

## Term Information

Effective Term Summer 2017

## General Information

Course Bulletin Listing/Subject Area Microbiology  
Fiscal Unit/Academic Org Microbiology - D0350  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3798.05  
Course Title HIV in Context: East Africa  
Transcript Abbreviation StyTourEAfrica  
Course Description This course is an interdisciplinary exploration of the real world impact of- and response to HIV/AIDS.  
Semester Credit Hours/Units Fixed: 4

## Offering Information

Length Of Course 4 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 Field Experience, Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Always  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites English 1110.xx and any History 2000-level course, or permission of instructor  
Exclusions

## Cross-Listings

Cross-Listings History 3798.05

## Subject/CIP Code

Subject/CIP Code 26.0502  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:  
Education Abroad (new)

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 recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
- Students function effectively within their host country/countries
- Students articulate how their time abroad has enriched their academic experience.
- Acquire a perspective on history and an understanding of the factors that shape human activity in East Africa
- Display knowledge about the origins and nature of contemporary issues (especially HIV/AIDS) and develop a foundation for future comparative understanding
- Develop knowledge of how past events in East Africa influence today's society; use knowledge of the past to understand how humans view themselves
- Think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts
- Develop the skills to interview people about HIV treatment, policy, and prevention to understand both history and the present moments.
- Acquire the ability to appraise and interpret scientific data related to HIV/AIDS
- Consider the interaction of scientific data, government policy, and nongovernmental organizations, and the health sector

### **Content Topic List**

- Geography and History of Tanzania
- Functional, spoken Swahili
- Basic science, perceptions, and misconceptions of HIV/AIDS
- Functional microscopy of tropical diseases
- The scientific method
- Colonial and post-colonial history of Tanzania
- Social stigma of HIV/AIDS
- Globalization and implementation of Global Health Campaigns
- International policy and treatment guidelines for HIV/AIDS
- Medical Research and Medical Ethics in East Africa

**Attachments**

- M3798.05\_Lett.pdf: Cover letter  
*(Cover Letter. Owner: Daniels, Charles John)*
- MICROBIO 3798.05 syllabus.pdf: Syllabus  
*(Syllabus. Owner: Daniels, Charles John)*
- Concurrence for Study Abroad Course.pdf: Concurrence AAAS  
*(Concurrence. Owner: Daniels, Charles John)*
- DeptLearningGoals.pdf: Dept\_Learning Goals  
*(Other Supporting Documentation. Owner: Daniels, Charles John)*
- College of Public Health -- correspondence.pdf: Correspondence with CPH  
*(Other Supporting Documentation. Owner: Vankeerbergen, Bernadette Chantal)*
- M3798.05\_LearningGoalsMap.pdf: Curriculum map  
*(Other Supporting Documentation. Owner: Vankeerbergen, Bernadette Chantal)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Daniels, Charles John	10/14/2016 03:57 PM	Submitted for Approval
Approved	Daniels, Charles John	10/14/2016 04:00 PM	Unit Approval
Approved	Fink, Steven Scott	10/19/2016 10:18 AM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	10/19/2016 10:18 AM	ASCCAO Approval



October 14, 2016

Dear Colleagues,

We are pleased to submit this request for a new study abroad class "HIV in Context: East Africa" to be offered as a General Education class cross-listed with the Department of History. This course is an outgrowth of the successful interdisciplinary course, HIV: From Microbiology to Macrohistory, Microbiology/History 3704, taught by Drs. Kwiek and McDow. During their four-week residence students will interact with their hosts in Tanzania, experience their culture and study the history and science of HIV in this real-world context. We anticipate that the interdisciplinary nature of the course will attract a wide audience of students from both STEM and non-STEM fields.

We look forward to your comments.

Sincerely,

Charles J. Daniels, Ph.D.

Professor  
Vice Chair for Teaching and Undergraduate Affairs  
Department of Microbiology  
[Daniels.7@osu.edu](mailto:Daniels.7@osu.edu)  
614-292-4599

Microbiology 3798.05: HIV in Context: East Africa  
4 Credit Hours  
Summer 2017

1) **Instructor Contact Information**

<b>Instructors:</b>	Jesse Kwiek, Ph.D. Associate Professor Department of Microbiology	Thomas F. McDow, Ph.D. Assistant Professor Department of History
<b>Office:</b>	788 Biomedical Research Tower	361 Dulles Hall
<b>Email:</b>	<a href="mailto:kwiek.2@osu.edu">kwiek.2@osu.edu</a>	<a href="mailto:mcdow.4@osu.edu">mcdow.4@osu.edu</a>
<b>Phone:</b>	614.292.3256 (email preferred)	614.292.6722 (email preferred)
<b>Office hours:</b>	M, 3 - 4.30 (and by appointment)	W, 1.30 - 3.00 (and by appointment)

2) **Course Coordinators:** Academic: Professors Kwiek and McDow. Logistics: Louise Yahiaoui (Office of International Affairs) in conjunction with the Council on International Educational Exchange (CIEE).

3) **Date/Location:** 28 days during the Summer Semester (actual dates TBD), at Ruaha Catholic University, Iringa, Tanzania

4) **Course Number and Title:** History or Microbiology 3798.05: HIV in Context: East Africa

5) **Format of instruction:**

- Classroom instruction (lectures, seminars, and workshops), 10 h each week, MTWRF: 9am-11:00am
- Instructor-led group work (small group language practice, and book club), 5 h each week, MTWRF: 2pm -3pm
- Cultural visits and fieldwork, 10 h each week, generally on the weekend
- Total: 4.0 Credit hours**, as follows: classroom instruction and small group work – 15 hours/week, 60 hours (3.0 credits). Cultural visits and fieldwork – 10 hours/week, 40 hours (1.0 credit)

6) **This course will be offered as a GE course**

- Category:** Education Abroad
- Expected Learning Outcomes**
  - Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S. [GE 1]
  - Students function effectively within their host country/countries. [GE 2]
  - Students articulate how their time abroad has enriched their academic experience. [GE 3]
- How the course will satisfy the stated Expected Learning Outcomes:** OSU students in Tanzania will be very aware of differences between the host country and the United States, and we will help them see the similarities and interconnections through classroom work, cultural activities, interactions with Tanzanians, and reflection.
  - The course is based in Iringa, Tanzania, which could be seen as a secondary city in an impoverished country. The International Monetary Fund ranks Tanzania 151<sup>st</sup> out of 185 countries for GDP per capita. Within Tanzania, Iringa's population of 114,000 people makes it the nation's 14<sup>th</sup> largest city. In the course, however, students will

- come to appreciate a more nuanced view by taking into account the regions history of anticolonial resistance, vibrant agriculture, and innovative approaches to treating (and preventing) HIV. As the course focuses on HIV, the number of interconnections with global health, international non-governmental organizations, technical experts, and drug manufacturers will help students understand the interlinked world of HIV treatment and prevention.
- ii) Students will learn to function effectively within the host country through language, everyday living, and cross-cultural interactions. Students will take a Swahili language course for the duration of the study abroad program with the focus on appropriate greetings and the most common conversations. Students will be living in the dormitories of Ruaha Catholic University with Tanzanian students and taking meals with them in the dining hall. In addition, the course has several cultural outings in both urban and rural settings so that students can practice their cross-cultural competences. The instructors will work closely with students to make sure that the students are both respectful and respected in their interactions.
  - iii) Students will articulate how their time abroad has enriched their educational experience during the course through open-ended discussions and written reflections. The instructors will also seek feedback from students about their experience once they have returned to the United States and have been able to reflect on what they did and what they learned.
- 7) **Course Description.** This course is an interdisciplinary exploration of the real world impact of- and response to HIV/AIDS. The primary audience is Ohio State University undergraduate students who have a desire to learn about the historical and scientific bases of HIV (and global health) in a specific setting. Students will study the language, history, health, and culture of East Africa in relation to the science and effects of HIV/AIDS. The course combines academic and experiential learning in Tanzania to provide students with an introduction to fundamental history and microbiology concepts as they relate to the HIV epidemic in that country. Tanzania has suffered disproportionately from HIV, but has also taken important steps to address the epidemic. The course instructors are a microbiologist and a historian with long experience conducting research and living in Sub-Saharan Africa. Guided by these professors in their areas of expertise, students will take part in immersive learning and research activities to generate or use primary sources (e.g. interviews, archived documents, and village-level data) to understand the impact of HIV. This course intends to enrich students' global perspective by providing context for and background on a pressing issue. At the same time, the course fosters global competencies by helping students negotiate daily life in Tanzania. Course objectives include the following:
- Understand cultural, social, and national contexts; learn cross-cultural competencies
  - Acquire a perspective on history and an understanding of the factors that shape human activity in East Africa
  - Display knowledge about the origins and nature of contemporary issues (especially HIV/AIDS) and develop a foundation for future comparative understanding
  - Develop knowledge of how past events in East Africa influence today's society; use knowledge of the past to understand how humans view themselves
  - Think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts

- Develop the skills to interview people about HIV treatment, policy, and prevention to understand both history and the present moments. Interviews may be carried out with medical professionals, governmental and non-governmental officials, activists, as well as individuals and families affected by HIV
- Acquire the ability to appraise and interpret scientific data related to HIV/AIDS
- Consider the interaction of scientific data, government policy, and nongovernmental organizations, and the health sector.

8) **A list of required texts and other course materials, and information on where they are available**

- a) Melissa Graboyes, *The Experiment Must Continue: Medical Research and Ethics in East Africa, 1940-2014* (Ohio University Press, 2015). Available from Amazon.com.
- b) Bernard Mapalala, *Passed Like a Shadow* (Dar es Salaam University Press). Available in bookstores in Dar es Salaam or Iringa.
- c) Journal Articles will be supplied for printing/download before departure (example articles listed below).

9) **Information about the length and format of all papers, homework, laboratory assignments, and examinations.** Students will complete a number of assignments, including map quizzes, in-class writing, laboratory work, reflection papers, a cumulative research project (with both oral and written components), and a final exam. The estimated total number of pages written during the course is 15-25. For additional information on assignments, see point 14, below.

10) **Final course grades will be calculated as follows:**

- a) 30% Participation
- b) 30% Short writings and reflections
- c) 20% Projects/presentations
- d) 20% Exams

11) **Grading Scale:** 93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 67-69 = D+; 60-66 = D; 0-59 = F.

12) **Information about the scheduling of examinations and due dates for assignments.**

The course will have a final exam during the last few days of the class. Students will also have a cumulative research project due at the beginning of the last week. For more information on schedule and due dates, see item 14.

13) **Attendance policy.** This course is a study abroad course with both academic and experiential learning. As such it is necessary for students to attend and engage actively with all aspects of the course. Students are expected to be present for every class period, all planned activities, and all student meetings for discussion and reflection. One of the goals of the course is to help students thrive in a cross-cultural setting, and taking part in all course activities is vital to this. Students should ask questions, draw connections, and engage their

instructors and fellow students. The highest participation grades will go to those who help build the discussions and add to the course experience through their own contributions and their questions to peers. It is expected that if students have to miss any aspect of the course that they will inform the instructor as soon as possible. Instructors will work with students to make sure that they are able to catch up on any missed work, though students should be aware that some activities will be once in a life time opportunities that cannot be recreated through reading or discussion with the professor.

- 14) **Topical outline of course meetings** (bold numbers inside square brackets reference departmental learning goals for GE, the Department of History [Appendix 1], or the Department of Microbiology [Appendix 2]):
- a) **Week 1:** Introduction to Tanzania
- i) Orientation and introduction to Iringa: how to be respectful (and respected) in Tanzania **[GE2]**
  - ii) Swahili language Study (every day) **[GE2]**
  - iii) Historical Overview: Tanzania and East Africa **[H1]**
  - iv) Geography of East Africa and the Iringa region. **[GE1]**  
\*Map quiz on East African countries and geography (capitals, oceans, lakes, rivers) plus Tanzanian regions and major cities.
  - v) Historical skills and tools: how to evaluate a primary source, how to read a historical article, and how to identify historiographical debates **[H3]**  
Readings  
(1) G.C.K. Gwassa, ed., *Records of the Maji Maji Rising* (East African Publishing House, 1969)  
(2) Iliffe, "Maji Maji Rebellion" from *A Modern History of Tanzania*, (1979)  
(3) Sunseri, "Reinterpreting a Colonial Rebellion: Forestry and Social Control in German East Africa, 1874-1915," *Environmental History* 8:3 (2003)
  - vi) HIV/AIDS Overview and Context **[H2, M3]**
  - vii) The Biology of HIV (Select Chapters from Flint, *Principles of Virology* (ASM Press, 2015). **[M3]**
  - viii) Infectious Diseases of East Africa: HIV/AIDS, Tuberculosis, Malaria and Cholera **[H2, M3]**
  - ix) How to read a scientific paper **[M4, M5]**  
Reading: M. Blettner, C. Heurer, O Razum, *Critical Reading of Epidemiological Papers: A Guide. Eur J Public Health. 2001 Mar;11(1):97-101.*
- b) **Weekend 1:** Iringa Town and Hehe History and Culture: archeological and cultural sites; local history, cooking, and crafts. **[H1, H3]**  
\*Assignment: 2-page reflection **[GE1, GE3]**.
- c) **Week 2**
- i) Swahili language study (every day): how to talk about AIDS in Swahili **[GE2]**
  - ii) Microbiology  
(1) Laboratory and Diagnostics in Historical Perspective (Read Melissa Graboyes, *The Experiment Must Continue: Medical Research and Ethics in East Africa, 1940-2014*, excerpts) **[H2, M5]**  
(2) Learning Microscopy Techniques for Identifying Tropical Diseases (lab component) **[M4]**  
(3) WHO Clinical Guidelines for HIV/AIDS (today and historically: readings from WHO) **[H1, H2, H3, M5]**



- (4) Pharmacology of HIV: Drug Regimes and Locally Available Drugs **[M3]**
- (5) Visit local pharmacies and present findings to class via oral report **[GE2, M5]**
- ii) History
  - (1) Risk Factors in Historical Perspectives: Mobility and Sex Work in the 20th Century **[H1, H2]**
    - (a) Read: Louise White, *Comforts of Home* (University of Chicago Press, 1990), excerpts
  - (2) Economic Development, 1940s-present: Colonial Schemes, Ujamaa Socialism, Structural Adjustment, and Globalization **[H1, H2]**
    - (a) Read: James Scott, *Seeing Like a State* (Yale University Press, 1998), excerpts
  - (3) Describing HIV in East Africa, in Tanzania, and Iringa, 1970s-present **[H1, H3]**
    - (a) Read novel, Bernard Mapalala, *Passed Like a Shadow* (Dar es Salaam University Press).
  - (4) UNAIDS Country Report (selections from 1996 to and including 2014) **[H3, M5]**
  - (5) \*Assignment: HIV journal club (PLoS Med. 2011 Nov;8(11):e1001131. doi: 10.1371/journal.pmed.1001131. Epub 2011 Nov 29. Voluntary medical male circumcision: matching demand and supply with quality and efficiency in a high-volume campaign in Iringa Region, Tanzania. Mahler HR1, Kileo B, Curran K, Plotkin M, Adamu T, Hellar A, Koshuma S, Nyabenda S, Machaku M, Lukobo-Durrell M, Castor D, Njeuhmeli E, Fimbo B.)
- d) **Weekend 2: Rural Living, Visit to Mufindi. [GE 2, H3]**  
\*Assignment: 2-page reflection. **[GE3]**
- e) **Week 3**
  - i) Swahili language study (every day) **[GE2]**
  - ii) History
    - (1) History of Medical Research and Medical Ethics in East Africa **[H1, H2]**
      - (a) Read: Melissa Graboyes, *The Experiment Must Continue: Medical Research and Ethics in East Africa, 1940-2014* (Ohio University Press, 2015)
    - (2) Introduction of Historical Research Project: A Collective History of HIV/AIDS in Iringa
    - (3) Begin Research Project: Gathering Sources, Framing Questions, Planning Interviews **[H2, H3]**
  - iii) Microbiology
    - (1) The Literature of HIV/AIDS Interventions in Tanzania. Areas include: Accessing Testing and Care; Voluntary Male Medical Circumcision (VMMC); Addressing Cross-Generational Intercourse; Working with Female Sex Workers (FSW); and Analyzing Cost and Scaling. **[M5]**
    - (2) Read scientific papers written with data from Iringa Region and Tanzania generally; choose an area of focus; and read and discuss assigned paper(s) for that topic. **[M4, M5]**
    - (3) Sample Reading: [Lessons learned from scale-up of voluntary medical male circumcision focusing on adolescents: benefits, challenges, and potential opportunities for linkages with adolescent HIV, sexual, and reproductive health services.](#) Njeuhmeli E, Hatzold K, Gold E, Mahler H, Kripke K, Seifert-Ahanda K, Castor D, Mavhu W, Mugurungi O, Ncube G, Koshuma S, Sgaier S, Conly SR, Kasedde S. J Acquir Immune Defic Syndr. 2014 Jul 1;66 Suppl 2:S193-9. doi: 10.1097/QAI.000000000000179. Review.PMID: 24918595
  - iv) Integrating Scientific Literature into Historical Research Project **[H3]**

- f) **Weekend 3:** Ruaha National Park: Tsetse fly and the history of national park. Human and Animal Competition: Conservation, Poaching, and Livelihoods. **[GE1, H1, H2]**  
**\*Assignment:** 2-page reflection. **[GE3]**
- g) **Week 4**
- i) Swahili language study continues  
**\*Assignment:** capstone language project (skits and presentation) **[GE1, GE3]**
- ii) History and Microbiology **[GE2, H2, H3, M4]**  
(1) History Research Project, continued: complete research, carry out analysis, write up results  
**\*Assignments:** Present findings to class and community **[GE3, H3, M4]**  
**\*Assignments:** Submit final project **[GE3, H3, M4]**  
**GE Reflection:** Students will write a four-page (double-spaced, typed) reflection paper that considers the following aspects of their experience in Tanzania:

1. What are the most striking similarities, differences, and interconnections you have encountered between Iringa/Tanzania and your hometown/the U.S.?
2. How have you developed an ability to function effectively within Tanzania? (What skills have you used? What strategies have been the most effective? What challenges did you overcome? Consider the ways you have communicated, both verbally and non-verbally, in Tanzania.)
3. Overall, how has your experience in this course enriched your academic experience? What will you take away from it? Please use concrete examples.

The GE reflection will be graded according to the suggested rubric (see GE assessment plan). **[GE3]**

**\*Final Examination (10 short answer or essay questions) [H1, H2, H3]**

Students will also have three structured educational experiences per week (examples listed below). Specific times for the activities below will be determined according to partner availability.

- Town tour
- Regional hospital
- District clinico HIV-related care facility
- Two (2) local NGO visits (international, national, or regional)
- Microbiology and Microscopy Lab
- Visit traditional medicine practitioner
- Cultural tour, includes basket weaving and Mkwawa Museum
- Cooking experience
- Hike at Isimila
- IDYDC – Football Development Program

**Academic misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report

all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**15) Disability services:** The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let one of the instructors know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with your instructors as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

**Existing Format of instruction:**

Classroom instruction (lectures, seminars, and workshops), 10 h each week, MTWRF:  
9am-11:00am

Instructor-led group work (small group language practice, and book club), 5 h each week,  
MTW: 2pm - 3pm

Cultural visits and fieldwork, 10 h each week, generally on the weekend

**Total: 4.0 Credit hours**, as follows: classroom instruction and small group work – 15 hours/week, 60 hours (3.0 credits). Cultural visits and fieldwork – 10 hours/week, 40 hours (1.0 credit)

From the A&S Guidelines:

2. **Formalized instruction.** This includes traditional classroom time (either at a foreign institution or in OSU faculty-led class sessions); formalized lecture/discussion sessions “in situ,” led by a faculty member or resident academic authority. These should be considered regular class-time, i.e., requiring 12.5 contact hours per credit.

3. **Other required or structured educational experiences, not conducted by an approved instructor.** These include visits to cultural locations (museums, monuments, historical or cultural sites) that do not include formal lecture components by the designated instructor; visits with local authorities/experts; independent but assigned observations of local cultural phenomena, etc. These should be considered out-of-class work to be assessed using the standard of 25 hours per credit.

4. **Informal “free time” in-country**, including travel time, meals, socializing, independent touring. While these experiential activities are an integral part of the education abroad experience, they do not count toward credit-earning hours.

## History or Microbiology 3798.05 GE Rationale and Assessment Plan

This course will be offered as a GE course, in the category of Education Abroad.

### 1. GE Rationale:

#### a. Expected Learning Outcomes

- i. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S. [GE 1]
- ii. Students function effectively within their host country/countries. [GE 2]
- iii. Students articulate how their time abroad has enriched their academic experience. [GE 3]

#### b. How the course will satisfy the stated Expected Learning Outcomes: OSU

students in Tanzania will be very aware of differences between the host country and the United States, and we will help them see the similarities and interconnections through classroom work, cultural activities, interactions with Tanzanians, and reflection.

- i. The course is based in Iringa, Tanzania, which could be seen as a secondary city in an impoverished country. The International Monetary Fund ranks Tanzania 151<sup>st</sup> out of 185 countries for GDP per capita. Within Tanzania, Iringa's population of 114,000 people makes it the nation's 14<sup>th</sup> largest city. In the course, however, students will come to appreciate a more nuanced view by taking into account the region's history of anticolonial resistance, vibrant agriculture, and innovative approaches to treating (and preventing) HIV. As the course focuses on HIV, the number of interconnections with global health, international non-governmental organizations, technical experts, and drug manufacturers will help students understand the interlinked world of HIV treatment and prevention.
- ii. Students will learn to function effectively within the host country through language, everyday living, and cross-cultural interactions. Students will take a Swahili language course for the duration of the study abroad program with the focus on appropriate greetings and the most common conversations. Students will be living in the dormitories of Ruaha Catholic University with Tanzanian students and taking meals with them in the dining hall. In addition, the course has several cultural outings in both urban and rural settings so that students can practice their cross-cultural competences. The instructors will work closely with students to make sure that the students are both respectful and respected in their interactions.
- iii. Students will articulate how their time abroad has enriched their educational experience during the course through open-ended discussions and written reflections. The instructors will also seek feedback from students about their experience once they have returned to the United States and have been able to reflect on what they did and what they learned.

### 2. GE assessment plan

As a direct measure of assessing how effectively students are meeting the Education Abroad ELOs, we are required to give students an end-of-course assignment and it will be scored using the Scoring Rubric provided below. The end-of-course assignment will be a student reflection paper that uses the following prompt:

*Please write a thoughtful four-page (double-spaced, typed) reflection paper that considers the following aspects of your Education Abroad experience:*

- 1. What are the most striking similarities, differences, and interconnections you have encountered between Iringa/Tanzania and your hometown/the U.S.?*
- 2. How have you developed an ability to function effectively within Tanzania? (What skills have you used? What strategies have been the most effective? What challenges did you overcome? Consider the ways you have communicated, both verbally and non-verbally, in Tanzania.)*
- 3. Overall, how has your experience in this course enriched your academic experience? What will you take away from it? Please use concrete examples.*

In addition to these three questions, we will also require the students to provide a discursive evaluation, structured as follows:

*This is our first time teaching this class. Profs. Kwiek and McDow are eager to have your feedback to improve the course. All comments are welcome, but note that constructive criticism (“I’d like to have learned less about phylogenetics and more about immunology...”) provides a better basis for evaluation and improvement than simplistic judgments (“it rocks/sucks”). We appreciate your feedback!*

*Please write as much as you’d like. The questions are numbered so that you can continue on the back of the page. The forms are anonymous, and they will not be read until after your grades have been posted.*

- 1. This course has been most successful when...*
- 2. This course has been least successful when...*
- 3. What is one thing we could do to improve?*
- 4. What do you think you will take from this class?*
- 5. What did you appreciate most about the class?*
- 6. Is there anything else we need to know about how the course went or your experience in the course?*

Kwiek and McDow currently solicit feedback and evaluation in this form for History/Microbiology 3704, a course they co-teach. They have found it to be a very useful means to improve both teaching styles and curriculum content. Assessments and suggested improvements will be shared with department colleagues, Garrett Heysel, OIA, or other A&S curriculum repositories.

As suggested, after the second offering of the course, we will submit a summary of rubric scores using the blank table provided in Appendix 10, one paragraph of instructor reflection (one each from Professor McDow and Kwiek), and three sample assignments (one low score, one average score, and one high score) to the ASC Curriculum and Assessment Services electronically.

Scoring rubric for final 4-page reflection. By the end of the trip, students are expected to meet Milestone 2.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
<b>(ELO1) Knowledge of host country and US: Culture and worldview frameworks</b>	Articulates sophisticated understanding of differences, similarities, and interconnections between cultural rules and practices of host country and US.	Demonstrates deeper understanding of differences, similarities, and interconnections between cultural rules and practices of host country and US.	Describes similarities and differences and recognizes interconnections between cultural rules and practices of host country and US.	Recognizes similarities and differences in cultural rules and practices between host country and US.
<b>(ELO2) Skills for effective functioning:</b>  <b>(a) Verbal and nonverbal communication</b>  <b>(b) Problem solving</b>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication between host country and US. Is able to skillfully negotiate a shared understanding based on those differences.  Navigates host country and overcomes obstacles with confidence and ingenuity.	Shows higher level understanding of cultural differences in verbal and nonverbal communication between host country and US. Begins to negotiate a shared understanding based on those differences.  Navigates host country and overcomes obstacles comfortably.	Shows basic level understanding of cultural differences in verbal and nonverbal communication between host country and US. Shows awareness that misunderstandings across cultures can occur.  Navigates host country and overcomes obstacles at basic level.	Shows minimal level understanding of cultural differences in verbal and nonverbal communication between host country and US.  Struggles to navigate host country at basic level and to overcome obstacles.
<b>(ELO3) Enrichment of academic experience:</b>  <b>(a) Knowledge</b>  <b>(b) Skills</b>  <b>(c) Attitudes/perspectives</b>	Articulates how knowledge gained in host country has transformed pre-existing ideas into entirely new whole.  Initiates and develops engagement with people and ideas in host country.	Synthesizes knowledge gained in host country with pre-existing ideas into coherent new whole.  Actively engages with people and ideas in host country.	Connects knowledge gained in host country with pre-existing ideas.  Makes effort to engage with people and ideas in host country.  Identifies different perspectives of non-US others, but	Recognizes connections between knowledge gained in host country and pre-existing ideas.  Makes minimum effort to engage with people and ideas in host

	<p>Interprets intercultural experience from the perspective of own and others' worldviews; demonstrates ability to act in supportive manner that recognizes values and feelings of another cultural group. Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</p>	<p>Recognizes intellectual and emotional dimensions of more than one world view and the relative status of one's own. Asks deeper questions about other cultures and seeks out answers to these questions.</p>	<p>responds in all situations with own worldview. Asks simple or surface questions about other cultures.</p>	<p>country. Recognizes the experience of non-US others as different, but only through own worldview. States minimal interest in learning more about other cultures.</p>
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## Departmental Learning Goals

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

Course Objectives/Learning Outcomes for Historical Study:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

## **Department of Microbiology Learning Goals**

Goal 1. Students acquire the ability to interrelate and apply the fundamental concepts of chemistry, physics and mathematics to the functions of living cells.

Goal 2. Students understand the chemical properties of biological molecules and how these molecules function in the molecular mechanisms underlying physiological processes in microbial cells.

Goal 3. Students understand evolutionary processes, the diversity of microorganisms, and how microorganisms impact their environment, including their roles in human health and disease.

Goal 4. Students acquire the ability to design experiments to test hypotheses, perform analyses, interpret and analyze data, and present scientific information in written and oral formats.

Goal 5. Students acquire the ability to appraise scientific data presented in the popular press for accuracy and scientific merit and understand issues and ethical conflicts associated with applications of biotechnology

**Concurrence for Study Abroad Course "HIV in Context: East Africa" from the Department of African American and African Studies (AAAS)**

**From:** Thomas McDow <[mcdow.4@osu.edu](mailto:mcdow.4@osu.edu)>

**Subject: Re: Request for Concurrence for Study Abroad Course "HIV in Context: East Africa"**

**Date:** September 6, 2016 at 7:36:41 AM EDT

**To:** "Austin, Curtis J." <[austin.288@osu.edu](mailto:austin.288@osu.edu)>

**Cc:** "Kwiek, Jesse" <[kwiek.2@osu.edu](mailto:kwiek.2@osu.edu)>

Thank you, Curtis.

On Tuesday, September 6, 2016, Austin, Curtis J. <[austin.288@osu.edu](mailto:austin.288@osu.edu)> wrote:

Dear Professor McDow,

AAAS has reviewed your request and offers its concurrence with "**HIV in Context: East Africa.**"

Thanks for offering OSU students this important opportunity to study abroad.

Best wishes,

Curtis

**From:** [Daniels, Charles](#)  
**To:** [Vankeerbergen, Bernadette](#)  
**Subject:** FW: Request for concurrence for a new study abroad course  
**Date:** Friday, October 28, 2016 11:29:00 AM  
**Attachments:** [image001.png](#)

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I guess I forgot that Jesse had commented on this already!

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**From:** "Kwiek, Jesse" <[kwiek.2@osu.edu](mailto:kwiek.2@osu.edu)>  
**Date:** Friday, October 28, 2016 at 11:23 AM  
**To:** Chuck Daniels <[daniels.7@osu.edu](mailto:daniels.7@osu.edu)>  
**Subject:** Fwd: Request for concurrence for a new study abroad course

Begin forwarded message:

**From:** "Kwiek, Jesse" <[kwiek.2@osu.edu](mailto:kwiek.2@osu.edu)>  
**Subject:** Fwd: Request for concurrence for a new study abroad course  
**Date:** August 29, 2016 at 9:34:23 PM EDT  
**To:** Charles Daniels <[daniels.7@osu.edu](mailto:daniels.7@osu.edu)>

Chuck

I forgot to add that the College of Public Health did not require concurrence (see below) and we're meeting with the Department of African American and African studies this week (also for concurrence).

Jesse

Begin forwarded message:

**From:** "Bisesi, Michael" <[bisesi.12@osu.edu](mailto:bisesi.12@osu.edu)>  
**Subject:** RE: Request for concurrence for a new study abroad course  
**Date:** August 22, 2016 at 12:51:34 PM EDT  
**To:** "Kwiek, Jesse" <[kwiek.2@osu.edu](mailto:kwiek.2@osu.edu)>  
**Cc:** "McDow, Thomas F." <[mcdow.4@osu.edu](mailto:mcdow.4@osu.edu)>

Hi, Jesse,

Given the course title and theme, you do not need concurrence from the College of Public Health.

Mike



**Michael S. Bisesi, PhD, REHS, CIH**  
Senior Associate Dean, Academic Affairs  
Professor & Chair (Interim), Environmental Health Sciences

Fellow, AIHA  
College of Public Health  
256 Cunz Hall  
1841 Neil Ave  
Columbus, OH 43210-1351  
(614) 247-8290 [bisesi.12@osu.edu](mailto:bisesi.12@osu.edu)  
(Executive Asst. Melissa Newhouse (614-247-8196; [newhouse.37@osu.edu](mailto:newhouse.37@osu.edu))  
or Program Coordinator Erin Strawser (614-688-4388) [strawser.34@osu.edu](mailto:strawser.34@osu.edu) )

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**From:** Kwiek, Jesse  
**Sent:** Monday, August 22, 2016 9:03 AM  
**To:** Bisesi, Michael  
**Cc:** McDow, Thomas F.  
**Subject:** Request for concurrence for a new study abroad course

Dear Mike,

Thomas (Dodie) McDow and I are proposing a new study abroad class, **History or Microbiology 3798.05: "HIV in Context: East Africa"**, and we're writing to request review and a statement of concurrence from the College of Public Health. We expect the course will be first offered in Summer 2017. As we state in the syllabus, this course is an interdisciplinary exploration of the real world impact of- and response to HIV/AIDS. The primary audience is Ohio State University undergraduate students who have a desire to learn about the historical and scientific bases of HIV (and global health) in a specific setting. Students will study the language, history, health, and culture of East Africa in relation to the science and effects of HIV/AIDS. The course combines academic and experiential learning in Tanzania to provide students with an introduction to fundamental history and microbiology concepts as they relate to the HIV epidemic in that country. Tanzania has suffered disproportionately from HIV, but has also taken important steps to address the epidemic. The course instructors are a microbiologist and a historian with long experience conducting research and living in Sub-Saharan Africa. Guided by these professors in their areas of expertise, students will take part in immersive learning and research activities to generate or use primary sources (e.g. interviews, archived documents, and village-level data) to understand the impact of HIV. This course intends to enrich students' global perspective by providing context for and background on a pressing issue. At the same time, the course fosters global competencies by helping students negotiate daily life in Tanzania.

Attached to this email you will find a copy of the syllabus and a PDF containing a concurrence form. We would be happy to meet and address any questions or suggestions you might have.

Thank you very much.

Jesse

## Microbiology BS: Learning Goal Map

### Required Prerequisites for the Major

### Learning Goals

Semester Course Number		Course Title	Semester hrs	1	2	3	4	5
BIOL 1113		Biological Sciences: Energy Transfer and Development	4	B			B	
BIOL 1114		Biological Sciences: Form, Function, Diversity, and Ecology	4	B			B	
MATH Requirement 1	MATH 1151	Calculus 1 (5 Hrs)	5	B				
	or							
	MATH 1156	Calculus for Biol. Sciences (5 Hrs)						
MATH Requirement 2	MATH 1152	Calculus 2 (5 Hrs)	3 - 5	B				
	or							
	MATH 1157	Math. Modeling for Biol. Sciences (5 Hrs)						
	or							
	STATS 1450	Intro. to the Practice of Statistics (3 Hrs)						
	or							
	STATS 2480	Statistics for the Life Sciences (3 Hrs)						
CHEM 1210		General Chemistry 1	5	B				
CHEM 1220		General Chemistry 2	5	B				
CHEM 2510		Organic Chemistry 1	4	B	B			
CHEM 2520		Organic Chemistry 2	4	B	B			
CHEM 2540		Organic Chemistry Lab 1	2	B	B		B	
PHYS 1200		Mechanics, Thermal Physics, Waves	5	B			B	
PHYS 1201		E&M, Optics, Modern Physics	5	B			B	
<b>Total Hrs.</b>			<b>46 - 48</b>					

Goal: B: Beginning; I, Intermediate; A, Advanced

### Required Core for the Major

### Learning Goals

Semester Course Number		Course Title	Semester hrs	1	2	3	4	5
MICRBIOL 4100		General Microbiology	5	I	I	I	I	I
MICRBIOL 4110		Pathogenesis and Immunobiology	3	A	A	A		
MICRBIOL 4120		Microbial Physiology and Diversity	3	A	A	A		
MICRBIOL 4130		Microbial Genetics	3	A	A	I		
MICRBIOL 4140		Molecular Microbiology Laboratory	3	I	I	I	A	A
BIOCHEM 4511		Biochemistry	4	I	A			I
<b>Total Hrs.</b>			<b>21</b>					

Goal: B: Beginning; I, Intermediate; A, Advanced

### Electives: Total Required 9 hrs

#### Group 1: 3-9 hrs

### Learning Goals

Semester Course Number		Course Title	Semester hrs	1	2	3	4	5
MICRBIOL 3300		The Biology of Pollution	2	I		I	I	I
MICRBIOL 3704		HIV: From Microbiology to Macrohistory	3			I	I	I
MICRBIOL 3798.05		HIV in Context: East Africa	4			I	A	A
MICRBIOL 4193		Individual Studies	1-3					
MICRBIOL 4194		Group Studies	1-3					
MICRBIOL 4591S		DNA Finger Printing Workshops in Columbus PS	1				A	A
MICRBIOL 4797		Study at a Foreign Institution	1-19					
MICRBIOL 4798		Study Tour Domestic	1-19					
MICRBIOL 4998		Undergrad Research in Microbiology	1-5				A	A
MICRBIOL 4998H		Honors Research	1-5				A	A
MICRBIOL 4999		Undergrad Research in Microbiology-Thesis	1-5				A	A
MICRBIOL 4999H		Honors Research-Thesis	1-5				A	A

Semester Course Number	Course Title	Semester hrs	1	2	3	4	5
MICRBIOL 5122	Immunology	2			A		
MICRBIOL 5129	Cellular and Molecular Biology of Pathogenic Eukaryotes	3		A	A		
MICRBIOL 5147	Eukaryotic Pathogens	3		A	A	A	
MICRBIOL 5149	Introductory Virology	3		A	A		
MICRBIOL 5150	Microbial Ecology	3	A	A	A		
MICRBIOL 5155	Environmental Microbiology	3	A	A	A		
MICRBIOL 5160	Geomicrobiology	3	A	A	A	A	A
MICRBIOL 5161H	Bioinformatics and Molecular Microbiology	3	A	A	A		A
MICRBIOL 5169H	Microbial Evolution	3			A		
MICRBIOL 5170	Microbes and Evolution	3			A		
MICRBIOL 5536	Food Microbiology Lecture	3		A	I		A
MICRBIOL 5546	Food Microbiology Laboratory	3		A	I	A	A
	<b>Total Hrs.</b>	<b>3-9</b>					

\*Indicated graduate-level course. Requires special permission to enroll.

Goal: B: Beginning; I, Intermediate; A, Advanced

**Electives: Total Required 9 hrs  
Group 2: 0-6 hrs**

**Learning Goals**

Semester Course Number	Course Title	Semester Hrs.	1	2	3	4	5
MICRBIOL 3300	The Biology of Pollution	2	B				I
BIOCHEM 5621	Intro Biological Chemistry Laboratory	4	I			I	
MOLGEN 4500	General Genetics	3		I			
MOLGEN 4606	Molecular Genetics I	4		I			
MVIMG 5000	Evolution of Emerging Viruses	2			A		
PLPATH 5010	Phytobacteriology	2		I	A		
PLPATH 5020	Introduction to Plant Virology	2		I	A		
PLPATH 5040	Science of Fungi: Mycology Lecture	3	I	I	A		
ANSCI 6090*	Anaerobic Microbiology	3		A			
ENR 5263	Biology of Soil Ecosystems	3	I	A			
ENR 5266	Field Soil Investigations	3	I			A	
	<b>Total Hrs.</b>	<b>0-6</b>					
	<b>Total Hrs. for the Major</b>	<b>30</b>					

\*Indicated graduate-level course. Requires special permission to enroll.

Goal: B: Beginning; I, Intermediate; A, Advanced

**Program Learning Goals (B, beginning; I, Intermediate; A, Advanced)**

1. Students acquire the ability to interrelate and apply the fundamental concepts of chemistry, physics and mathematics to the functions of living cells.
2. Students understand the chemical properties of biological molecules and how these molecules function in the molecular mechanisms underlying physiological processes in microbial cells.
3. Students understand evolutionary processes, the diversity of microorganisms, and how microorganisms impact their environment, including their roles in human health and disease.
4. Students acquire the ability to design experiments to test hypotheses, perform analyses, interpret and analyze data, and present scientific information in written and oral formats.
5. Students acquire the ability to appraise scientific data presented in the popular press for accuracy and scientific merit and understand issues and ethical conflicts associated with applications of biotechnology.

**Micrbiol 3798.05 learning Goals (Mapped to Program Learning Goals)**

1. Students gain practical experience in immunological techniques and understand the theory and mechanics behind the techniques. **(PLG 4 Advanced)**
2. Students acquire a perspective on how immune cells and molecules are applied to investigations in research as well as their application in industry. **(PLG 3 Advanced)**
3. Students acquire knowledge of how cells and molecules of Innate and Adaptive immunity work together to eliminate pathogens from the host body. **(PLG 3 Advanced)**
4. Students develop a scientific approach to critical thinking, problem solving and data analysis. **(PLG 4 Advanced)**
5. Students acquire the ability to evaluate scientific methods and experimental data presented in scientific journal articles and analyze it in the context of techniques learned. **(PLG 5 Advanced)**