
Term Information

Effective Term Spring 2023

General Information

Course Bulletin Listing/Subject Area Music
Fiscal Unit/Academic Org School Of Music - D0262
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3010
Course Title Public Health and Opera
Transcript Abbreviation PubHlth/Opera
Course Description In this course, we will explore six public health themes that are dramatized in opera as a popular artistic medium. Students will be introduced to the public health aspects of the issue and then presented with information about how the issue has been represented in multiple operas, ranging from the 1700's to current day.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 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 Laboratory, 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

Prerequisites and Exclusions

Prerequisites/Corequisites none
Exclusions Not open to students with credit for Public Health 3010
Electronically Enforced No

Cross-Listings

Cross-Listings Cross-listed in Public Health

Subject/CIP Code

Subject/CIP Code 51.0901
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Health and Well-being

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

- Summarize the historical and current issues related to the six public health themes explored in this course.
- Describe how opera can effectively portray public health issues to an audience through lyrics, voice, acting, costume and staging.
- Summarize how a composer can use text and basic musical elements to depict disease and death to an audience.

Content Topic List

- Race and Racism in Public Health and Opera
- Social Determinants of health
- Mental health and Addiction
- Diseases of the respiratory system
- Infectious Diseases
- Women's Health

Sought Concurrence

No

Attachments

- PUBHLTH and MUSIC 3010 submission-health-well-being 1 31 22.pdf: GE Theme Document
(Other Supporting Documentation. Owner: Banks, Eva-Marie)
- PUBHLTH and MUSIC 3010 interdisciplinary-team-taught-inventory 3 21 22.pdf: team taught inventory
(Other Supporting Documentation. Owner: Banks, Eva-Marie)
- 2022-3-20 Responses to panel 3 21 22.docx: Response to panel questions
(Other Supporting Documentation. Owner: Banks, Eva-Marie)
- Public Health and Opera - SYLLABUS GE 2023 3 21 22.docx: proposed syllabus
(Syllabus. Owner: Banks, Eva-Marie)

Comments

- Please see Panel feedback e-mail sent 03/09/22. *(by Cody, Emily Kathryn on 03/09/2022 07:10 AM)*
- This course will not be required for any music degree programs. Also, it will not serve as a music elective. *(by Banks, Eva-Marie on 01/31/2022 01:50 PM)*
- - The team-teaching inventory has not been uploaded <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/interdisciplinary-team-taught-inventory.pdf>
- This is a new course. If it can count in one of your majors, please upload updated curriculum maps for these majors. *(by Vankeerbergen, Bernadette Chantal on 11/19/2021 04:47 PM)*

COURSE REQUEST
3010 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/24/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Banks, Eva-Marie	10/25/2021 03:08 PM	Submitted for Approval
Approved	Hedgecoth, David McKinley	10/27/2021 08:53 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/28/2021 09:30 AM	College Approval
Submitted	Banks, Eva-Marie	11/10/2021 01:57 PM	Submitted for Approval
Approved	Hedgecoth, David McKinley	11/10/2021 02:15 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/19/2021 04:47 PM	College Approval
Submitted	Banks, Eva-Marie	01/31/2022 01:50 PM	Submitted for Approval
Approved	Hedgecoth, David McKinley	02/02/2022 11:45 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/03/2022 02:37 PM	College Approval
Revision Requested	Cody, Emily Kathryn	03/09/2022 07:10 AM	ASCCAO Approval
Submitted	Banks, Eva-Marie	03/21/2022 09:50 AM	Submitted for Approval
Approved	Hedgecoth, David McKinley	03/21/2022 09:54 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/24/2022 03:58 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/24/2022 03:58 PM	ASCCAO Approval

The structure of class during each week is unclear as currently articulated in the syllabus. What assignments should students complete for the first vs. second day of class? When do lab meetings occur in relation to these lectures? Before or after?

RESPONSE: On page 1 of the syllabus, the “class format” section has been revised. Here we describe what the lectures and labs will consist of. And we state that “Each week, all readings must be done in advance of the first lecture each week.”

The third weekly 55-minute class day only appears on the schedule for some weeks and not for others. What accounts for this discrepancy? Is this a designated lab day?

RESPONSE: The weekly outline has been revised. Labs are not included within each module and the days of the lectures and labs are indicated for spring semester 2023.

The Team Teaching form does not match the syllabus re: course meeting frequency; the former indicates that class will consist of 2 120-hour sessions a week, while the latter says 2 80-minute lectures per week.

RESPONSE: The form was incorrect (120 minutes should have been 1:20 – hour and 20 minutes or 80 minutes). It has been fixed.

The Panel requests further clarification regarding the lab component of the course:

- What does a typical lab look like? The current description of lab discussions/demonstrations included in the syllabus does not appear to correspond with the session details on the course schedule.

RESPONSE: The general outline for the labs is now included on the first page of the syllabus. More details have been provided in the weekly outline, too.

- What sorts of assignments and activities will students undertake for the labs, and how do these relate to the high-impact credit hour distribution of work for the course?

RESPONSE: We have added the following to the syllabus on page 1:

The labs will provide students with an opportunity to explore issues small groups through activities and discussions. After completing an assignment in a small group, the groups will report out to the larger class through a discussion board or in the lab or lecture. This will allow students to learn from other groups. *During the public health weeks, students will work on group assignments to learn about the topic (e.g., tuberculosis) and how it impacts the world today. They will be given short videos to watch or websites with information about the topic to explore. During the music weeks, students will learn, from demonstration, how the voice and acting are used to portray symptoms, emotion, and*

death. They will engage in voice activities and watch clips from other operas that depict the effect that is being discussed that particular week. Or they will read articles and work on an assignment in small groups.

- Are the 55-minute lab meetings part of the 4-credit-hour designation for the course or no?

RESPONSE: Yes, they are part of the 4 credit hours. All students will sign up for a 4-hour course that includes two lectures and a lab.

- Will both faculty members be present for the lab component?

RESPONSE: Yes, both faculty members will be present for the lab (and the lecture).

The Panel asks for further details about the assignments planned for this class — specifically underscoring how features of these activities will speak to the high-impact designation for the course.

RESPONSE: The labs have been described in greater detail. Additionally, the reflections and opera paper have been expanded on to highlight the intersection between public health and music that reflects the high-impact practice of interdisciplinary team teaching.

PUBHLTH 3010 and MUSIC 3010
Figaro Meets Florence Nightingale: the Marriage of Opera and Public Health

The Ohio State University College of Public Health and School of Music
4 credit hours – Spring Semester 2023

Instructors:	Amy Ferketich (Public Health) 310 Cunz Hall 614-292-7326 Ferketich.1@osu.edu	Katherine Rohrer (Music) 206 Hughes Hall 614-688-2142 Rohrer.66@osu.edu
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Class Time and Location: Tuesday and Thursday, 12:45 – 2:05 PM room TBD
Friday, 9:10 – 10:05 AM, room TBD

Prerequisites: None

Office Hours: Amy Ferketich TBD
Katherine Rohrer TBD

Courses Description

In this course, we will explore six public health themes that are dramatized in opera as a popular artistic medium. Students will be introduced to the public health aspects of the issue and then presented with information about how the issue has been represented in multiple operas, ranging from the 1700's to current day. Together we will examine original source texts, librettos, and staging (lighting, set design, costume, direction, and, of course, music composition) as to the ways and means by which disease and death are dramatized in the “great art form” of opera. Content will be split equally between public health and music.

Course Rationale

This interdisciplinary course offers students an opportunity to find cohesion between the scientific aspects of public health issues and the artistic representation of the human experience.

Class Format

Lectures: This class will consist of two 80-minute sessions and one 55-minute lab each week. Each module will consist of approximately three weeks of content. During the first three lectures, the class discussions will focus on the health and public health aspects of the topic. The remaining three lectures will focus on the text, musical composition, and staging of operas. The class sessions will include discussions in small groups and viewing of scenes prior to class meeting and within meeting times. Each week, all readings must be done in advance of the first lecture each week.

Labs: The labs will provide students with an opportunity to explore issues small groups through activities and discussions. After completing an assignment in a small group, the groups will report out to the larger class through a discussion board or in the lab or lecture. This will allow students to learn from other groups. During the public health weeks, students will work on group assignments to learn about the topic (e.g., tuberculosis) and how it impacts the world today. They will be given short videos to watch or websites with information about the topic to explore. During the music weeks, students will learn, from demonstration, how the voice and acting are used to portray symptoms, emotion, and death. They will engage in voice activities and watch clips from other operas that depict the effect that is being discussed that particular week. Or they will read articles and work on an assignment in small groups.

Course Learning Objectives

Following completion of the course, students will be able to...

1. Summarize the historical and current issues related to the six public health themes explored in this course.
2. Describe how opera can effectively portray public health issues to an audience through lyrics, voice, acting, costume, and staging
3. Summarize how a composer can use text and basic musical elements to depict disease and death to an audience.

Public Health Competencies

Foundational Competencies:

1. Discuss various approaches/strategies for identification, response and intervention to address and attempt to resolve common public health issues.
2. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences

Public Health Sociology

1. Employ specific sociological theories, both classical and contemporary, to explain the unequal distribution of health among different subpopulations in the United States and throughout the world. Identify how these theories can extend our knowledge of disease processes and prevention and intervention opportunities beyond typical public health perspectives.
2. Illustrate how sociological perspectives of stratification - particularly along the lines of race, class, and gender – expand typical public health perceptions and approaches
3. Identify social and public policies that differentially affect the unequal distribution of health in society as well as the social process that led to their creation and keep them in place.

CEPH Domains

1. The history and philosophy of public health as well as its core values, concepts and functions across the globe and in society
2. The socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities

Aligned CEPH Cross-Cutting Concepts

1. Community dynamics
2. Critical thinking and creativity
3. Teamwork and leadership

Music Competencies

Foundational Competencies:

1. Identify foundational operas in which disease is a fundamental element within the plot.
2. Communicate the methods and tools used musically and through stage techniques by which death and disease are emotionalized and dramatized.
3. Identify musical trends in composition and subject which promote the inclusion and frame the dramatization of disease and death in opera.

GE Health and Wellbeing Theme

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

- 1.1 Engage in critical and logical thinking about the topic or idea of health and wellbeing.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and wellbeing.

This course encourages students to explore how the intersection of the fields of music and public both represents society's understanding of an issue. Throughout the semester, students will write reflections and respond to essay questions that will encourage them to deeply explore this intersection. Additionally, students will be asked to reflect on the music they listen to and how their favorite songs reflect what is happening in society, with a particular focus on health and wellbeing. The final project requires students to select a public health issue and create an opera that represents how the issue is understood by society during the period in which it is based.

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.

2.1 Identify, describe, and synthesize approaches or experiences as they apply to health and wellbeing.
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.

This cross-listed course will indeed allow students to experience the public health issue from two different perspectives. The public health perspective of the issue will focus on the science, the population burden, and the ways in which it is dealt with in communities. The opera/music perspective will focus on representation and how the knowledge of the issue at the time was communicated to the population through opera. The lectures, quizzes, lab assignments, reflections, and opera project will all focus on the interdisciplinary perspective on public health and opera that this course is taking.

Goal 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

3.2 Identify, reflect on, and apply strategies for promoting health and wellbeing.

Health and wellbeing are explored through historical and cultural perspectives in this class. The lectures and lab assignments that are focused on the public health aspects of the issue will allow students to learn about the historical aspects of the issue. The cultural aspects will be explored primarily through the opera discussions in class, labs, and reflections on the opera that students will watch as part of each module. Through an in-depth analysis of the opera, students will learn how culture impacts society's understanding of, and response to, a public health issue. Health and wellbeing portrayed by the characters, particularly the ones affected by the issue being discussed (e.g., mental illness), will be highlighted during the lectures.

Course Readings

All readings should be completed before class each week (see weekly schedule).

1. Excerpts from: Hutcheon, L., Hutcheon M., and Said, E. (2004); *Opera: The Art of Dying*. Harvard University Press. ISBN-10: 0674013263
2. Excerpts from: Hutcheon, L., & Hutcheon, M. (1999). *Opera Desire and Death*. University of Nebraska Press. ISBN-10: 0803273185
3. Sections from: Shultz, J.M., Sullivan, L.M., Galea, S. (2021). *Public Health: An Introduction to the Science and Practice of Population Health*. Springer Publishing Company. ISBN: 978-0-8261-7753-7
4. Sections from: DiPietro, L., Deloia, J., Barbiero, V.K. (2019). *Essentials of Public Health Biology: Biologic Mechanisms of Disease and Global Perspectives*. Jones & Bartlett Learning. ISBN: 978128407919

Articles, other course readings, librettos and videos located in Carmen.

Class Policies

1. **Laptop computer Policy:** To further the climate of mutual respect and to promote meaningful discussion, **personal technology** is limited to note taking and other specific times that the instructors designate. All notes and resources will be provided online so that you are free to focus on the dialogue.
2. **No cell phones may be used in class for texting, calls, email, etc.**
3. **Attendance is required** If you are unable to attend a lecture, email me if possible. If an emergency comes up, you may email us after class. Emails regarding anticipated absence must be sent to the instructors 24 hrs prior to course meeting time.
4. **Absence of more than 5 class meetings will result in a failing grade.** Issues or concerns with absence impact on grade can be addressed with instructors.
5. **Late assignments** will be reduced by 1 point/day; major projects will be reduced by 2 points/day.

Assessment Components

Laboratory assignments (weekly): 25%

Quizzes (6): 25%

Reflection papers on operas (6): 15%

Reflective writing topics will be included on each assignment, and will change with each assignment. However, each paper will require some level of reflection on health and wellbeing, as these ideas are critical to the GE theme of *Health and Wellbeing*. The reflections will require students to write about the intersection of public health issues and the opera representation of the issues. They will require that students demonstrate what they learn in the public health and music lectures and labs.

Reflection papers should be a minimum 1 page in length, double spaced, in 12 point Times New Roman font with 1" margins on all sides

Opera creation: 35%

Students will pick a public health issue that has not been represented in an opera discussed in class. Then, students will propose an opera that features this issue. In the paper, students will need to discuss the public health burden of the issue in current day and during the period the opera is set (e.g., 19th century, 20th century), who the characters and voices will be, how the public health issue will be represented in the opera, and how health and wellbeing themes, in general, are portrayed in the story.

Final papers should be a minimum of 3 pages, double spaced, 12 point Times New Roman font with 1" margins on all sides.

Grade Scale

A	100-94	Outstanding work that reflects mastery of the material and the ability to apply it
A-	93-90	Excellent work that reflects mastery of the material
B+	89-87	Good work that reflects mastery of most of the material
B	86-83	Good work that reflects mastery of some of the material
B-	82-80	Good work that reflects mastery of a few aspects of the material
C+	79-77	Mediocre work that reflects familiarity with, but not mastery of the material
C	76-73	Mediocre work that reflects familiarity with most of the material
C-	72-70	Mediocre work that reflects little familiarity with the material
D+	69-67	
D	66-60	
E	Below 60	

Carmen

There will be a Carmen site for this course that will contain the syllabus, the reading assignments (if any for a given week), and handouts for class discussion. All grading will be conducted on Carmen. We will

also use Carmen to communicate with the class via email and announcements.

Student Support

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact OSU Counseling and Consultation Services (292-5766; <http://www.ccs.ohio-state.edu>) for assistance, support and advocacy. This service is free to students and is confidential.

Health and Safety Requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes *following university mask policies* and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Office of Student Life: Disability Services

Any student who feels they may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Student Life: Disability Services at 614-292-3307 in Room 098 Baker Hall 113 W. 12th Ave. to coordinate reasonable accommodations for students with documented disabilities (<http://slds.osu.edu/>).

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, the College of Public Health, and the Committee on Academic Misconduct (COAM) expect that all students have read and understood the University's Code of Student Conduct and the School's Student Handbook, and that all students will complete all academic and scholarly assignments with fairness and honesty. The Code of Student Conduct and other information on academic integrity and academic misconduct can be found at the COAM web pages (<http://oaa.osu.edu/coam.html>). Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct, the Student Handbook, and in the syllabi for their courses may constitute "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/>.

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. Please note that the use of material from the Internet without appropriate acknowledgement and complete citation is plagiarism just as it would be if the source were printed material. Further examples are found in the Student Handbook. Ignorance of the Code of Student Conduct and the Student Handbook is never considered an “excuse” for academic misconduct. If I suspect a student of academic misconduct in a course, I am obligated by University Rules to report these suspicions to the University’s Committee on Academic Misconduct. If COAM determines that the student has violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the 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.

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Mental Health

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:6142925766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:6142925766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Course Outline

Module	Dates	Topics, Readings, Assignments
Introduction to Opera	1/10, 1/12 (lecture)	Intro to the course, intro to opera, intro to public health Topics: introduction to public health, introduction of opera (language/libretto, musical instrumentation, stage demands)
	1/13 (lab)	Lab: Watch Act I of <i>Hansel & Gretel</i> and complete assignment. Complete decibel lab report (100 hz). Readings:

Module	Dates	Topics, Readings, Assignments
		<p>Shultz et al.: Chapter 1 “Public Health and Population Health: Understanding Health and Disease”</p> <p>Article: https://www.atlantaopera.org/opera101/ https://eno.org/discover-opera/the-beginners-guide-to-opera/ https://courses.lumenlearning.com/musicappreciation_with_theory/chapter/overview-of-opera/</p> <p>Watch youtube video: https://www.youtube.com/watch?v=GOGru_4z1Vc https://medium.com/sound-advice/what-kurt-vonneguts-shape-of-stories-lecture-can-teach-us-about-writing-music-2f02e58726ec</p> <p>Shape the opera. How did this relate to the sounds you heard if you transition your shape of the story to the changes in the music (pitch, loudness, number of players).</p>
1. Race and Racism in Public Health and Opera	1/17, 1/19 (lecture) 1/20 (lab)	<p>Racism as a Public Health Crisis</p> <p>Topics: How racism impacts health, how various forms of racism influence health systems, interventions to reduce racism</p> <p>Lab: Read one of the recent designations of “racism as a public health crisis” in Ohio and complete assignment describing who is impacted and how the issue is being addressed.</p> <p>Reading: Milner A et al. We need to talk about racism – in all forms – to understand COVID-19 disparities. <i>Health Equity</i>, 2020; 41: 397-402.</p>
	1/24, 1/26 (lecture) 1/27 (lab)	<p>Racism in Opera: Interview and discussion with LB and or KS.</p> <p>Topics: Stereotypes, historical racism in topic and performance opportunity, Marian Anderson</p> <p>Lab: Read one of the articles and complete assignment on how racism is being addressed in the opera world.</p> <p><i>Opera's Old-Fashioned Race Problem</i> (2014) by Gwynn Guilford <i>No path is easy': Blackopera singers detail struggles</i> (2019) Mike Silverman <i>Porgy and Bess' challenges attitudes about race. But opera still has a problem</i> (2018) Richard Fairman <i>That sound you're hearing is classical music's long overdue reckoning with racism</i> (2020) Michael Andor Brodeur</p> <p>Readings: Libretto for <i>Porgy and Bess</i> <i>Guest speakers TBD</i></p>
	DUE 1/30	<p>Quiz</p> <p>Assignment: Reflection on <i>Porgy and Bess</i></p>
2. Social determinants of health	1/31, 2/2 (lecture) 2/3 (lab)	<p>Social Determinants of Health</p> <p>Topics: Poverty, housing, access to care, community cohesion</p> <p>Lab: Watch <i>Unnatural Causes</i> opening segment and complete assignment about how the social determinants of health impact communities in the United States.</p> <p>Reading: Dahlgren & Whitehead. The Dahlgren-Whitehead model of health determinants: 30 years on and still chasing rainbows. <i>Public Health</i>, 2021;199:20-24.</p>
	2/7, 2/9 (lecture) 2/10 (lab)	<p>Music: space in timbre and on stage, the “American” sound, from stage to screen (limitations of stage environment and inclusion of technology).</p> <p>Topics: Operas focused on Urban issues vs rural: clips from <i>Street scene</i> and <i>The Tender Land, Manon Lescaut – Puccini</i></p>

Module	Dates	Topics, Readings, Assignments
		<p>Lab: Take a photo of a space in which you spend a great deal of time. Identify what elements in that space identify your social characteristics (furniture, lighting, population and space around you, other physical elements most clearly represent your social identity. In that space record the environmental sounds ...describe.</p> <p>Reading: Read p1-8 on Copland. Murchison, G. (2012). <i>The American Stravinsky: The Style and Aesthetics of Copland's New American Music, the Early Works, 1921-1938</i>. ANN ARBOR: University of Michigan Press. Retrieved December 1, 2020, from http://www.jstor.org/stable/j.ctv3znzqf</p> <p>Street scene study guide: https://vaopera.org/wp-content/uploads/2018/08/Weill-Study-Guide.pdf</p>
	DUE 2/13	<p>Quiz</p> <p>Assignment: Reflection on how opera can represent both a physical state/status and also an emotional arc (what tools can it use : examples)</p>
3. Mental Health and Addiction	2/14, 2/16 (lecture) 2/17 (lab)	<p>Mental Health and Addiction as Public Health Crises</p> <p>Topics: Burden of mental illness in the US and globally, substance use and addiction</p> <p>Lab: Watch excerpts from Nova's <i>Addiction</i> and complete assignment about how addiction impacts different populations in the US.</p> <p>Reading: Czeisler ME, et al. Mental Health, Substance Use, and Suicidal Ideation During the COVID-19 Pandemic — United States, June 24–30, 2020. <i>Morbidity and Mortality Weekly Report</i>, 2020;69(32)</p>
	2/21, 2/23 (lecture) 2/24 (lab)	<p>Music: Operas focused on mental illness and dementia <i>Dialogue of the Carmelites</i></p> <p>Lab: TBD</p> <p>Readings: https://www.americamagazine.org/2019/06/05/french-nuns-opera https://www.psychologytoday.com/us/blog/dreaming-freud/201502/art-and-madness https://artuk.org/discover/stories/art-matters-podcast-reflecting-madness-in-art http://likelyimpossibilities.com/2011/07/calixto-bieitos-surprising-dialogues-of.html https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.491.2282&rep=rep1&type=pdf</p> <p>Libretto for <i>Dialogue of the Carmelites</i></p>
	DUE 2/27	<p>Quiz</p> <p>Assignment: Reflection on <i>Dialogue of the Carmelites</i></p>
4: Diseases of the respiratory system	2/28, 3/2, 3/7 (lecture) 3/3 (lab)	<p>Global Burden of Respiratory Diseases</p> <p>Topics: Tuberculosis, pneumonia, asthma, COPD</p> <p>Lab: Global Burden of Disease Project, visualization of respiratory diseases globally as well as causes globally.</p> <p>Readings: WHO, <i>The Global Impact of Respiratory Diseases</i>. https://www.who.int/gard/publications/The_Global_Impact_of_Respiratory_Disease.pdf Read pages 10-24.</p> <p>Barberis et al. The history of tuberculosis: from the first historical records to the isolation of Koch's bacillus. <i>J Prev Med Med Hyg</i>, 2017; 58: E9-E12</p> <p>Guest lecturer: Professor Phil Diaz, professor of Internal Medicine</p>
	3/9, 3/21, 3/23 (lecture)	<p>Respiratory Diseases in Opera</p> <p>Topics: View and discuss – <i>La Traviata</i> (and clips from <i>La Boheme</i>, <i>Golden age of opera in Italy</i>)</p>

Module	Dates	Topics, Readings, Assignments
	3/10, 3/24 (lab)	Labs: 3/10: Build “the singers” lungs. 3/24: How to sing with TB. Lung volume vs. capacity Readings: Hoffmann and historical accuracy (the romanticism of death) and Mccooy “Your voice and inside view” chapter 2
	DUE 3/27	Quiz Assignment: Reflection on <i>La Traviata</i>
5: Infectious diseases	3/28, 3/30 (lecture) 3/31 (lab)	Health & Public Health Topics: Cholera, sexually transmitted infections Lab: Watch Kanopy lecture on the plague in Europe and assignment about spread of plague compared to COVID-19 pandemic. Readings: DiPietro et al., Chapter 14 “The Natural History of Infectious Diseases” Piret & Boivin. Pandemics throughout history. <i>Frontiers in Microbiology</i> , 2021; epub January 15, 2021.
	4/4, 4/6, (lecture) 4/7 (lab)	Music Topics: Social commentary of the 19 th cen.:clips from <i>Lulu</i> , <i>Three Penny</i> <i>The devil made me do it</i> : <i>Faust</i> , <i>Rake’s Progress</i> and <i>Damnation of Faust</i> Lab: Compare and contrast set designs that show environment supporting contagion between <i>Three Penny</i> and the <i>Rake’s Progress</i> . Readings: Libretto for <i>Death in Venice</i> Excerpts from <i>Death in Venice</i> by Thomas Mann
	DUE 4/10	Quiz Assignment: Reflection on <i>Death in Venice</i> Assignment: First draft of opera creation
6: Women’s health	4/11, 4/13 (lecture) 4/14 (lab)	Health & Public Health Topics: Health issues affecting women, domestic violence Lab: Read/evaluate laws in other countries about violence against women and compare them to rates of violence reported in global databases. Readings: TBD Guest lecturer: Professor Julianna Nemmeth, College of Public Health
	4/18, 4/20 (lecture) 4/21 (lab)	Music Topics: Operas focused on domestic violence and sex: clips from <i>Street Scene</i> , <i>The Medium</i> , <i>Pagliacci</i> , <i>Susanna</i> , <i>Rape of Lucretia</i> , <i>Lady Macbeth of Mtenzsk</i> and <i>Cavalleria</i> Lab: What is sexy: Body dysmorphia and <i>The Living Doll</i> (<i>Hoffman</i>) Readings: Libretto for <i>Carmen</i> Excerpts from <i>Carmen</i> by Prosper Merimee Assignment: Peer review of opera creation due

Module	Dates	Topics, Readings, Assignments
	Finals week	Quiz Assignment: Reflection on <i>Carmen</i> Assignment: Final draft of opera creation

	Quizzes	Assignments	Reflections	Final Project
<i>Core Foundational</i>				
1. Discuss various approaches/strategies for identification, response and intervention to address and attempt to resolve common public health issues.	X	X	X	X
2. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.	X	X	X	X
3. Discuss the benefits and limitations music and/or public health demonstrate on the topic of disease and death. synthesis of music and public health have regarding the	X	X	X	X
4. Communicate the synthesis of music and public health perspectives regarding disease, death and social policies.	X	X	X	X
<i>Public Health Sociology</i>				
1. Employ specific sociological theories, both classical and contemporary, to explain the unequal distribution of health among different subpopulations in the United States and throughout the world. Identify how these theories can extend our knowledge of disease processes and prevention and intervention opportunities beyond typical public health perspectives	X	X	X	X
2. Illustrate how sociological perspectives of stratification - particularly along the lines of race, class, and gender – expand typical public health perceptions and approaches	X	X	X	
3. Identify social and public policies that differentially affect the unequal distribution of health in society as well as the social process that led to their creation and keep them in place	X			X
<i>Music</i>				
1. Discuss various for identification, communication and characterization related to common public health issues as communicated by singers and in musical composition specific to opera. This may include the identification of performance limitations for both opera as an art form but also for the individual singers needed to complete the task of performing in an opera. 2. Communicate musical and theatrical elements that assist performers and opera productions in their portrayal of public health issues.	X	X	X	X
3. Identify elements specific to the operatic art form that can hinder portrayals of public health issues specifically related to the demands (musical, physical and theatrical) that are essential to opera performance/production.	X	X	X	X

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 seeing 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.

Accessibility

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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 Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. 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, or apply strategies for promoting health and well-being. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)