

# COURSE SYLLABUS

<b>Course Title:</b>	Pestilence, Plagues, and Peoples		<b>Date submitted:</b>	May 2019 (AAC: 19-25)	
<b>Department:</b>	BCAHM				
<b>Curriculum:</b>	Biology				
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	BIO*200	<b>Prerequisites:</b> C- or better in Integrated Reading and Writing II (ENG*075) or Introduction to College Reading and Writing (ENG*093) or Introduction to College English (ENG*096) or Reading and Writing VI (ESL*162), or placement into Composition (ENG*101).		
	<b>Course Type:</b>	L/D			
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio	<b>Elective Type:</b>	G, LAS, S	<b>Corequisites:</b>  None	
	<b>AH:</b> Art History <b>E:</b> English <b>FA:</b> Fine Arts <b>FL:</b> Foreign Language <b>G:</b> General <b>HI:</b> History <b>HU:</b> Humanities <b>LAS:</b> Liberal Arts & Sciences <b>M:</b> Math <b>S:</b> Science <b>SS:</b> Social Science	<b>Credit Hours:</b>	3		
	<b>Developmental:</b> (yes/no)	No			
	<b>Lecture:</b>	3			
	<b>Clinical:</b>	0			
	<b>Lab:</b>	0			
	<b>Studio:</b>	0			
	<b>Other:</b>	0			
<b>TOTAL:</b>	3				
<b>Class Maximum:</b>	35				
<b>Semesters Offered:</b>	Spring		<b>Other Requirements:</b>  None		
<b>Catalog Course Description:</b>	Surveys select diseases and their impacts and influences on societies and cultures, with an emphasis on the Western world. Students who satisfactorily complete BIO*200 may not take HIS*200.  Prerequisites: C- or better in Integrated Reading and Writing II (ENG*075) or Introduction to College Reading and Writing (ENG*093) or Introduction to College English (ENG*096) or Reading and Writing VI (ESL*162), or placement into Composition (ENG*101).				
<b>Topical Outline:</b> List course content in outline format.	1. Bubonic Plague 2. Smallpox 3. Typhus				

	<p>4. Tuberculosis</p> <p>5. Yellow Fever</p> <p>6. Cholera</p> <p>7. Influenza</p> <p>8. Polio</p> <p>9. HIV/AIDs</p> <p>10. Emerging Threats (e.g., Ebola, Zika, Lyme Disease)</p>
<p><b>Outcomes:</b> Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b></p> <p><b>COURSE:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of various disease organisms and their modes of transmission.</li> <li>2. Describe and explain the evolution of disease prevention and treatment.</li> <li>3. Explain some of the major ways in which past and modern-day Western societies and cultures have been influenced by and responded to diseases.</li> <li>4. Demonstrate an understanding of how historians gather and assess evidence, develop interpretations, and draw conclusions about the past.</li> </ol> <p><b>PROGRAM:</b> None</p> <p><b>GENERAL EDUCATION:</b></p> <p><b>Critical Analysis/ Logical Thinking</b> - Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.</p> <p><b>Demonstrates:</b> Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.</p> <p><b>Does Not Demonstrate:</b> Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions.</p> <p><b>Scientific Knowledge</b> - Students will gain a broad base of scientific knowledge and methodologies in the natural sciences. This will enable them to develop scientific literacy, the knowledge and understanding of scientific concepts and processes essential for personal decision making and understanding scientific issues.</p> <p><b>Demonstrates:</b> Consistently recalls and correctly applies discipline-specific terms, relevant theories, laws, and concepts to analyze and explain scientific information.</p> <p><b>Does Not Demonstrate:</b> Inconsistently recalls or incorrectly applies discipline-specific terms, relevant theories, laws, and concepts to analyze or explain scientific information.</p>

<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b> Some combination of quizzes, examinations, and written assignments.</p>
<p><b>Instructional Resources:</b> List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p><b>Required:</b> Nothing new or additional required.  <b>Desired:</b> Ditto</p>
<p><b>Textbook(s)</b></p>	<p>None. Students will be assigned articles, websites, and digital media resources.</p>