

## History UG

<b>Semester: 7</b>	
<b>Programme : History</b>	
<b>Course :</b> Epidemics And the World: A Social History (Minor Paper for Raghampur Campus)	
<b>Paper code:</b> B4HS230721T	<b>Credits: 4</b>
<b>Hours/week :</b> 4	
<b>Category:</b> Core/MDC/SEC/VAC : Minor	
<b>Theory / Practical / Composite :</b> Theory	
<b>No of Modules :</b> 2	
<p><b>Course Overview:</b> This undergraduate history course explores the profound impact of global pandemics on human society, tracking the evolution of medicine, policy, and human behavior from the 14th-century Black Death to the living history of COVID-19. Students will trace the development of public health frameworks, navigating the historical shift from early Venetian quarantines to the modern hyper-connected networks of global health security. The curriculum critically examines how infectious diseases expose deep socio-economic inequalities, drive political clashes between economic interests and public safety, and provoke social scapegoating. By studying major historical disruptions like the Columbian Exchange, the 1918 Influenza, and the HIV/AIDS crisis, the course illuminates the intersection of globalization, media culture, and grassroots activism. Ultimately, students will synthesize these historical patterns to evaluate contemporary challenges involving misinformation, global vaccine access, and structural public health politics.</p>	
<b>Course Outcome:</b>	
1. Identify key historical pandemics, demographic impacts, and foundational public health strategies spanning from the 14th-century Black Death to 21st-century outbreaks.	
2. Explain how shifting scientific paradigms (e.g., miasma theory versus germ theory) and communication mediums altered public perception, anxiety, and medical responses over time.	
3. Apply historical frameworks of public health interventions—such as quarantine protocols, <i>cordons sanitaires</i> , and lockdowns—to analyze contemporary global health crises.	
4. Analyze the structural ways in which epidemics expose socio-economic inequalities, fuel geopolitical tensions, and lead to the scapegoating or stigmatization of marginalized communities.	
5. Critically evaluate the efficacy and ethics of top-down institutional responses (e.g., the World Health Organization, state-mandated lockdowns) versus bottom-up grassroots advocacy (e.g., ACT UP).	
6. Formulate a well-supported historical argument or research framework that synthesizes past epidemiological trends to offer insights into modern vaccine equity and misinformation.	
<b>Prerequisites:</b> <i>Basic knowledge about any prior course</i>	

<b>SYLLABUS</b>				
<b>UNIT/Module</b>	<b>CONTENT</b>	<b>HOURS or NUMBER OF CLASSES</b>	<b>CO Mapping</b>	<b>COGNITIVE LEVEL</b>
Module 1: The Premodern World: Plague, Perception, and Power (14th-18th Centuries)	<p>Unit 1.1: The Blueprint: The Black Death (14th Century)  Topics: Demographic catastrophe; economic disruption (the "Golden Age of Labourers"); religious responses (flagellants); and scapegoating (persecution of Jews).</p> <p>Unit 1.2: The Birth of Public Health  Topics: The development of quarantine (from the Venetian trentina), lazarettos (pest houses), and cordons sanitaires. The tension between medical advice and economic interests</p>	<b>18</b>	<b>CO1 CO2 CO3 CO4 CO5 CO6</b>	<b>K1,K2,K3,K4.K5,K6</b>
	<p>Unit 1.3: Plague in the Early Modern World  • Topics: Continuing outbreaks; the role of print culture in spreading news and fear; the rise of "plague tracts" and early medical thought</p> <p>Unit 1.4: The Columbian Exchange: The Unintentional Agent  Topics: The catastrophic impact of Old-World diseases (smallpox, measles) on the Indigenous populations of the Americas as a form of unintended biological imperialism.</p>			
Module 2: Modernity, Globalization, and Pandemic	<p>Unit 2.1: Cholera and the Industrial City  o Topics: Disease as a marker of poverty and inequality; the rise of sanitation movements and</p>	<b>18</b>	<b>CO1 CO2 CO3 CO4</b>	<b>K1,K2,K3,K4.K5,K6</b>

<p>(19th Century - COVID-19) This module examines how modernity— with its revolutions in science, industry, and global connectivity— transformed the experience of and response to epidemics, culminating in our contemporary experience of a global pandemic.</p>	<p>modern public health; miasma vs. germ theory.</p> <p>Unit 2.2: The 1918 Influenza: The First Modern Pandemic</p> <p>Topics: The role of WWI in global spread; the suppression of news; comparing public health responses across cities; the "forgotten pandemic."</p>		<p>CO5 CO6</p>	
	<p><b>Unit 2.3: The Age of Triumph and Hubris: HIV/AIDS</b></p> <ul style="list-style-type: none"> <li>• Topics: The emergence of a new disease; stigmatization of marginalized communities (LGBTQ+, Haitians, hemophiliacs); grassroots activism (ACT UP) and its transformation of medical research and patient advocacy</li> </ul> <p><b>Unit 2.4: 21st Century Pandemics: SARS, Ebola, and the Specter of Bioterrorism</b></p> <ul style="list-style-type: none"> <li>• Topics: Pandemics in a hyper-connected world; the World Health Organization's role; the securitization of health; "outbreak culture."</li> </ul>			
	<p>Unit 2.5: COVID-19: A Living History</p> <ul style="list-style-type: none"> <li>o Topics: Synthesizing all course</li> </ul>			

	<p>themes: lockdowns and inequality, digital life, misinformation, global vaccine access, and the politics of public health. Is history repeating itself?</p>			
<b>Text Books</b>				
<ul style="list-style-type: none"> <li>• Aberth, John. <i>The Black Death: The Great Mortality of 1348-1350: A Brief History with Documents</i>. 2nd ed. Bedford/St. Martin's, 2016.</li> <li>• Barry, John M. <i>The Great Influenza: The Story of the Deadliest Pandemic in History</i>. Penguin Books, 2005.</li> <li>• Baldwin, Peter. <i>Contagion and the State in Europe, 1830-1930</i>. Cambridge University Press, 2005.</li> <li>• Mukherjee, Siddhartha. <i>The Laws of Medicine: Field Notes from an Uncertain Science</i>. TED Books, 2015.</li> <li>• Shilts, Randy. <i>And the Band Played On: Politics, People, and the AIDS Epidemic</i>. St. Martin's Press, 1987.</li> <li>• Snowden, Frank M. <i>Epidemics and Society: From the Black Death to the Present</i>. Yale University Press, 2019. (Highly Recommended as a Course Overview)</li> <li>• Zinn, Howard. <i>A People's History of the United States</i>. Chapter 1. Harper Perennial, 2015. (For Unit 1.4).</li> <li>• <i>Cambridge Illustrated History of the Middle Ages (Vol. 2)</i></li> </ul>				
<b>Suggested readings</b>				
<ul style="list-style-type: none"> <li>• Tognotti, Eugenia. "Lessons from the History of Quarantine, from Plague to Influenza A." <i>Emerging Infectious Diseases</i>, vol. 19, no. 2, 2013, pp. 254–59.</li> <li>• Cohn, Samuel K. "Epidemiology of the Black Death and Successive Waves of Plague." <i>Medical History</i>, Supplement No. 27, 2008, pp. 74–100.</li> <li>• Foucault, Michel. "Panopticism" in <i>Discipline &amp; Punish: The Birth of the Prison</i>. Vintage Books, 1995. (Excerpt).</li> <li>• Sontag, Susan. <i>Illness as Metaphor</i>. Farrar, Straus and Giroux, 1978. (Excerpts).</li> <li>• McNeill, William H. <i>Plagues and Peoples</i>. Anchor Books, 1976. (Excerpts).</li> </ul>				
<b>Primary Source Collections (Selections will be provided):</b>				
<ul style="list-style-type: none"> <li>• Boccaccio, Giovanni. <i>The Decameron</i>. (Introduction).</li> <li>• Defoe, Daniel. <i>A Journal of the Plague Year</i>.</li> <li>• Pepys, Samuel. <i>The Diary of Samuel Pepys</i>. (Entries on the Great Plague of London).</li> <li>• Various: Public health decrees, mortality bills, eyewitness accounts, and political speeches from various eras.</li> <li>• Modern: WHO reports, CDC guidelines, and news media from the COVID-19 pandemic</li> </ul>				
<b>Web Resources</b>				
1.				
2.				

3.
4.
<b>Evaluation : Theory</b> <b>CIA: 5+ Mid Sem: 20 + Attendance: 5 =30</b> <b>Semester Exam: 70</b>
<b>Paper Structure for Theory Semester Exam:</b> <b>Total Marks: 70</b> <b>Two modules of 35 marks each.</b> <b>5 questions of 2 marks from 7 options: 2X5=10</b> <b>3 questions of 5 marks from 5 options: 5X3=15</b> <b>1 question of 10 marks from 2 options: 10x1=10</b>

#### Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	Identify key historical pandemics, demographic impacts, and foundational public health strategies spanning from the 14th-century Black Death to 21st-century outbreaks.	K1
CO2	Explain how shifting scientific paradigms (e.g., miasma theory versus germ theory) and communication mediums altered public perception, anxiety, and medical responses over time.	K2
CO3	Apply historical frameworks of public health interventions—such as quarantine protocols, <i>cordons sanitaires</i> , and lockdowns—to analyze contemporary global health crises.	K3
CO4	Analyze the structural ways in which epidemics expose socio-economic inequalities, fuel geopolitical tensions, and lead to the scapegoating or stigmatization of marginalized communities.	K4
CO5	Critically evaluate the efficacy and ethics of top-down institutional responses (e.g., the World Health Organization, state-mandated lockdowns) versus bottom-up grassroots advocacy (e.g., ACT UP).	K5
CO6	Formulate a well-supported historical argument or research framework that synthesizes past epidemiological trends to offer insights into modern vaccine equity and misinformation.	K6