

## 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 or permission of instructor  
Exclusions Not open to students with credit for History 3798.05

## 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:

Historical Study; 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)*
- Revised Microbiology 3798.05 Syllabus.docx: Revised Syllabus  
*(Syllabus. Owner: Daniels, Charles John)*
- History Curriculum Map.doc: History Curriculum Map  
*(Other Supporting Documentation. Owner: Daniels, Charles John)*
- History Assessment Plan.doc: History Assessment Plan  
*(Other Supporting Documentation. Owner: Daniels, Charles John)*

**Comments**

- See email 11-3-16 *(by Hogle, Danielle Nicole on 11/03/2016 11:17 AM)*

**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
Revision Requested	Hogle, Danielle Nicole	11/03/2016 11:17 AM	ASCCAO Approval
Submitted	Daniels, Charles John	01/04/2017 03:31 PM	Submitted for Approval
Approved	Daniels, Charles John	01/04/2017 03:34 PM	Unit Approval
Approved	Fink, Steven Scott	01/04/2017 03:47 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	01/04/2017 03:47 PM	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

## 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 for Education and Historical Study

a) **Category:** Education Abroad

### i) **Expected Learning Outcomes**

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

### ii) **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.

- (2) 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.
  - (3) 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.
- b) **Category:** Historical Study. History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.
- i) **Expected Learning Outcomes**
    - (1) Students acquire a perspective on history and an understanding of the factors that shape human activity. [GE 2:1]
    - (2) Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding. [GE 2:2]
    - (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. [GE 2:3]
  - ii) **How the course will satisfy the stated Expected Learning Outcomes:** OSU student will engage with the history of Tanzania and the east African region even as they consider the history of biomedical research, development, and the origin and spread of HIV. This course is grounded in the study of history and co-taught by a historian.
    - (1) Students will gain perspectives on the history of east Africa over the last two hundred years, from the period before European colonization until the present. To do this, they will read primary sources, academic articles, and scholarly monographs. They will attend historical lectures and visit museums and historical sites. In doing so they will analyze the combination of factors that have shaped human activity in Tanzania.
    - (2) The course focuses on HIV/AIDS, a compelling topic with strong contemporary resonance to people in Iringa, Tanzania and east Africa more generally. Students will learn the origins of the virus in Equatorial Africa and the factors and historical circumstances that spread the disease to east Africa. By studying the response to HIV and the human factors of the disease, students will be poised to contemplate future infectious disease outbreaks and the responses to them. Students will display this knowledge through their writing, presentations, and examinations.

- (3) Through class discussion, formal presentations, short papers, and their final research projects, students will call on diverse sources material – primary and secondary—to arrive at interpretations that put ideas and events in their appropriate historical contexts. This will include using scientific and social scientific evidence alongside other more traditional historical sources.

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 for Education Abroad, GE-EA, GE for Historical Study, GE-HS, 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 **[GE-EA:2]**
    - ii) Swahili language Study (every day) **[GE-EA:2]**
    - iii) Historical Overview: Tanzania and East Africa **[GE-HS:1, H1, GE-EA:1]**
    - iv) Geography of East Africa and the Iringa region. **[GE-EA:1]**



- \*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 **[GE-HS:3, 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 **[GE-HS:2, 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 **[GE-HS:2; 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. **[GE-HS:1, GE-HS:3, H1, H3]**  
 \*Assignment: 2-page reflection **[GE-EA:1, GE-EA:3]**.
- c) **Week 2**
- i) Swahili language study (every day): how to talk about AIDS in Swahili **[GE-EA:2]**
  - 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) **[GE-HS:2, 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) **[GE-HS:1, GE-HS:2, GE-HS:3, 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 **[GE-EA:2, M5]**
  - ii) History
    - (1) Risk Factors in Historical Perspectives: Mobility and Sex Work in the 20th Century **[GE-HS:1, GE-HS:2, 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 **[GE-HS:1, GE-HS:2, 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 **[GE-HS:1, GE-HS:3, 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) **[GE-HS:3, 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-EA: 2, GE-HS:3, H3]

\*Assignment: 2-page reflection. [GE-EA:3]

e) **Week 3**

i) Swahili language study (every day) [GE-EA:2]

ii) History

(1) History of Medical Research and Medical Ethics in East Africa [GE-HS:1, GE-HS:2, 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 [GE-HS:2, GE-HS:3, 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 [GE-HS:3, H3]

f) **Weekend 3:** Ruaha National Park: Tsetse fly and the history of national park. Human and Animal Competition: Conservation, Poaching, and Livelihoods. [GE-EA:1, GE-HS:1, GE-HS:2, H1, H2]

\*Assignment: 2-page reflection. [GE1:3]

g) **Week 4**

i) Swahili language study continues

\*Assignment: capstone language project (skits and presentation) [GE-EA:1, GE-EA:3]

ii) History and Microbiology [GE-EA:2, GE-HS:2, GE-HS:3, H2, H3, M4]

(1) History Research Project, continued: complete research, carry out analysis, write up results

\*Assignments: Present findings to class and community [GE-EA:3, GE-HS:3, H3, M4]

\*Assignments: Submit final project [GE-EA:3, GE-HS:3, 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). **[GE-EA:3]**

\*Final Examination (10 short answer or essay questions) **[GE-HS:1, GE-HS:2, GE-HS:3, 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 clinic 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; 614-292-3307; slds.osu.edu; 098 Baker Hall,  
113 W. 12th Avenue.



## 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

**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](#)

---

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

---

**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) )

---

**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



## MEMORANDUM

**TO: Arts and Sciences Curriculum Committee (ASCC)**

**FROM: Paula Baker, Chair, Undergraduate Teaching Committee, Department of History**

**RE: Assessment Plan for proposed GE courses: Historical Study Category, Social Diversity in the U.S., and Diversity: Global Studies**

---

### **Assessment Goals and Objectives**

1. Both the GE and course-specific learning objectives for all History courses might be summarized as follows:

#### **Historical Study GE Requirements:**

##### **Goals:**

Students recognize how past events are studied and how they influence today's society and the human condition.

##### **Expected Learning Outcomes:**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

##### *Goals of the courses that fulfill the GE Learning Outcomes:*

History courses develop students' recognition of how past events are studied and how they influence today's society and the human condition through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past.
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio- cultural context.
4. Students will carry out in-depth analysis in a final paper, exam, or project comparing distinct historical moments, social movements and their effects

2. Both the GE and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

**Social Diversity GE Requirements:**

**Goals:**

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States in order to become educated, productive, and principled citizens.

**Expected Learning Outcomes:**

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
  2. Describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.
  3. Critically examine theories of race, gender, class, ethnicity, religion, and nation
  4. Engage with contemporary and historical debates on race, gender, class, ethnicity, religion, and nation.
  5. Access and critically examine movements framed by race, gender, class, ethnicity, religion, and/or nation in a wider socio-cultural context.
  6. Carry out in-depth analysis in a final paper, exam, or project comparing distinct moments of ethnic, racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects.
3. Both the GE and course-specific learning objectives for History courses requesting Diversity: Global Studies might be summarized as follows:

## **Global Studies GE Requirements:**

### **Goals:**

Courses in Diversity – Global Studies will foster students' understanding of the pluralistic nature of institutions, society, and culture across the world in order to become educated, productive, and principled citizens.

### **Expected Learning Outcomes:**

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.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in the World.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper, exam, or project comparing distinct moments in human history and how they shaped the world in the past and today.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

## **II. Methods**

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking

students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity: Global Studies, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

#### Summary of Data:

A committee, appointed by the UTC Chair, will be asked to evaluate a sample of questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity: Global Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments. The committee will rank the assignments across a four-category scale that captures students' mastery of the GE goals. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. A brief summary report will be written by the UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**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

## 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)**