

Term Information

Effective Term Spring 2017
Previous Value Spring 2016

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add GE Diversity: Global Studies designation

What is the rationale for the proposed change(s)?

The course as developed and taught satisfies the GE Diversity Global Studies expected learning outcomes so it is appropriate that it be given the proper designation. This will provide students with a high quality upper level option for fulfilling this GE category

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5450
Course Title	Sociology of Global Health and Illness
Transcript Abbreviation	Soc of Hlth & Ill
Course Description	Sociological study of health and illness from a global perspective. Topics include health, illness, and related behaviors; disease processes, correlates of diseases, global efforts to improve health, and comparative health care systems.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: Jr, Sr, Grad standing; or permission of instructor, or department.

Exclusions

Not open to students with credit for 450.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.1101

Subsidy Level

Doctoral Course

Intended Rank

Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students use sociological tools and concepts to develop understanding of global health issues.

Previous Value

- *Students will utilize sociological tools and concepts to develop understanding of global health issues.*

Content Topic List

- Health, illness, & illness behavior
- Basics of epidemiology
- Health beliefs & behaviors
- Stress and social support
- Dying trajectory
- Global health & plague
- Illness
- Medical world
- Social movements
- Researching health

COURSE CHANGE REQUEST
5450 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/06/2016

Attachments

- Official Sociology Crim Curriculum Map Feb 2016.xlsx: curriculum map
(Other Supporting Documentation. Owner: Williams, Kristi L.)
- Hayford_Spring 16 (2).docx: syllabus
(Syllabus. Owner: Williams, Kristi L.)
- GE Diversity Global Studies Global Health and Illness Rubric rev 3.18.16.docx: GE Rubrica
(GEC Course Assessment Plan. Owner: Williams, Kristi L.)
- GE Rationale SOC 5450 for Diversity and Global Studies rev 4.416.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Williams, Kristi L.)
- GE Diversity Global Studies Global Health and Illness Rubric rev 4.416.docx: GE rubric (please use this one)
(GEC Course Assessment Plan. Owner: Vankeerbergen, Bernadette Chantal)

Comments

- The rubric is now included and the GE Assessment plan references it appropriately and the syllabus revised *(by Williams, Kristi L. on 04/05/2016 01:06 PM)*
- See 3-25-16 e-mail to K Williams *(by Vankeerbergen, Bernadette Chantal on 03/25/2016 09:08 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Williams, Kristi L.	02/16/2016 03:05 PM	Submitted for Approval
Approved	Williams, Kristi L.	02/16/2016 03:05 PM	Unit Approval
Approved	Haddad, Deborah Moore	02/16/2016 03:30 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/01/2016 02:49 PM	ASCCAO Approval
Submitted	Williams, Kristi L.	03/01/2016 04:14 PM	Submitted for Approval
Approved	Williams, Kristi L.	03/01/2016 04:14 PM	Unit Approval
Approved	Haddad, Deborah Moore	03/01/2016 04:23 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/25/2016 09:08 AM	ASCCAO Approval
Submitted	Williams, Kristi L.	04/05/2016 01:07 PM	Submitted for Approval
Approved	Williams, Kristi L.	04/05/2016 01:07 PM	Unit Approval
Approved	Haddad, Deborah Moore	04/05/2016 03:48 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	04/05/2016 03:48 PM	ASCCAO Approval

Sociology 5450, Sociology of Global Health and Illness

Spring 2016, Tuesday & Thursday, 3:55-5:15 pm Campbell
Hall 335

Instructor: Dr. Hayford

Email: hayford.10@osu.edu

Office: 205 Townshend Hall

Office hours: Monday and Thursday 1-3 pm and by appointment

Class website: The course website is on Carmen, carmen.osu.edu. Please check the site regularly for details of assignments as well as any updates.

Course description and objectives:

This course will use sociological tools and approaches to explore “global health.” We will draw on case studies of specific health challenges to learn about the social systems and institutional structures that shape global health problems, proposed solutions, and potential consequences in an international context. Students will learn about some of the health challenges facing the world today; the methods used to measure health and illness; and the local, national, and international institutions working to improve health. We will also consider how health problems come to be defined as issues of “global health” and how historical and contemporary processes of stratification contribute to these definitions.

This course addresses competencies required for the Bachelor’s of Public Health degree as specified on page 3 of the syllabus.

GE Statement:

This course satisfies the requirements for the following GE Diversity Global Studies category. The expected learning outcomes are: 1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S. 2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens. Each expected learning outcome will be met through a combination of readings, topical lectures, in-class and online assignments, exams, and a final video assignment. Assessment of expected learning outcomes for each GE category will be accomplished by in-depth evaluation of the final video project.

Readings:

Assigned readings are listed on the course schedule. The readings are required and should be completed before class on the day they are assigned. Most of the readings are articles or chapters; electronic versions of these readings are posted on Carmen. There is one required book for the class: *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World*, by Tracy Kidder. The book has been ordered at the campus bookstore, 1598 N. High St., 43201. New and used versions of this book are also available elsewhere – any edition is fine, but make sure you get the full version and not the one “adapted for young readers.”

Electronic devices in the classroom:

Cell phones are distracting to you and to your fellow students. Please turn them to silent and put them away before class begins.

We will occasionally do in-class exercises for which a laptop is useful. However, I recommend that you not use a laptop for taking notes. Recent research suggests that students who take handwritten notes learn better and retain more than students who type notes (Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking.

Students with special needs:

I am happy to make necessary accommodations for studies with registered disabilities or other special needs. If you have a documented disability, please register with Student Life Disability Services (Pomerene Hall, 614-292-3307, slds@osu.edu, www.ods.osu.edu). For any accommodation, please see me before January 29 so that we can make timely arrangements. Any information we discuss is confidential.

Academic integrity and academic misconduct:

Academic misconduct includes, but is not limited to, plagiarism (copying from existing material without proper citation), collusion (working with another student without permission), copying the work of another student, and possession of unauthorized materials during an exam. The consequences of academic misconduct include failing an assignment, failing the course, and suspension or dismissal from the university. Not understanding the policy is not considered an adequate excuse for academic misconduct. **IF YOU ARE EVER UNCLEAR ABOUT WHETHER SOMETHING IS ACCEPTABLE, ASK ME FIRST!** I am happy to answer any questions before you have submitted an assignment or taken a test. Once you have submitted the work, I am required to report any potential problem to the Committee on Academic Misconduct.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages, oaa.osu.edu/coam.html
- FAQs on what constitutes academic misconduct, oaa.osu.edu/coamfaqs.html
- Ten Suggestions for Preserving Academic Integrity, oaa.osu.edu/coamtensuggestions.html

Sensitive material in this course:

As part of our study of global health, we will examine some sensitive topics. During class discussion, be respectful of others' beliefs and experiences. Please come talk to me at any time if you anticipate having difficulties with topics covered in class.

Course requirements, late assignments, and grading:

Grading will be based on in-class and online assignments (40 points total), exams (two in-class exams and a final; 100 points total); a final video assignment (50 points total); and class participation (10 points total). The conversion scale for translating points to final grades is provided below.

In-class and online assignments will vary and may include response papers, discussion board posts on Carmen, in-class quizzes, in-class writing assignments, or other assignments. Online assignments will be posted on Carmen at least two weeks in advance; in-class quizzes/assignments will not be announced ahead of time. Assignments are worth 4 points each. Because the assignments are closely linked to the class topics, **LATE ASSIGNMENTS WILL NOT BE ACCEPTED**. However, there will be more than 10 assignments over the course of the semester, so it is possible to miss a few assignments and still earn the full 40 points. (Additional points beyond 40 will not count toward your grade.)

The exams will consist of multiple choice and short answer questions based on course lecture, readings, and movies. Exams will primarily test factual knowledge from the course. Exams will focus on the most recent material but may cover earlier material that continues to be relevant (especially the final exam). The lowest score will be dropped; your exam grade will be the sum of your two highest scores. **NO MAKEUP EXAMS WILL BE GIVEN**. If you miss an exam, your score

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will be the sum of the two other exams. (Occasionally emergencies may arise that require students to miss two exams. In those rare cases, makeup exams may be given only for students with two documented emergencies.)

For the final video assignment, you will work individually or in groups to create a short video presenting an important public health problem relevant to global health, with particular focus on non-U.S. countries. The video should directly address the GE expected learning outcomes for this course by: (1) highlighting some of the political, economic, cultural, physical, social, and philosophical aspects of an important public health problem in a non-U.S. context and (2) consider the role of national and international diversity in shaping how both the U.S., the country affected, and the world responds to this public health problem. Details on this assignment will be discussed in class on January 19. The video assignment is worth 50 points; due dates and instructions are provided in the assignment sheet (handed out in class and posted on Carmen).

I expect all students to come to class having read the material and to be engaged in class lecture and discussions. In addition to this general engagement, you are required to speak in class at least 3 times over the course of the semester. This required participation can take the form of a substantive question or comment on the reading or class lecture, a response to another student, a response to a question from the professor, or any other constructive and thoughtful contribution to the class. Each participation experience is worth 3 points; in order to receive those points, you must give me a note after class or send me an email (hayford.10@osu.edu) with your name and a reminder of what you said in class. You must submit the note/email within 24 hours of the end of the class to receive credit. Participation beyond the 3 required instances is encouraged, but will not earn additional points.

The grading scale is as follows: (note that there are a total of 200 points available)

186 and above	A
[180-185)	A-
[174-180)	B+
[166-174)	B
[160-166)	B-
[154-160)	C+
[146-154)	C
[140-146)	C-
[134-140)	D+
[120-134)	D
Below 120	E

There will be no extra credit assignments in this class. However, if you come to see me during my office hours (or by appointment) before March 11, you will receive an additional 3 participation points.

SOC 5450 Sociology of Global Health and Illness

This course provides students with the following competencies required for the Bachelor of Science Degree in Public Health. Students will be able to:

1. Discuss various approaches/strategies for identification, response and intervention to address and attempt to resolve common public health issues.
2. Identify political, cultural, behavioral and socioeconomic factors related to global public health issues.
3. Summarize major factors that contribute to human disease and compromised quality of life.

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4. Apply theory to public health issues identified within contemporary society
5. Summarize issues of social inequality and environmental justice.
6. Communicate ideas and results that solve public health problems.
7. Summarize intervention and disease prevention strategies to sustain and improve quality of life.
8. Seek employment for entry-level position and/or apply for advanced education and training in public health or related discipline.

I may need to adjust the schedule based on the pace of the course. Any changes will be announced in advance and posted on Carmen. Online assignment due dates will be posted on Carmen at least two weeks in advance.

	Topic	Readings
January 12	Introduction to the course	
January 14	Case study: the 2014-15 Ebola outbreak	<i>New York Times</i> archive
January 19	Case study: the Indian Ocean tsunami Final video assignment presented in class	Frankenberg et al. 2011
January 21	Case study: female genital cutting	UNICEF 2013
January 26	Case study: the “Worm Wars”	Boseley 2015; Ahuja et al. 2015
January 28	Measuring health outcomes	PRB 2007; WHO 2014
February 2	The epidemiological transition	Omran 1971
February 4	Social determinants of health Exam review: come to class with questions	Link and Phelan 1995
February 9	Exam 1	
February 11	Underlying issues: poverty and “development”	Sachs 2005
February 16	Underlying issues: war and conflict	Murray et al. 2002; Sparrow 2014
February 18	Setting global health priorities: the Sustainable Development Goals Time to chat about video project topics	“Sustainable Development Goals”; Easterly 2006
February 23	“Colonial medicine” to “international health”	
February 25	“International health” to “global health”	
March 1	Health actors: NGOs	<i>MBM</i> video project topic due
March 3	Health actors: foundations	<i>MBM</i> ; Youde 2010
March 8	Health actors: pharmaceutical companies Exam review: come to class with questions	<i>MBM</i> ; Shah 2011
March 10	Exam 2	
March 15	NO CLASS: SPRING BREAK	
March 17	NO CLASS: SPRING BREAK	
March 22	Success story: smallpox	Behbehani 1983
March 24	In-class work day for video assignment	
March 29	Success story: guinea worm disease	WHO n.d.
March 31	NO CLASS: watch movie on own, <i>Every Last Child</i>	
April 5	Success story? polio	McNeil 2011; CDC 2015
April 7	Emerging challenges: new infectious diseases	Fauci and Morens 2012
April 12	Emerging challenges: climate change	Lafferty 2009
April 14	Emerging challenges: obesity	Swinburn et al. 2011 video project due
April 19	Watch & discuss video assignments	

April 21	Watch & discuss video assignments Exam review: come to class with questions	
May 2	FINAL EXAM: 6:00-7:45 pm	

GE Rationale for Diversity: Global Studies
SOCIOL 5450 Sociology of Global Health and Illness

This document specifies how each of the expected learning outcomes identified in the course syllabus will be met across different dimensions of the course. Each outcome is addressed separately.

Diversity: Global Studies

The first expected learning outcome for this course is: “Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.” This outcome will be met through:

The course objectives. The course objectives are to: (1) Become familiar with the social systems and institutional structures that shape global health problems, proposed solutions, and potential consequences in an international context. (2) Identify the health challenges facing the world today; the methods used to measure health and illness; and the local, national, and international institutions working to improve health. (3) Understand how health problems come to be defined as issues of “global health” and how historical and contemporary processes of stratification contribute to these definitions. Because these course objectives situate students’ understanding of health in the political, economic, cultural, and social context of multiple non-U.S. countries examined, it directly addresses the first learning outcome.

The readings. This is an intensive reading course and students will be reading between 50-60 pages per week. The readings are made up of a mix of chapters from edited books, case studies research reports and briefs from different policy institutes, and academic articles. Approximately 85% of the readings focus specifically on health of people outside of the United States and draw attention to the cultural, structural, social, economic and political factors that shape global health and health care.

The topics. The topics are organized in three general categories: (1) case studies, theoretical models, and empirical evidence on a range of international and global public health concerns that are strongly shaped by culture, politics, economics, and social context: genital cutting, guinea worm disease, ebola, and morbidity and mortality resulting from the Indian Ocean tsunami, (2) A consideration of the role of poverty, international development, NGO’s, pharmaceutical companies, and foundations in shaping global health and responding to global health crises, with particular attention to health in developing nations and (3) in-depth consideration of emerging challenges to global health including obesity, climate change, and new and re-emerging infectious diseases. All topics explicitly consider how political, cultural, and social aspects of a range of non-U.S. countries (as well as their stratification within the global economic hierarchy) shape health care and health outcomes with particular focus on developing countries.

The written assignment and video assignment. In-class writing assignments are assigned throughout the semester that focus directly on the topic covered for the day. Approximately half of the writing assignments require students to analyze the material presented in lecture and the reading assigned for the class to identify the most important social, cultural, political and economic factors that shape a particular aspect of global health or more general health in a particular non-U.S. context.

The final video assignment requires students to create a short video create a short video

presenting an important public health problem relevant to global health, with particular focus on non-U.S. countries. Students are asked to highlight some of the political, economic, cultural, physical, social, and philosophical aspects of an important public health problem in a non-U.S. context, thereby directly addressing the first ELO.

The second expected learning outcomes for this course is, “Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.” This outcome will be met in through:

The course objectives. Global Health is a particularly relevant topic through which to accomplish the second learning outcome. Students have personal familiarity with the health and health care in a U.S. context and this serves as a stark contrast to the health conditions and challenges in less developed nations on which the course heavily focuses. Via the course objectives (which are to understand the social systems and institutional structures that shape global health problems and potential consequences as well as understand the role of historical and contemporary stratification in contributing to some of the most challenging global health problems), students will be able to recognize the role of cultural and social diversity in shaping life outcomes as fundamental as health, mortality and well-being. In doing so, students will come to recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

The readings. This is an intensive reading course and students will be reading between 50-60 pages per week. The readings are made up of a mix of chapters from edited books, case studies research reports and briefs from different policy institutes, and academic articles. Approximately 85% of the readings focus specifically on health of people outside of the United States and draw attention to the cultural, structural, social, economic and political factors that shape global health and health care. As such, the readings will directly enable students to understand the role of national and international diversity in shaping their own attitudes and values as global citizens.

The topics. The topics are organized in three general categories: (1) case studies, theoretical models, and empirical evidence on a range of international and global public health concerns that are strongly shaped by culture, politics, economics, and social context: genital cutting, guinea worm disease, ebola, and morbidity and mortality resulting from the Indian Ocean tsunami, (2) A consideration of the role of poverty, international development, NGO’s, pharmaceutical companies, and foundations in shaping global health and responding to global health crises, with particular attention to health in developing nations and (3) in-depth consideration of emerging challenges to global health including obesity, climate change, and new and re-emerging infectious diseases. By critically analyzing the role of structural and cultural diversity in shaping both exposure and vulnerability to a range of global health problems and influencing how more developed nations respond to these crises, students will understand how national and international diversity shape their own attitudes and values as global citizens.

The written assignments. In-class writing assignments are assigned throughout the semester that focus directly on the topic covered for the day. Many of the writing assignments require students to critically analyze the influence of cultural values and diversity in shaping exposure to international public health problems and in influencing how the global community responds to those crises.

The final video assignment requires students to create a short video presenting an important public health problem relevant to global health, with particular focus on non-U.S. countries. Students are required to consider the role of national and international diversity in shaping how both the

U.S., the country affected, and the global community has responded to this public health problem, thereby drawing attention to the “role of national and international diversity in shaping their own attitudes and values as global citizens.”

GE Assessment Plan

Assessment Plan for Expected Learning Outcome #1: “Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.”

Direct Method: This learning outcome will be assessed via the final video assignment described above.

Level of Student Achievement Expected: 75% of students achieve the ELO at a “Milestone 2” standard on a scoring rubric for the assignment (equivalent to a grade of C).

Process used to review the data and potentially change the course to improve student learning: For all students who do not meet the ELO at the expected level, the instructor will review the attendance, participation, and initiative of each student in seeking help in office hours and evaluate whether student motivation and initiative was a likely factor in the student not meeting the objectives. If the number of students who do not meet the ELOs is small and largely composed of students with poor attendance and/or participation, no action will be taken. If the number of students who do not meet the ELOs is large and/or largely composed of students with strong participation and attendance, the instructor will review course content, readings, and instruction to determine if alternative pedagogical methods may be warranted to improve student learning.

Assessment Plan for Expected Learning Outcome #2: “Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.”

Direct Method: This learning outcome will be assessed via the final video assignment described above.

Level of Student Achievement Expected: 75% of students achieve the ELO at a “Milestone 2” standard on a scoring rubric for the assignment (equivalent to a grade of C).

Process used to review the data and potentially change the course to improve student learning: For all students who do not meet the ELO at the expected level, the instructor will review the attendance, participation, and initiative of each student in seeking help in office hours and evaluate whether student motivation and initiative was a likely factor in the student not meeting the objectives. If the number of students who do not meet the ELOs is small and largely composed of students with poor attendance and/or participation, no action will be taken. If the number of students who do not meet the ELOs is large and/or largely composed of students with strong participation and attendance, the instructor will review course

content, readings, and instruction to determine if alternative pedagogical methods may be warranted to improve student learning.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
(EL01) Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside of the United States	Critically analyzes and applies knowledge of the role of economic, cultural, physical, social or philosophical aspects of one or more of the world's nations, peoples and cultures outside of the United States with respect to the etiology or treatment of the health problem	Explains the role of economic, cultural, physical, social, or philosophical aspects of one or more of the world's nations, peoples and cultures outside of the United States with respect to the etiology or treatment of the health problem	Describes with some depth the role of economic, cultural, physical, social, or philosophical aspects of one or more of the world's nations, peoples and cultures outside of the United States with respect to the etiology or treatment of the health problem	Superficially describes of the role of economic, cultural, physical, social, or philosophical aspects of one or more of the world's nations, peoples and cultures outside of the United States with respect to the etiology or treatment of the health problem
(EL02) Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	Critically analyze the role of national and international diversity in shaping how both the U.S., the country affected, and the world responds to the public health problem.	Explain the role of national and international diversity in shaping how both the U.S., the country affected, and the world responds to the public health problem.	Shows some awareness of the role of national and international diversity in shaping how both the U.S., the country affected, and the world responds to the public health problem.	Shows little awareness of the role of national and international diversity in shaping how both the U.S., the country affected, and the world responds to the public health problem.

Assignment to Evaluate ELO 1 and 2

For the final video assignment, you will work individually or in groups to create a short video presenting an important public health problem relevant to global health, with particular focus on non-U.S. countries. The video should directly address the GE expected learning outcomes for this course by: (1) highlighting some of the political, economic, cultural, physical, social, and philosophical aspects of an important public health problem in a non-U.S. context and (2) consider the role of national and international diversity in shaping how both the U.S., the country affected, and the world responds to this public health problem.