

Term Information

Effective Term Autumn 2023
[Previous Value](#) [Autumn 2021](#)

Course Change Information

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

Submitted as a GE Theme course - Citizenship for a Just and Diverse World.

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

This course meets the goals and expected learning outcomes for this theme.

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

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

None.

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Health and Rehabilitation Sci
Fiscal Unit/Academic Org	School of Health & Rehab Scien - D2504
College/Academic Group	Health & Rehabilitation Sci
Level/Career	Undergraduate
Course Number/Catalog	4590
Course Title	Global Health Inequalities: An Introductory Course
Transcript Abbreviation	GlobHealthInequal
Course Description	The focus of this course is on recognizing health inequalities locally and beyond. Students will examine why communities in both the Global North and South do not have equitable access to high-quality health services and most importantly what can be done to promote equity.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	Yes, 100% at a distance, Greater or equal to 50% at a distance, Less than 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	51.1102
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

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

Previous Value

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

- Understand how people in the world have different experiences with health. An area of emphasis will be equitable access to good quality healthcare among the urban poor.
- Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Interpret global burden of disease data and analyze current trends.
- Identify, reflect on, and apply the skills needed for resiliency and wellbeing among communities in both the North and the South.
- Analyze and discuss the healthcare institutions, systems and the diverse cultural traditions of both the United States and other nations, and issues of global interdependence including impact of globalization.
- Examine, critique, and appreciate various expressions and implications of diversity, equity, and inclusion among marginalized communities in the U.S. and beyond as a global citizen.
- Describe, analyze, and critique the roles and impacts of human activity on both human society and the natural world.
- Apply the knowledge, skills, attitudes, and qualities of an interculturally competent global citizen in the context of equitable access to good quality healthcare for all.
- Describe and analyze a range of perspectives on what constitutes global citizenship and our commitment to the United Nations Sustainable Development Goals (SDGs).
- Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change taking steps in building global citizenship.
- Leave inspired to be an advocate for health equity locally and globally as the foundation for becoming a global citizen.

Previous Value

- *Successful students will explore social, economic, political and environmental factors that affect how people experience health and have a major impact in their lives and wellbeing.*
- *Successful students will be interculturally competent global citizens who can engage with significant aspects of the human condition -in particular health, in local, state, national, and global settings.*
- *Successful students will examine notions of justice and inequities and analyze and critique how these interact with historically and socially constructed ideas of global citizenship and social justice.*
- *Understand how people in the world have different experiences with health.*
- *Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.*
- *Identify, reflect on, and apply the skills needed for resiliency and wellbeing among communities in both the North and the South.*
- *Analyze and discuss the healthcare institutions, systems and the diverse cultural traditions of both the United States and other nations, and issues of global interdependence including impact of globalization.*
- *Examine, critique, and appreciate various expressions and implications of diversity, equity, and inclusion among marginalized communities.*
- *Describe, analyze, and critique the roles and impacts of human activity on both human society and the natural world.*
- *Apply the knowledge, skills, attitudes and qualities of an interculturally competent global citizen in the context of equitable access to good quality healthcare for all.*

Content Topic List

- Critical concepts in global health
- Structural Barriers & Social Determinants of Health: Part I
- Structural Barriers & Social Determinants of Health: Part II
- Sustainable Development Goals (SDGs)
- Global Infectious Diseases
- COVID19 and Global Health Inequalities
- Global Nutrition
- Global Migration and Health
- Women & Children's Health: Part I
- Women & Children's Health: Part II
- Non-Communicable Diseases Part I: Global Burden of Cancer
- Non-Communicable Diseases: The Tobacco Epidemic
- Global Mental Health
- Environmental Health: Global Climate Activism

Previous Value

- *Critical concepts in global health; Sustainable Development Goals (SDGs);*
- *Structural Barriers & Social Determinants of Health: Part I (Education, Gender Equity)*
- *Structural Barriers & Social Determinants of Health: Part II (Housing, Racial segregation Transportation,)*
- *Structural Barriers & Social Determinants of Health: Part III (Decent & Safe Work, Global Migration) Racial segregation ;*
- *Global Infectious Diseases; Global Nutrition; Women's Health; children's health;*
- *Non-Communicable Diseases: Cancer, Cardiovascular Diseases ; Mental Health; Environmental Health*

Sought Concurrence

Yes

Attachments

- CONCURRENCE FORM_Global Health Inequalities_College of Nursing.docx: Concurrence, College of Nursing
(Concurrence. Owner: Cohen, Anya M)
- concurrence_HTHRHSC 4590_College of Agriculture.pdf: Concurrence, CFAES
(Concurrence. Owner: Cohen, Anya M)
- CONCURRENCE FORM_Global Health Inequalities_SENR.docx: Concurrence, SENR
(Concurrence. Owner: Cohen, Anya M)
- Concurrence Global Health Inequalities_College of Public Health.pdf: Concurrence, College of Public Health
(Concurrence. Owner: Cohen, Anya M)
- FW_concurrence College of Public Health.pdf: Concurrence, College of Public Health
(Concurrence. Owner: Cohen, Anya M)
- RE_concurrence_College of Arts and Sciences.pdf: Concurrence, College of Arts and Sciences
(Concurrence. Owner: Cohen, Anya M)
- NEW_Citizenship Theme submission_HTHRHSC 4590. Jan 2022.pdf: GE Theme Submission Form
(Other Supporting Documentation. Owner: Cohen, Anya M)
- NEW_distance_approval_cover_sheet_HTHRHSC 4590 (1).docx: Distance Approval Cover Sheet
(Other Supporting Documentation. Owner: Cohen, Anya M)
- Course Assignment Examples_4590.pdf: Course assignment examples
(Other Supporting Documentation. Owner: Cohen, Anya M)
- Cover Letter.HTHRHSC 4590 Review for GE Themes.pdf: Cover letter responding to requested revisions
(Other Supporting Documentation. Owner: Cohen, Anya M)
- HRS 4590 Syllabus_Global Citizenship Theme REVISED.docx: Syllabus
(Syllabus. Owner: Cohen, Anya M)

Comments

- Resubmitting with the requested revisions from the Panel feedback email sent on 12/06/2022. Please see cover letter for explanation of changes made to the updated syllabus. *(by Cohen, Anya M on 03/02/2023 04:07 PM)*
- Please see Panel feedback e-mail sent 12/06/22. *(by Cody, Emily Kathryn on 12/06/2022 01:28 PM)*
- Please see Panel feedback email sent 05/17/2022. *(by Hilty, Michael on 05/17/2022 04:32 PM)*
- - Please check off all campuses. Per OAA instructions, courses for the new GE should be open to all campuses. (Or upload rationale for limiting offering to certain campuses.)
 - Themes ELOs and Citizenship ELOs should be included in syllabus with explanation of how these are addressed in course.
 - Make sure list of readings is provided.
 - Please follow instructions for online courses (includes uploading cover sheet filled out by instructor & in-person syllabus). See here <https://ascas.osu.edu/curriculum/distance-courses> *(by Vankeerbergen, Bernadette Chantal on 06/19/2021 08:47 AM)*

COURSE CHANGE REQUEST
4590 - Status: PENDING

Last Updated: Clinchot, Daniel Michael
03/09/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Cohen, Anya M	05/06/2021 04:37 PM	Submitted for Approval
Approved	Larsen, Deborah Sue	05/07/2021 09:13 AM	Unit Approval
Approved	Clinchot, Daniel Michael	05/07/2021 03:57 PM	College Approval
Approved	Reed, Kathryn Marie	05/19/2021 11:08 AM	OAA Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/19/2021 08:52 AM	Ad-Hoc Approval
Submitted	Cohen, Anya M	10/07/2021 04:11 PM	Submitted for Approval
Approved	Larsen, Deborah Sue	10/08/2021 09:16 AM	Unit Approval
Approved	Clinchot, Daniel Michael	10/08/2021 10:55 AM	College Approval
Revision Requested	Hilty, Michael	12/13/2021 04:34 PM	ASCCAO Approval
Submitted	Cohen, Anya M	01/28/2022 01:55 PM	Submitted for Approval
Approved	Larsen, Deborah Sue	01/28/2022 03:12 PM	Unit Approval
Approved	Clinchot, Daniel Michael	02/07/2022 01:21 PM	College Approval
Revision Requested	Hilty, Michael	05/17/2022 04:32 PM	ASCCAO Approval
Submitted	Cohen, Anya M	09/20/2022 04:43 PM	Submitted for Approval
Approved	Nahikian-Nelms, Marcia Louise	09/29/2022 12:14 PM	Unit Approval
Approved	Clinchot, Daniel Michael	09/29/2022 12:22 PM	College Approval
Revision Requested	Cody, Emily Kathryn	12/06/2022 01:28 PM	ASCCAO Approval
Submitted	Cohen, Anya M	03/02/2023 04:08 PM	Submitted for Approval
Approved	Nahikian-Nelms, Marcia Louise	03/09/2023 10:06 AM	Unit Approval
Approved	Clinchot, Daniel Michael	03/09/2023 10:27 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/09/2023 10:27 AM	ASCCAO Approval



3/2/2023

Themes Panel 1

RE: Health and Rehabilitation Sciences 4590

Thank you for your continued feedback for the course proposal from the School of Health and Rehabilitation Sciences. We have included here our response to each item in your most recent review (11/14/22) and made the appropriate edits to the proposal.

- While some members of the reviewing faculty felt strongly that the most recent changes to the course made it a good fit for the Citizenship for a Just and Diverse World Theme, others still struggled to see how the course fulfills the goals and ELOs in this category. The reviewing faculty ask that the department more overtly underscore in the syllabus where the course critically overlaps with elements of the Citizenship for a Diverse and Just World theme. The syllabus document should actively and explicitly demonstrate how citizenship concepts are woven throughout the fabric of the class — in the description, course topics, daily schedule, assignments, and so forth. More specifically, emphasizing connections between ELOs 1.1 and 1.2 in the syllabus would help the reviewing faculty better assess the ways in which this course will provide students with the opportunity to study the theme of citizenship at an advanced
 - *We have updated the syllabus and weekly course schedule to allow for clear connections to the theme expected learning outcomes. We have underlined and bolded weekly topics and assignments that connect to foundational knowledge of global citizenship and taking action toward global citizenship. Please also note that both for GE and Theme goals and ELOs- we have indicated how they are fulfilled by the course goals.*
 - *Column added in weekly schedule that specifies the competency gained in each week, as relates to critical inquiry (page 8 of attached syllabus). Throughout the semester, our students learn not only about the persistent inequalities in health in both the Global North and the Global South, but most importantly, reflect on what can be done and what their role is, regardless the profession/major they belong to.*
 - *Added clarity in the course description to better reflect the citizenship for a just and diverse world theme on page 1 of syllabus.*
 - *In addition, page two of revised syllabus also emphasizes the citizenship core competency to be gained: By taking this introductory course to Global Health Inequalities students will become aware of persistent inequalities in how people experience health globally and most importantly, will be empowered to take action and become advocates of social justice. Their role as true global citizens*

will be emphasized throughout the semester in the on-going class debates and through their written critical reflections.

- The reviewing faculty ask that an explanatory paragraph outlining how the class intends to meet the Goals/ELOs for the Citizenship for a Diverse and Just World theme be added into the course syllabus, per a requirement of General Education courses.
 - *This was added to syllabus on page 2.*

- The Panel recommends that the syllabus feature the most current mental health statement (found on page 5 of the document). The up-to-date language is available here: <https://ascas.osu.edu/curriculum/syllabus-elements>
 - *Updated and provided on page 5 of the syllabus.*

Thank you for your review and we look forward to your responses.



Marcia Nahikian-Nelms, PhD,RDN,FAND

Professor, Clinical

Director, Academic Affairs-School of Health and Rehabilitation Sciences

Director, Education- Center for Faculty Advancement, Mentoring and Engagement

Senior Faculty Affiliate - Michael V. Drake Institute for Teaching and Learning

College of Medicine

The Ohio State University



THE OHIO STATE UNIVERSITY

SCHOOL OF HEALTH AND
REHABILITATION SCIENCES

COURSE INFORMATION

Department / Course Number	HTHRHSC 4590
General Education (GE) Theme:	Citizenship for a Just and Diverse World
Course Title	Global Health Inequalities: An Introductory Course
Term	Autumn 2023
Credit Hours	3 hr

FACULTY INFORMATION

Instructor:	Maria Brunette, PhD
Department:	School of Health & Rehabilitation Sciences, Health Sciences Division
Office Location:	228L Atwell Hall
Phone Number:	(614) 685-0896
Email:	Maria.Brunette@osumc.edu
Office Hours:	TBD

CLASS MEETING SCHEDULE

This course is 100% online. Students will find a sequence of materials and activities each week in Carmen and will meet for a weekly synchronous Zoom discussion session during the scheduled class meeting time.

COURSE MATERIALS / SOFTWARE

Required:	None. All reading and course materials are available via Carmen.
Recommended:	Suggested readings are available via OSU Health Sciences Library.

COURSE DESCRIPTION

The focus of this course is on recognizing health inequalities locally and globally and increasing student awareness about their role as global citizens. Students will examine why communities in both the Global South and North have limited and/or unequal access to quality healthcare and most importantly, what can be done to promote health equity for all. Key topics include urban poverty, systemic and structural racism, maternal and child health, infectious and chronic diseases, global mental health, global nutrition and food insecurity, housing insecurity, and environmental health. Class discussions and activities incorporate critical perspectives on the role of social determinants of health in population health in both, first and third world countries. Students will explicitly tie the topics of social justice and health inequity to global citizenship in each discussion and assignment.

PREREQUISITES

None.

COURSE LEARNING OUTCOMES

By the end of this course, students should successfully be able to:

1. Understand how people in the world have different experiences with health. An area of emphasis will be equitable access to good quality healthcare among the urban poor.
2. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Interpret global burden of disease data and analyze current trends.
3. Identify, reflect on, and apply the skills needed for resiliency and wellbeing among communities in both the North and the South.
4. Analyze and discuss the healthcare institutions, systems and the diverse cultural traditions of both the United States and other nations, and issues of global interdependence including impact of globalization.
5. Examine, critique, and appreciate various expressions and implications of diversity, equity, and inclusion among marginalized communities in the U.S. and beyond as a **global citizen**.
6. Describe, analyze, and critique the roles and impacts of human activity on both human society and the natural world.
7. Apply the knowledge, skills, attitudes, and qualities of an interculturally competent **global citizen** in the context of equitable access to good quality healthcare for all.
8. Describe and analyze a range of perspectives on what constitutes **global citizenship** and our commitment to the United Nations Sustainable Development Goals (SDGs).
9. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change taking steps in building **global citizenship**.
10. Leave inspired to be an advocate for health equity locally and globally as the foundation for becoming a **global citizen**.

THEME GENERAL EDUCATION CATEGORY:

GOAL: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

- Engage in critical and logical thinking about the topic or idea of the theme. (ELO 2, 3, 4, 5, 6,7,8)
- Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. (ELO 2, 3, 4, 5, 6,7,8)

GOAL: Identify, describe, and synthesize approaches or experiences as they apply to the theme.

- Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. (ELO 1,7,8,9,10)
- Identify, describe, and synthesize approaches or experiences as they apply to the theme. (ELO 1-9)

GENERAL EDUCATION CATEGORY: THEME: CITIZENSHIP FOR A DIVERSE AND JUST WORLD.

By taking this introductory course to Global Health Inequalities students will become aware of persistent inequalities in how people experience health globally and most importantly, will be empowered to take action and become advocates of social justice. The course leads the student through the definition of global citizenship; building a foundation of knowledge of for global citizenship and finally, supporting steps to take action both personally and within their future careers. Their role as true global citizens will be emphasized throughout the semester in the on-going class debates and through their written critical reflections.

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

Citizenship for a Just and Diverse World Learning Outcome

1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. (Course ELO 6,7,8,9,10)
2. Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. (Course ELO 6,7,8,9,10)

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

Citizenship for a Just and Diverse World Learning Outcome

1. Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. (Course ELO 1,5,6,7,8,9,10)
2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. (Course ELO 5,6,7,8,9,10)

COURSE TECHNOLOGY

Course Page Structure: All materials will be provided via Carmen and all assignments will be completed via Canvas file upload. All necessary materials will be provided in the content section of Carmen. An [online tutorial](#) is available. Notices about this course will be sent to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Emails may be forwarded to an external email address. Please contact the Help Desk for more information.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available [online](#), and support for urgent issues is available 24x7.

Self-Service and Chat support: go.osu.edu/IT • Phone: 614-688-HELP (4357)

Email: ServiceDesk@osu.edu • TDD: 614-688-8743

UNIVERSITY POLICIES

Up to date [university policies](#) are available from the Office of Undergraduate Education, and these policies apply to this course. You can view the following statements and policies there but they are listed here as well.

DISABILITY STATEMENT

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process (slds.osu.edu/covid-19-info/covid-related-accommodation-requests/), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS email: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

ACADEMIC INTEGRITY

- Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.
- The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.
- If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.
- If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

GRIEVANCES AND SOLVING PROBLEMS

- A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the [faculty rules](#)) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.
- According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

CREATING AN ENVIRONMENT FREE FROM HARASSMENT, DISCRIMINATION AND SEXUAL MISCONDUCT

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

DIVERSITY STATEMENT

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

RELIGIOUS ACCOMODATIONS

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

The University Interfaith Council has a helpful, but non-exhaustive, [religious holiday calendar](#) to promote awareness and understanding of observances. For example, Ramadan the Muslim holy month observed through fasting, prayer and reflection coincides with the end of the semester and second-session classes, and students and instructors should be mindful of requests made for final projects and assignments.

YOUR MENTAL HEALTH-COUNSELING AND CONSULTATION SERVICES

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkil Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hsrc.com.counseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand.

LYFT RIDE SMART

Lyft Ride Smart at Ohio State (<https://ttm.osu.edu/ride-smart>) offers eligible students discounted rides, inside the university-designated service area, from 9 p.m. to 3 a.m. Each month, 10,000 discounted rides will be made available on a first-come, first-served basis with the average cost expected to be \$2 or less. Prices may be

impacted by distance, traffic, time of day, special events and prime time surcharges. To qualify for program discounts, users must select "shared ride" when booking in the Lyft app. When using ride sharing, remember to visually confirm vehicle info/descriptions in the company app and ask the driver to say who they are picking up.

GRADING AND EVALUATION

Graded assignments may come in three forms, and students should note the expectations for each in the descriptions of our class assignments below.

Assignment type:

- **Independent Work:** Strictly non-collaborative, original-individual work. You may discuss this assignment only with your instructor. Discussions with other individuals, either in person or electronically, are strictly prohibited.
- **Collaboration Required:** An explicit expectation for collaboration among students either in-class or outside (i.e. group work).
- **Optional-Collaboration:** Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one's original and individual creation.

COURSE ASSIGNMENTS

There are three category of assignments including short papers/reflections, infographics and a final group project. Only a midterm examination will be given.

- Critical reflections (Individual, 6 total, 10% each): Students will be asked to write a critical assessment of a global health topic assigned by the instructor. Students will identify and review relevant sources of information (scientific articles, reports, case studies, news articles, etc.), synthesize the information, and discuss their perspectives. Students will share their work with the class and stimulate discussion.
- Global Health Equity Infographics (Individual, 2 total, 5% each): Students will be asked to prepare an infographic for a particular topic covered during class.
- Global Health Equity Infographic (Collaborative/Group, 1 total, 5%): Students in groups of 2 will be asked to prepare an infographic for a particular topic covered during class.
- Final Project (10%): Working in groups of 2, students will be asked to complete a project on a global health equity topic. Students will be asked to propose a solution to improve specific health outcomes using community empowerment and social media strategies.
- Midterm Exam (10%): Information covered during the first 8 weeks of the semester will be evaluated via this midterm exam. All assigned readings, book chapters, documentaries, group discussions, etc. will be included in the elaboration of the exam.
- Critical Thinking and Class Participation (5%): The instructor will individually evaluate student contributions during class sessions.

GRADING SCALE

The course is letter graded. Final grades will be calculated as a percent (points earned divided by possible points) and the following percent system will be used to award a letter grade:

93–100: A
90–92.9: A-

87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

ATTENDANCE / PARTICIPATION EXPECTATIONS

Because this is an online course, your attendance is based on your online activity and participation in the required weekly class discussions. The following is a summary of everyone's expected participation:

- Participating in online activities for attendance: You are expected to attend the course at the scheduled time once a week. You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.
- Student/Office hours and live sessions: Student/office hours are optional.
- You are expected to attend the synchronous zoom meeting at the scheduled time. Participation is encouraged via individual and group discussions in the classroom.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credit%20hours) (go.osu.edu/credit hours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

INSTRUCTOR FEEDBACK AND RESPONSE EXPECTATIONS

Email Response: Please reach out directly via email to Maria.Brunette@osumc.edu

Graded Materials Return: I anticipate to grade all assignments no later than 72 hours after due date.

ABSENCE AND MAKEUP POLICY

If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

LATE ASSIGNMENT SUBMISSIONS

All assignments are due in their entirety on the due date/time noted in Carmen course page. There will be a 20% penalty per day late and no assignments will be accepted if late more than three days. Partial submissions are not allowed and will not be graded.

AUDIOVISUAL MATERIALS (VIDEOS AND DOCUMENTARIES)

Please make sure you take the time to watch and reflect on the additional materials available in our Carmen course page. OSU Media Services has kindly uploaded them so you could watch them at a time that is most convenient to you. Additional short clips, TED talks and podcasts will be posted weekly in our course page.

Class documentaries/DVDs specifically selected for this course are available and students would need to log in Carmen course page.

- 1) At Highest Risk: <https://library.ohio-state.edu/record=b7881731~S7> (Links to an external site.)
- 2) Blue Gold: World Water Wars: <https://library.ohio-state.edu/record=b8626715~S7> (Links to an external site.)
- 3) Contagion: <https://library.ohio-state.edu/record=b8910579~S7> (Links to an external site.)
- 4) Fed Up: https://www.youtube.com/watch?v=ceRFvhlcsiY&ab_channel=YouTubeMovies (Links to an external site.)
- 5) Flow: <https://library.ohio-state.edu/record=b8074999~S3> (Links to an external site.)
- 6) Forks over Knives: [Amazon rental](#) (Links to an external site.)
- 7) GasLand Part II: <https://library.ohio-state.edu/record=b8036174~S7> (Links to an external site.)
- 8) Girl Rising: <https://www.vudu.com/content/movies/details/Girl-Rising/513016> (Links to an external site.)
- 9) Half the Sky: <https://library.ohio-state.edu/record=b8137875~S7> (Links to an external site.)
- 10) How to Survive a Plague: [Amazon rental](#) (Links to an external site.)

COURSE SCHEDULE

Week #	Dates	Topic	Global Citizenship Competency	Assignments & Deliverables
1	TBD	Welcome! Critical concepts in global health - <u>Defining global citizenship:</u> How is this related to health?	Critical inquiry: Global awareness of inequities in health	Selected news articles related to global challenge of malnutrition, tuberculosis, or cancer.
2	TBD	Structural Barriers & Social Determinants of Health: Part I <u>Impact on building our foundation as a global citizen</u>	Critical inquiry: understanding the relationship of poverty & health	Critical Reflection #1: Urban Poverty & Health
3	TBD	Structural Barriers & Social Determinants of Health: Part II <u>Impact on building our foundation as a global citizen</u>	Critical inquiry: Could where you live influence how long you live?	Individual Infographic #1 due
4	TBD	Sustainable Development Goals (SDGs)	Critical inquiry: What can we do to achieve SDGs in 2030? <u>Taking action toward global citizenship</u>	Critical Reflection #2: Structural Racism & Health
5	TBD	Global Infectious Diseases <u>Impact on building our foundation as a global citizen</u>	Critical inquiry: Why is Tuberculosis known as the disease of the poor?	Group Infographic #1 due
6	TBD	COVID19 & Global Health Inequalities <u>Impact on building our foundation as a global citizen</u>	Critical inquiry: What is vaccine equity? <u>Taking action toward global citizenship</u>	Critical Reflection #3: Tuberculosis, the disease of the poor
7	TBD	Global Nutrition <u>Impact on building our foundation as a global citizen</u>	Critical inquiry: The double burden of malnutrition	Individual Infographic #2 due

Week #	Dates	Topic	Global Citizenship Competency	Assignments & Deliverables
8	TBD	Global Migration and Health <u>Impact on building our foundation as a global citizen</u>	Critical inquiry: Why is migration health a human right? <u>Taking action toward global citizenship</u>	Critical Reflection #4: Food Insecurity
9	TBD	Midterm Exam: TBD Review Day & Test		
10	TBD	Women & Children's Health: Part I <u>Impact on building our foundation as a global citizen</u>	Critical inquiry: Why every two minutes a woman dies of childbirth? <u>Taking action toward global citizenship</u>	Guest lecture: Equitable access to breast cancer screening
11	TBD	Women & Children's Health: Part II <u>Impact on building our foundation as a global citizen</u>	Critical inquiry: How does under-5 mortality rate (U5MR) explain human development? <u>Taking action toward global citizenship</u>	Critical Reflection #5: Migration and Health
12		Non-Communicable Diseases Part I: Global Burden of Cancer <u>Impact on building our foundation as a global citizen</u>	Critical inquiry: Is cancer preventable in the global south? <u>Taking action toward global citizenship</u>	Group Project Abstract due
13	TBD	Non-Communicable Diseases: The Tobacco Epidemic <u>Impact on building our foundation as a global citizen</u>	Critical inquiry: What is the role of policies and regulations in the fight against the tobacco epidemic? <u>Taking action toward global citizenship</u>	Critical Reflection #6: Maternal Health Equity
14	TBD	Global Mental Health <u>Impact on building our foundation as a global citizen</u>	Critical inquiry: Role of social media in mental health promotion <u>Taking action toward global citizenship</u>	Group Project Report due
15	TBD	Environmental Health: Global Climate Activism <u>Impact on building our foundation as a global citizen</u>	Critical inquiry: Role of fracking in community health <u>Taking action toward global citizenship</u>	Group Project Infographic due
Finals		Insert Final Exam Day and Time	Final Oral Presentation Group Project	

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THIS SYLLABUS, THE COURSE ELEMENTS, POLICIES, AND SCHEDULE ARE SUBJECT TO CHANGE.

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)