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### HSTA 391.01: COVID-19 and History - Disease and Disaster in Perspective

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# Covid-19 and History: Disease and Disaster in Perspective

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**Course:** HSTA 391-491 (Fall 2020)

**Classroom:** UC Center 311 (UC Theater)

**Time:** 11am – 12:20pm

**Instructor:** Leif Fredrickson

**Contact:** leif.fredrickson@umontana.edu

**Office hours:** Th 9-11am, or by appt.

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## Description

This class will look at the unfolding Covid-19 pandemic in historical perspective. We'll compare the Covid-19 pandemic to past disease outbreaks – such as plague, smallpox, cholera, the 1918 flu, polio and AIDs – exploring how people have understood and responded to these outbreaks. We will also examine the history of American responses to acute crises, like the Great Depression and World War II. Finally, we will trace the development of government policies, public health practices, and global health institutions that have sought to deal with epidemics and pandemics. While thinking about the national and global histories of pandemics, we will also delve into the local manifestations of these pandemics in Missoula and Montana. Together, we will gather and analyze documents about Missoula's history of disease and public health.

**Learning outcomes --** After completing this course, students will be able to:

- Understand key aspects of past pandemics – how they changed history; how people understood, experienced and responded to them
  - Analyze local history in broader historical and comparative context
  - Use the past to interpret and understand the Covid-19 pandemic, including thinking about how it will play out and what changes it may bring
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## Overview

### 391 Grades/Assignments

30% - Discussion (Zoom worth extra)

40% - Primary source analyses

30% - Final paper

### 491 Grades/Assignments

30% - Discussion (Zoom worth extra)

20% - Primary source analyses

30% - Final paper

20% - Historiography essay

### Readings

There is no required text for this class. We will read a variety of newspaper articles, short primary and secondary sources as well as other types of media. These are on the Moodle site.

### Lectures

Lectures will be in person, though that is subject to change. Lectures will be recorded and, along with slides, made available to students who cannot or do not want to attend the lecture in person. Please let me know if that is your preference.

### Discussions

Discussions will take place during in person lectures and also via Zoom.

## Class Policies

### **Inclusive environment**

I welcome and respects student diversity in gender, sexuality, disability, age, socioeconomic status, ethnicity, race and religion. If you have any religious events that conflict with the class, please let me know. More generally, if you have any concerns or suggestions for making the class more inclusive or welcoming, for you or other students, please tell me.

### **Covid and this class**

Overviews of UM's approach to Covid-19 are here: <https://www.umt.edu/coronavirus/>. I will help update you on current and changing policies related to Covid. This is a face-to-face class, you can opt out of in-person lectures (let me know). These are stressful times. If you are struggling, in class or outside, please let me know. I am here to help you, or assist you in finding help.

### **Class conduct**

Respect each other. Listen to others and be serious and careful in talking to others and discussing sensitive issues.

### **Attendance and late assignments**

Attendance of in-person lectures is optional, but please let me know if you will miss some or all of them. Attendance to Zoom discussions is mandatory. You can make up missed discussions. I accept late assignments, usually with no penalty. Please talk to me as soon as possible if you would like to make up a missed assignment/discussion or if you will be late handing something in.

### **Plagiarism and cheating**

Plagiarism is the use of another person's phrasing or ideas without crediting that person (whether it is a verbatim quote or not). If in doubt, give credit to the source and/or ask me. Plagiarism/cheating can result in total loss of credit for assignments/tests.

## Resources and Help

### **Disability**

UM assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact them in Lommasson Center 154 or 406-243-2243. I will work with you and Disability Services to provide an appropriate modification.

### **Student support for writing, public speaking, study, test taking, technology and more**

Office for Student Success: <http://www.umt.edu/oss/>, 406-243-2800

### **Mental health counseling**

Curry Health Center Counseling: 406-243-4711; Crisis/Suicide Lifeline: 1-800-273-8255

*Please contact me if you have any concerns at any time, whether they are related to the class or not. I am here to help you feel welcome and help you succeed!*

# Assignments and Grade Breakdown

## **Discussion grade**

Your discussion grade is based on regular, quality contributions to the discussion. For most days, you will be assigned a reading (or video or some other media). You may also be tasked with finding some readings of your own. Do the readings, think about their significance, and consider them in light of the discussion prompt. Come to class prepared to discuss these things. (If not attending in-person class, email me a couple paragraph response to the prompt instead). A number of times this semester we will also all meet virtually, using Zoom, to discuss articles and assignments. These discussions are mandatory and are worth extra for your grade. Missing these or not contributing to them will harm your grade. (However, there are ways to make up some of your grade for these if you miss them or do not contribute to them).

## **Primary source analyses**

You will have four primary source analysis assignments. These will entail finding, reading and summarizes primary sources. More details for this assignment are on Moodle.

## **Final paper**

Your final paper will be an analysis of Missoula's response to the covid-19 pandemic put in historical and comparative context. You will draw on the lectures, readings, primary source analyses you've done and additional readings you find. More details about this assignment are on Moodle.

## **Historiography essay**

Students in 491 will write a historiographical essay on a topic of their choosing related to the history of pandemics, diseases or disasters. More details about this assignment are on Moodle.

## **Letter grades**

A+	97–100%
A	93–96%
A–	90–92%
B+	87–89%
B	83–86%
B–	80–82%
C+	77–79%
C	73–76%
C–	70–72%
D+	67–69%
D	63–66%
D–	60–62%
F	0–59%