

**Fall-Winter 2017-18 – Department of History  
Monday Lectures – 12:30-2:30 p.m.**

**Professor Shelley McKellar**

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Office Hours: Monday 2:30 to 3:30 p.m. or by appointment

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**Course Description:**

Has disease altered history? How have different societies, at different times, responded to disease outbreaks or taken preventative action to protect their communities against disease? This course focuses on the role of disease in history, examining how disease swept through cities, devastated populations, and transformed politics, public health and economies. Spanning the globe and ranging in time period from antiquity to present day, this course surveys medicine and society's experience with, understanding of, and response to specific diseases, such as the plague, leprosy, cholera, smallpox, tuberculosis, influenza, HIV-AIDS and SARS. Several historical approaches will be emphasized in this course, including disease as a causative agent of change, disease as a mirror reflecting social processes, and disease as a way of illustrating theories and practices concerning health and medicine. Issues of class, race, gender, ethnicity, and sexuality will certainly be discussed.

Lectures will focus not just on a narrative account of events, but will also consider historical interpretation, contrasting points of view, as well as methods and theories used by historians to gather and evaluate historical evidence. How do historians know what they know about the past? Students will be encouraged to investigate history through a variety of primary sources throughout this course.

This course is open to all students. History students, students planning to major in science or medicine, or other students in the social sciences, health sciences, or arts and humanities are welcome. Students do not need a background in science, medicine or even history to take this survey course.

**Learning Outcomes:**

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

- To appreciate the role played by disease in shaping the past;
- To understand that society's understanding and responses to specific diseases are shaped by time and place;
- To understand some of the methodologies and approaches involved in investigating disease in history;
- To analyze critically various source materials – both primary and secondary sources – from which to understand disease in history;
- To formulate and communicate an effective argument, demonstrating good research and writing skills;
- To use (possibly) historical analysis to discover useful perspectives on the continuing challenges of disease in our world today.

Date	Lecture Topic	Recommended Reading	Online Discussion
<b>Fall Term</b>		J.N. Hays, <i>The Burdens of Disease</i> (2009)	OWL
Sep 11	Introduction: What is Disease?	Introduction	<i>No discussion posting</i>
Sep 18	Ancient Egyptian and Greek Ideas about Disease	Chapter 1	(1) Disease Ideas: Lovesickness as a Disease?
Sep 25	Plague in the Ancient World	Chapter 1	(2) Galen and Emperor Marcus Aurelius: Changing Medical Practice?
Oct 02	Disease in the Middle Ages: Medicine and Faith	Chapter 2	(3) The Medieval Physician: Complementary or Contradicting Images?
Oct 09	<b>No class meeting</b>		<i>No discussion posting</i>
Oct 16	The Black Death in Europe and the Middle East, 1347-1350	Chapter 3	(4) The Flagellant Movement: Devout Christians or Outright Heretics?
Oct 23	Disease of Exclusion: Leprosy and Lepers <b>* Essay Assignment due</b>	Chapter 2	(5) Japanese Leprosy Control Policies: Necessary or Stigmatizing?
Oct 30	New World Peoples, Old World Diseases, 1492-1650	Chapter 4	(6) Importing Disease: How Best to Control the Exchange of Pathogens?
Nov 06	New Diseases in Europe: Syphilis, Typhus and the Sweating Sickness	Chapter 4	(7) The Sweating Sickness of 1485: A New Disease?
Nov 13	The Great Plague of London, 1665	n/a	(8) William Boghurst's Account: A Cure for the Plague?
<b>Nov 20</b>	<b>Midterm Test</b>		<i>No discussion posting</i>
Nov 27	Disease and the Enlightenment: Science, Smallpox and Scurvy	Chapters 5, 6	(9) The Human Genome Project: Science at its Best or Super Problem?
Dec 04	Disease and the Body: Challenge and Change	Chapters 5, 6	(10) Dream Anatomy vs. Anatomical Reality: The Effect of Illustrated Anatomy?
<b>Winter Term</b>			
Jan 8	Library Exercise: <i>Building a Preliminary Bibliography for History of Disease Research Paper</i>	n/a	<i>No discussion posting</i>
Jan 15	Disease and Imperialism: Tropical Diseases	Chapter 9	(11) The Fight Against Malaria: Science Over Nature?
Jan 22	Cholera and Sanitary Reform	Chapter 7	(12) Haiti's Cholera Outbreak: A Humanitarian Disaster?
Jan 29	Tuberculosis and Poverty	Chapter 8	(13) Understanding Tuberculosis: The Role of the Arts?
Feb 05	Coercion and Resistance: Plague in India	Ch 9, pp.198-201	(14) Plague in India: A Medical Dilemma or Cultural Clash?
Feb 12	Venereal Disease: Medical and Policy Changes	Ch 11, pp.259-265	(15) Venereal Disease and Women: A Provocative Public Health Campaign?
<b>Feb 19</b>	<b>Reading Week</b>		<b><i>No discussion posting</i></b>
Feb 26	Killer Flu: The Influenza Pandemic of 1918	Ch 11, pp.273-279	(16) Influenza of 1918 and 2009: Was History Repeating Itself?
Mar 05	Influenza Epidemics and Pandemics after 1918 <b>* Research Paper due</b>	n/a	(17) The Influenza Vaccine and the World Health Organization: Why the Controversy?
Mar 12	Controlling Infectious Diseases: Vaccines and the Public Debate	Ch 10, pp. 234-242; Ch 12, pp.283-295; Ch 11, pp. 266-273	(18) The Vaccine War: Beyond Medical Risks vs. Benefits?
Mar 19	The End of Infectious Diseases? The Antibiotic Revolution	Ch 11, pp. 253-259	(19) "When Antibiotics Stop Working:" Government Regulation Needed?
Mar 26	HIV-AIDS and Global Implications	Ch 12, pp.295-313	(20) Fighting HIV-AIDS in Africa: Government or Cultural Barriers?
Apr 02	SARS, Ebola, Zika: Making History or Repeating History?	n/a	<i>No discussion posting</i>

## Recommended Course Texts:

- J.N. Hays, *The Burdens of Disease: Epidemics and Human Response in Western History* (New Brunswick, New Jersey: Rutgers University Press, 2009, Revised Edition)
- Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Bedford/ St. Martin's, 2015) 8<sup>th</sup> edition (earlier editions also useful)

## OWL:

This course utilizes OWL (Western's online learning management system) at <https://owl.uwo.ca/portal> Students need to access this site to participate in the online discussion, to view course grades, and to download relevant course material, including PowerPoint lecture slides and assignment handouts. Make sure you are able to access and participate in the course site. For students experiencing problems, please contact the Help Desk at ITRC (Instructional Technology Resource Centre) on campus at 519-661-2111 Ext. 85513 or online at <http://www.uwo.ca/its/itrc/>

## Course Evaluation:

Online Discussions (20 topics) .....	15 %	.....	Approx. every week See posting schedule above
Short Essay Assignment (4-5 pp) .....	15 %	.....	Oct 23 due
Midterm Test .....	20 %	.....	Nov 20 in class
History of Disease Research Paper (8-10 pp) .....	25 %	.....	Mar 5 due
Final Exam .....	25 %	.....	April exam period

## Online Discussions:

Online student discussion will be based on discussion topics posted by the professor to the OWL course site. Topics related to course themes and lectures will be **posted for a limited time** (approximately 1 week) for online class discussion. Only one topic will be open for comment at a time; new topics will replace the older ones. **The onus is on the student to participate in this online discussion.** Students are to post their own position and/or commentary to the topic and are encouraged to respond to the comments of other students as well.

**These discussion postings will be marked qualitatively**, based on thoughtfulness, originality, ability to interact with other postings, and ability to relate to course themes. Students may post multiple comments on any one topic, demonstrating their reading and engagement with the online discussion. So comment on your peers' responses! Note that **redundant comments however will not earn marks.** Also any online postings on the discussion board construed as "flaming" or inappropriate will automatically result in a zero participation grade for that student, and may be brought to the attention of the Department Chair for possible further action.

**Short Essay Assignment (4-5 pp)** – Students are asked to submit a short essay arising from a public health issue and/or disease event in history. A handout regarding this assignment will be posted on the OWL course site.

**History of Disease Research Paper (8-10 pp)** – Students will write a history essay on the impact of a particular disease in history. The assignment is open to meet the interests of the students. Students do not need to feel restricted by time period or place, but they do need to address the question of impact and/or influence of a particular disease on a particular group of people at some specific time and place.

A handout regarding this assignment will be posted on the OWL course site, and will include a list of possible essay questions. In consultation with the professor, students may also choose a disease topic not on this list.

### **Submitting Your Assignments ---**

**Turnitin.com** – ‘All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).’

You must submit **a paper copy** of your work (both the short essay assignment AND the history of disease research paper), preferably in class, on the due date. In addition, you must submit **an identical electronic copy** to **Turnitin.com** which is available via the OWL coursepage.

Please note that failure to submit your essay to turnitin.com will result in a 0 grade, even if a paper copy has been submitted. The **submission date of the paper copy of your essay** (not the turnitin.com date) will determine if a late penalty will be applied or not.

**Plagiarism** – Scholastic offenses are taken seriously and students should be aware of the academic penalty for both intentional and unintentional plagiarism. See “**Cheating, Plagiarism and Unauthorized Collaboration: What Students Need to Know**” at: [http://www.uwo.ca/ombuds/guides/cheating\\_brochure.pdf](http://www.uwo.ca/ombuds/guides/cheating_brochure.pdf)

**Late Penalties** – Penalty for late essays is 2% each day after the due date (excluding Saturdays and Sundays). Essays are to be handed to the professor **in class** or to History Department’s Essay Drop-Off Box in the hallway outside the History Office located at Lawson Hall 2201. Essays in the Drop-Off Box will be collected at the end of the business day to be date stamped (be aware of office hours). Faxed and emailed essays are not acceptable. Essays slipped under professor’s office door are also not acceptable. Extensions may be granted if legitimate circumstances are presented by the student to the professor well in advance of the due date. Poor work planning (such as “I have XX other papers due”) is not grounds for an extension.

**\* Note that after 7 days (1 week past due date), the assignment will not be accepted.**

Students needing accommodation should visit the Social Science Academic Counseling Office, Social Science Centre, Room 2105. Website: <http://counselling.ssc.uwo.ca/>

**Midterm Test** (90 minutes In-class) – See *“What do I study?” slides on course OWL page*

The midterm test will take place in class. Students are responsible for course material covered in lectures, assignments and online discussions up to the date of the midterm test. The midterm test will consist of two parts.

Part I – Identification and Significance -- will consist of identification and significance questions taken from the list of terms, events and names provided on each class lecture outline.

Part II – Short Answer Essay – will consist of short answer essay questions based on material covered in the class lectures.

**Final Exam** (2 hours in April exam period) – See *“What do I study?” slides on course OWL page*

The final exam will take place in the April exam period as set by the Registrar’s Office. Students are responsible for course material covered since the midterm. The final exam will consist of three parts.

Part I – Identification of Terms/Events/People -- will consist of identification and significance questions taken from the list of terms, events and names provided on each class lecture outline.

Part II – Short Answer Essay – will consist of short answer essay questions based on material covered in the class lectures.

Part III – Long Answer Essay -- will consist of identification and significance questions taken from the list of terms, events and names provided on each class lecture outline.

## Grading of a History Essay: What Does Each Grade Mean?\*

Essays are graded according to content (what is said) and style (how it is said). Points in content include a familiarity with the material, the incorporation of examples to illustrate or support the argument, and identification and analysis of the issues. Points in style include basic grammar and spelling. Style also includes sentence and paragraph structure, vocabulary, and organization. Organization includes a strong introduction, a clear thesis, a logical organization of the points to be argued, and an eloquent conclusion.

Descriptive remarks of each grade level assigned to essays have been compiled below.

### **A Grade Paper**

A paper of this level displays a solid understanding of the information and the context in which it is presented. It demonstrates reflection and thought, expressed fluently, and written with a style distinguished by its freshness and clarity. The argument is sound, substantive, organized, and uses the sources effectively. One is impressed by the author's engagement with the topic, the compelling issues, and their significance and implications therein.

### **B Grade Paper**

The author demonstrates a substantial knowledge of the information and context associated with the subject. The paper is well-written and presented with no serious flaws, a good use of sources and a clear thesis. The argument is above average in organization and analysis and brings in points to support the thesis. The conclusion is fine but could be more compelling or forceful. Generally, the paper is competent but not extraordinary.

### **C Grade Paper**

The author demonstrates an acceptable grasp of the material and awareness of the sources. The organization is logical and the style follows proper form, although there may be some lapses in each aspect. The paper would be best described as descriptive because it lacks any substantial analysis, and demonstrates a modest ability to work with the material critically. One senses the author does not fully understand the issues of the subject because the ideas are superficial, undeveloped, and/or tend to stray from the subject. The argument needs to be tighter, and the writing strengthened through editing.

### **D Grade Paper**

The author shows a familiarity with the subject, but not an understanding of it. He or she lacks the writing or communication skill to intelligibly relate what knowledge has been comprehended. The paper is disorganized, lacks structure, and the ideas are undeveloped. There is no evidence of substantial thought or reflection.

### **F Grade Paper**

The author is without any writing skill. Grammar and spelling errors dominate and disguise the lack of organization. The ideas are unrelated to the subject and reveal a complete misunderstanding of the task.

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\* Taken from the *Resource Guide for Teaching and Marking in History*, published by the Canadian Historical Association, pp.26-28.