstruction. Fall, even.

**HIST 4463. U.S. Gilded Age and Progressive Era** UNITED STATES HISTORY. Explores the dramatic economic, social, and political upheavals of 1880 to 1917. Spring, odd.

**HIST 4473. U.S. Southern Women’s History** UNITED STATES HISTORY. Examines the history and changing status of women in the U.S. South from the 1400s to the present. Cross listed as WGS 4473. Spring, even.

**HIST 4483. History of Sexuality in America** UNITED STATES HISTORY. Forces which have shaped American beliefs and practices concerning sexuality, and the roles played by gender, race and class. Cross listed as WGS 4483. Dual listed as HIST 5483. Fall, odd.

**HIST 4493. Cultural History of Comic Books in America** UNITED STATES HISTORY. Overview of the history of comic books in America, examining them chronologically to identify the changes in the topics, characters, and subjects that reflect shifts in the cultural and social history of the nation. Dual listed as HIST 5493. Fall, odd.

**HIST 4513. Museum Collections Management** GENERAL HISTORY. An overview of the management and preservation of material culture in museums. Policy development, documentation and care of collections are broad topic areas. Spring, odd.

**HIST 4553. History of Medicine** WORLDAND EUROPEAN HISTORY. Worldwide survey

of medicine, disease, and health from prehistoric times to the present. Fall, odd.

**HIST 4563. ~~Plagues and Pestilence in World History~~ Pandemics and People** WORLD HISTORY. ~~Effects of the relation- ship between humans and infectious disease, from prehistory to AIDS and bioterrorism.~~ History of epidemic and pandemic disease outbreaks, and cultural responses to them, from the Antonine Plague to AIDS and beyond. Spring, even.

**HIST 4573. Digital History Seminar** GENERAL HISTORY. Advanced study of selected his- torical topics with focus on creating an original research project in the digital humanities. May be repeated for credit with different subtitle. Spring.

**HIST 4583. Special Topics in American History** UNITED STATES HISTORY. Subtitle varies. Topic varies, but especially emphasizes new developments in American history. May be repeated for credit with different subtitle. Irregular.

**PROPOSED**

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