

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (History)
Programme QF Level	: 5
Course Title	: Disease and History
Course Code	: HIS2017
Department	: Department of Literature and Cultural Studies (LCS)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspective

1. Course Synopsis

This course examines the historical experience of health and illness. We will survey some of the major infectious disease that changed the course of human history. The course concentrates on historically well-documented examples that include Bubonic Plague, Cholera, Small Pox, Venereal Disease, AIDS, Malaria, Tuberculosis, SARS, and Ebola, among others to understand the dynamic nature of infectious disease and to understand the fundamentally social aspects of infectious disease. These diseases have had wide reaching impact on the World we live in, eventually becoming agents of profound social change in the regions where they broke out, as well as in the wider World. Therefore rather than looking for the differences between human cultures, this course looks globally at what has tied human populations together. The course seeks to reveal how the organization of societies facilitates or mitigates the production and transmission of disease. It also asks how do populations and groups of individuals go about securing their health? The course provides an historical interpretation of how the theory and practice of public health in today's world has come to be what it is, and the conflicts and cooperation in the process of constructing a “safe” and “healthy” world. While a thematic rather than chronological structure will be adopted so that comparisons can be made across the centuries and between different parts of the globe, Hong Kong's experience will be highlighted and examined in student's research paper.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Identify the historical and sociocultural dynamics of infectious disease;
- CILO₂ Demonstrate how infectious disease is inextricably linked to power as embodied in race, class, gender as well as imperialistic aspirations;
- CILO₃ Explain the political, social, cultural, medical, and economic implications of infectious diseases in the context of Hong Kong; and
- CILO₄ Critically analyze the long-term and short-term solutions to the problems associated with infectious disease.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none">The Nature of Infectious Disease: Bubonic Plague, Cholera, Small Pox, Venereal Disease, AIDS, Malaria, Tuberculosis, SARS, Ebola.	CILO ₁	Lecture, Viewings, Readings.
<ul style="list-style-type: none">The Implications of Infectious Disease: Societies and Cultures.	CILO _{1,2,4}	Lecture, Discussion, Readings, Viewing, Response Papers, Oral Presentation.
<ul style="list-style-type: none">The Fight against Infectious Disease: Medicine and Science.	CILO _{2,4}	Lecture, Discussion, Readings, Viewing.

<ul style="list-style-type: none"> • The Power Associated with Infectious Disease: Politics and Economy. 	<i>CILO</i> _{2,3,4}	Lecture, Discussion, Readings, Viewing, Response Papers, Oral Presentation.
<ul style="list-style-type: none"> • The Context of Infectious Disease: Hong Kong. 	<i>CILO</i> _{2,3,4} (<i>etc.</i>)	Lecture, Discussion, Readings, Viewing, Individual Research Paper.

4. Assessment

Assessment Tasks	Weighting	CILOs
(a) Presentation: One group presentation on a selected disease (3-5 members).	20%	<i>CILO</i> _{1,2}
(b) Response Papers (4 papers; 300-400 each): Discussion of selected topics and reading materials.	40%	<i>CILO</i> _{1,2,4}
(c) Individual Research Paper (1,200-1,500 words): One research paper on a selected disease in Hong Kong, using both primary (at least 3) and secondary sources (at least 7).	40%	<i>CILO</i> _{1,2,3,4} (<i>etc.</i>)

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

- Cartwright, F. F., & Biddiss, M. (2014). *Disease and History*. London: Thistle Publishing.
- Dobson, M. (2008). *Disease: The Extraordinary Stories Behind History's Deadliest Killers*. London: Quercus Books.
- Giblin, J. C. (1997). *When Plague Strikes: Black Death, Smallpox and AIDS*. New York: Harper Trophy.
- Hays, J. N. (2010). *Burdens of Disease: Epidemics and Human Response in Western History*. New Jersey: Rutgers University Press.

- Ibsen, H. (1964). *A Public Enemy in Ghosts and Other Plays*, trans. Peter Watts, London: Penguin Books.
- Ilfie, J. (2006). *The African AIDS Epidemic: A History*. Athens, OH: Ohio University Press.
- Johnson, S. (2006). *The Ghost Map: The Story of London's Most Terrifying Epidemic – and How It Changed Science, Cities, and the Modern World*. New York: Riverhead Books.
- Karlen, A. (1996). *Man and Microbes*. New York: Simon & Shuster.
- Kennedy, M. T. (2009). *A Brief History of Disease, Science and Medicine*. Mission Viejo, CA: Asklepiad Press.
- McNeill, W. H. (1905). *Plague and Peoples*. New York: Anchor.
- Oldstone, M. B. A. (2009). *Viruses, Plagues, and History: Past, Present and Future*. Oxford: Oxford University Press.
- Pepin, J. (2011). *The Origin of AIDS*. Cambridge: Cambridge University Press.
- Porter, D. (1999). *Health, Civilization, and the State: A History of Public Health from Ancient to Modern Times*.
- Rosenberg, C. E. (1992). *Framing Disease: Studies in Cultural History (Health and Medicine in American Society)*. New Jersey: Rutgers University Press.
- Sherman, I. W. (2007). *Twelve Diseases That Changed Our World*. Washington DC: AMS Press.
- Watts, S. (2003). *Disease and Medicine in World History (Themes in World History)*. London: Routledge Press.

8. Related Web Resources

US National Library of Medicine:
<http://www.nlm.nih.gov/hmd/ihm/>
 Wellcome Medical Photographical Library:
<http://wellcomeimages.org/>
 History of the Health Sciences:
<http://www.mla-hhss.org/histlink.htm>
 MedHist:
<http://www.intute.ac.uk/medhist/>

9. Related Journals

Bulletin of the History of Medicine
Medical History
Social History of Medicine
Journal of the History of Medicine and Allied Sciences
Studies in History and Philosophy of Biological and Biomedical Sciences
Wellcome History

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to

the *Policy on Academic Honesty, Responsibility and Integrity*
(<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students
should familiarize themselves with the Policy.

11. Others

Nil

14 August 2025