

## Term Information

Effective Term Autumn 2022  
*Previous Value* Spring 2017

## Course Change Information

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

Meet the Health and Wellbeing heme for the new GE.

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

Respond to new GE requirements.

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)?

N/A

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

Is this a request to withdraw the course? No

## General Information

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

## Offering Information

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

## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	Prereq: Jr, Sr, Grad standing; or permission of instructor, or department.
<b>Exclusions</b>	
<b><i>Previous Value</i></b>	Not open to students with credit for 450.
<b>Electronically Enforced</b>	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	45.1101
<b>Subsidy Level</b>	Doctoral Course
<b>Intended Rank</b>	Junior, Senior, Masters, Doctoral

## Requirement/Elective Designation

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

General Education course:

Global Studies (International Issues successors); Health and Well-being

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

### ***Previous Value***

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

*General Education course:*

*Global Studies (International Issues successors)*

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

## Course Details

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• Students use sociological tools and concepts to develop understanding of global health issues.</li></ul>
<b>Content Topic List</b>	<ul style="list-style-type: none"><li>• Health, illness, &amp; illness behavior</li><li>• Basics of epidemiology</li><li>• Health beliefs &amp; behaviors</li><li>• Stress and social support</li><li>• Dying trajectory</li><li>• Global health &amp; plague</li><li>• Illness</li><li>• Medical world</li><li>• Social movements</li><li>• Researching health</li></ul>
<b>Sought Concurrence</b>	No

**COURSE CHANGE REQUEST**  
5450 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/25/2022

**Attachments**

- sociol5450GE-syllabus-v.2.pdf: Syllabus  
*(Syllabus. Owner: Downey, Douglas B)*
- sociol5450-submission-health-well-being.pdf: New GE submission form  
*(Other Supporting Documentation. Owner: Downey, Douglas B)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	01/13/2022 09:58 AM	Submitted for Approval
Approved	Downey, Douglas B	01/13/2022 09:58 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/25/2022 03:55 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/25/2022 03:55 PM	ASCCAO Approval

# Syllabus for SOCIOL 5450

GE Theme *Health and Wellbeing*

(Topics, Timing & Assignments Subject to Change)

## Sociology of Global Health and Illness

### Surviving in East & Southern Africa: Contemporary Health and Population Issues

**Semester:** Autumn 2022  
**Time:** T/Th 11:10 – 12:30

**Delivery:** 100% in-person, on-campus  
**Portal:** Carmen

### Instructor(s)

**Name:** Sam Clark  
**Office:** Room 60D, IPR,  
Townshend Hall basement  
**Phone:** (206) 303-9620

**E-mail:** [clark.2962@osu.edu](mailto:clark.2962@osu.edu)  
**Hours:** Thursday 1:00 – 2:00  
By appointment  
**Contact:** 1<sup>st</sup> Carmen messages  
2<sup>nd</sup> E-mail

### Schedule

TUESDAY		THURSDAY	
Aug 23rd	1	25th	2
<b>Introductions</b> <ul style="list-style-type: none"><li>• Syllabus &amp; Introductions</li><li>• Software installation instructions</li><li>• <b>Homework 1 available</b></li></ul>		<b>Install Software: Hands-on</b> <ul style="list-style-type: none"><li>• Reading discussion</li><li>• ⇒ <b>Weekly Response due</b> ⇐</li></ul>	
30th	3	Sep 1st	4
<b>R #1: Basics and Loading Data</b> <ul style="list-style-type: none"><li>• Lecture: R Basics</li><li>• Reading: <a href="#">Farmer et al. (2013a, chapter 1)</a></li><li>• Reading: <a href="#">Farmer et al. (2013b, chapter 2)</a></li></ul>		<b>R #1: Hands-On</b> <ul style="list-style-type: none"><li>• Supervised hands-on R basics and loading data</li><li>• Reading discussion</li><li>• ⇒ <b>Homework 1 due</b> ⇐</li><li>• ⇒ <b>Weekly Response due</b> ⇐</li></ul>	
6th	5	8th	6
<b>R #2: Plotting and Statistical Summaries</b> <ul style="list-style-type: none"><li>• Lecture: R plotting statistical summaries</li><li>• Reading: <a href="#">Farmer et al. (2013c, chapter 3)</a></li><li>• <b>Homework 2 available</b></li></ul>		<b>R #2: Hands-on</b> <ul style="list-style-type: none"><li>• Supervised hands-on R plotting and stats</li><li>• Reading discussion</li><li>• ⇒ <b>Weekly Response due</b> ⇐</li></ul>	
13th	7	15th	8
<b>Demographic Measures</b> <ul style="list-style-type: none"><li>• Lecture: Demographic measures</li><li>• Reading: <a href="#">Farmer et al. (2013d, chapter 4)</a></li></ul>		<b>Calculating Demographic Measures: Hands-on</b> <ul style="list-style-type: none"><li>• Supervised hands-on R demographic measures</li><li>• Reading discussion</li><li>• ⇒ <b>Homework 2 due</b> ⇐</li><li>• ⇒ <b>Weekly Response due</b> ⇐</li></ul>	

TUESDAY		THURSDAY	
20th	9	22nd	10
<b>Demographic Transition</b> <ul style="list-style-type: none"> <li>• Lecture: Demographic transition</li> <li>• Reading: Farmer et al. (2013e, chapter 5)</li> <li>• Reading: Bongaarts (2009)</li> <li>• Reading: Lee (2003)</li> <li>• Optional reading: Lee and Mason (2006)</li> <li>• Homework 3 available</li> </ul>		<b>Demographic Transition: Hands-on</b> <ul style="list-style-type: none"> <li>• Supervised hands-on R demographic transition</li> <li>• Reading discussion</li> <li>• ⇒ <b>Weekly Response due</b> ⇐</li> </ul>	
27th	11	29th	12
<b>Epidemiological Measures</b> <ul style="list-style-type: none"> <li>• Lecture: Epidemiological measures</li> <li>• Reading: Farmer et al. (2013f, chapter 6)</li> <li>• Homework 3 available</li> <li>• Class presentation instructions available</li> </ul>		<b>Epidemiological Measures: Hands-on</b> <ul style="list-style-type: none"> <li>• Supervised hands-on R epidemiological measures</li> <li>• Reading discussion</li> <li>• ⇒ <b>Homework 3 due</b> ⇐</li> <li>• ⇒ <b>Weekly Response due</b> ⇐</li> </ul>	
Oct 4th	13	6th	14
<b>Epidemiological Transition</b> <ul style="list-style-type: none"> <li>• Lecture: Epidemiological transition</li> <li>• Reading: Farmer et al. (2013g, chapter 7)</li> <li>• Reading: Omran (1971)</li> <li>• Reading: Salomon and Murray (2002)</li> <li>• Optional reading: McKeown (2009)</li> <li>• Optional reading: Omran (1998)</li> <li>• Homework 4 available</li> </ul>		<b>Epidemiological Transition: Hands-on</b> <ul style="list-style-type: none"> <li>• Supervised hands-on R epidemiological transition</li> <li>• Reading discussion</li> <li>• ⇒ <b>Homework 3 due</b> ⇐</li> <li>• ⇒ <b>Weekly Response due</b> ⇐</li> </ul>	
11th	15	13th	
<b>Cause of Death and Verbal Autopsy</b> <ul style="list-style-type: none"> <li>• Lecture: Cause of death and verbal autopsy</li> <li>• Reading: Farmer et al. (2013h, chapter 8)</li> <li>• Reading: Setel et al. (2007)</li> </ul>		<b>NO CLASS – Autumn Break</b>	
18th	16	20th	17
<b>Cause of Death: Hands-on</b> <ul style="list-style-type: none"> <li>• Supervised hands-on R cause of death</li> <li>• ⇒ <b>Homework 4 due</b> ⇐</li> <li>• ⇒ <b>Weekly Response due</b> ⇐</li> </ul>		<b>In-class Presentations</b> <ul style="list-style-type: none"> <li>• In-class presentations</li> <li>• Reading: Farmer et al. (2013i, chapter 9)</li> <li>• Homework 5 available</li> </ul>	
25th	18	27th	19
<b>In-class Presentations</b> <ul style="list-style-type: none"> <li>• In-class presentations</li> <li>• Reading discussion</li> <li>• ⇒ <b>Weekly Response due</b> ⇐</li> </ul>		<b>HIV Biology</b> <ul style="list-style-type: none"> <li>• Lecture: Basics of HIV biology</li> <li>• Reading: Farmer et al. (2013j, chapter 10)</li> </ul>	
Nov 1st	20	3rd	21
<b>HIV Epidemiology</b> <ul style="list-style-type: none"> <li>• Reading discussion</li> <li>• ⇒ <b>Homework 5 due</b> ⇐</li> <li>• ⇒ <b>Weekly Response due</b> ⇐</li> </ul>		<b>HIV Epidemiology Data</b> <ul style="list-style-type: none"> <li>• Lecture: HIV epidemiology</li> <li>• Reading: Farmer et al. (2013k, chapter 11)</li> <li>• Homework 6 available</li> </ul>	

TUESDAY		THURSDAY	
8th	<b>22</b>	10th	<b>23</b>
<b>UNAIDS Data: Hands-on</b> <ul style="list-style-type: none"> <li>Supervised hands-on R UNAIDS HIV epidemic data</li> <li>Reading discussion</li> <li>⇒ <b>Weekly Response due</b> ⇐</li> </ul>		<b>Movie: <i>Yesterday</i></b> <ul style="list-style-type: none"> <li>Watch movie <i>Yesterday</i> in class</li> <li>Reading: Farmer et al. (2013l, chapter 12)</li> <li>Reading: Malawian Journalists (2017)</li> <li>Reading: Watkins (2004)</li> <li>Reading: Kaler and Watkins (2010)</li> <li>Reading: Alice (2001)</li> <li>Reading: Alice (2000)</li> <li>Reading: Chikondi (2007)</li> <li>Homework 6 available</li> </ul>	
15th	<b>24</b>	17th	<b>25</b>
<b>Discuss <i>Yesterday</i></b> <ul style="list-style-type: none"> <li>Structured discussion of <i>Yesterday</i></li> <li>Reading discussion</li> <li>⇒ <b>Homework 6 due</b> ⇐</li> <li>⇒ <b>Weekly Response due</b> ⇐</li> </ul>		<b>Malawi Diaries</b> <ul style="list-style-type: none"> <li>Lecture: Malawi diaries and qualitative research</li> <li>Reading: Diston (2001)</li> <li>Reading: Watkins and Kaleer (NA)</li> <li>Reading: Patuma (2004)</li> <li>Reading: Simon (1999)</li> <li>Reading: Simon (2007)</li> <li>Homework 7 available</li> <li>Poster instructions available</li> </ul>	
22nd	<b>26</b>	24th	
<b>Discussion of Malawi Diaries</b> <ul style="list-style-type: none"> <li>Structured discussion of Malawi Diaries</li> <li>⇒ <b>Weekly Response due (Diaries)</b> ⇐</li> </ul>		<b>NO CLASS – Thanksgiving</b>	
29th	<b>27</b>	Dec 1st	<b>28</b>
<b>Writing Tools</b> <ul style="list-style-type: none"> <li>Academic writing tools</li> <li>Library resources, references, etc.</li> </ul>		<b>Poster preparation</b> <ul style="list-style-type: none"> <li>Creating a poster</li> <li>Printing a poster</li> <li>⇒ <b>Homework 7 due</b> ⇐</li> <li>⇒ <b>Weekly Response due (Diaries)</b> ⇐</li> </ul>	
6th	<b>29</b>	8th	<b>30</b>
<b>Poster Session</b> <ul style="list-style-type: none"> <li>Group Poster Presentations</li> </ul>			

## Text and Readings

The course incorporates one text [Farmer et al. \(2013m\)](#) that is available for purchase for a reasonable price (usually about \$20) on [Amazon](#). In addition to the text there are scientific articles and diary entries from the Malawi Diaries Project. The articles will be made available in through Carmen, and the Malawi Diaries are freely available for download from an online archive. The bibliography just below provides a full description of all readings.

## Pages of Assigned Reading per Week

Course total assigned reading: 628 pages.

- Week 1: 0 pages
- Week 2: 32 pages
- Week 3: 41 pages

Week 4: 37 pages  
Week 5: 56 pages  
Week 6: 51 pages  
Week 7: 111 pages  
Week 8: 42 pages  
Week 9: 42 pages  
Week 10: 15 pages  
Week 11: 38 pages  
Week 12: 103 pages  
Week 13: 60 pages  
Week 14: 0 pages  
Week 15: 0 pages  
Week 16: 0 pages

## Course Bibliography

- Alice (2000). Alice November 5. [https://malawi.pop.upenn.edu/sites/www.pop.upenn.edu/files/Alice001105\\_PU.pdf](https://malawi.pop.upenn.edu/sites/www.pop.upenn.edu/files/Alice001105_PU.pdf), 1–5.
- Alice (2001). Alice June 4. [https://malawi.pop.upenn.edu/sites/www.pop.upenn.edu/files/Alice010604\\_PU.pdf](https://malawi.pop.upenn.edu/sites/www.pop.upenn.edu/files/Alice010604_PU.pdf), 1–12.
- Bongaarts, J. (2009). Human population growth and the demographic transition. *Philosophical Transactions of the Royal Society B: Biological Sciences* 364(1532), 2985–2990.
- Chikondi (2007). Chikondi February 5. [https://malawi.pop.upenn.edu/sites/www.pop.upenn.edu/files/Chikondi\\_070205.pdf](https://malawi.pop.upenn.edu/sites/www.pop.upenn.edu/files/Chikondi_070205.pdf)s, 1–15.
- Diston (2001). Diston February 18. [https://malawi.pop.upenn.edu/sites/www.pop.upenn.edu/files/Diston010218\\_PU.pdf](https://malawi.pop.upenn.edu/sites/www.pop.upenn.edu/files/Diston010218_PU.pdf), 1–4.
- Farmer, P., A. Kleinman, J. Kim, and M. Basilio (2013a). *Reimagining Global Health: an Introduction*, Chapter 1, pp. 1–14. University of California Press.
- Farmer, P., A. Kleinman, J. Kim, and M. Basilio (2013b). *Reimagining Global Health: an Introduction*, Chapter 2, pp. 15–32. University of California Press.
- Farmer, P., A. Kleinman, J. Kim, and M. Basilio (2013c). *Reimagining Global Health: an Introduction*, Chapter 3, pp. 33–73. University of California Press.
- Farmer, P., A. Kleinman, J. Kim, and M. Basilio (2013d). *Reimagining Global Health: an Introduction*, Chapter 4, pp. 74–110. University of California Press.
- Farmer, P., A. Kleinman, J. Kim, and M. Basilio (2013e). *Reimagining Global Health: an Introduction*, Chapter 5, pp. 111–132. University of California Press.
- Farmer, P., A. Kleinman, J. Kim, and M. Basilio (2013f). *Reimagining Global Health: an Introduction*, Chapter 6, pp. 133–183. University of California Press.
- Farmer, P., A. Kleinman, J. Kim, and M. Basilio (2013g). *Reimagining Global Health: an Introduction*, Chapter 7, pp. 184–211. University of California Press.
- Farmer, P., A. Kleinman, J. Kim, and M. Basilio (2013h). *Reimagining Global Health: an Introduction*, Chapter 8, pp. 212–244. University of California Press.
- Farmer, P., A. Kleinman, J. Kim, and M. Basilio (2013i). *Reimagining Global Health: an Introduction*, Chapter 9, pp. 245–286. University of California Press.

- Farmer, P., A. Kleinman, J. Kim, and M. Basilio (2013j). *Reimagining Global Health: an Introduction*, Chapter 10, pp. 287–301. University of California Press.
- Farmer, P., A. Kleinman, J. Kim, and M. Basilio (2013k). *Reimagining Global Health: an Introduction*, Chapter 11, pp. 302–339. University of California Press.
- Farmer, P., A. Kleinman, J. Kim, and M. Basilio (2013l). *Reimagining Global Health: an Introduction*, Chapter 12, pp. 340–354. University of California Press.
- Farmer, P., A. Kleinman, J. Kim, and M. Basilio (2013m). *Reimagining Global Health: an Introduction*. University of California Press.
- Kaler, A. and S. Watkins (2010). Asking god about the date you will die: Hiv testing as a zone of uncertainty in rural malawi. *Demographic research* 23(32), 1–20.
- Lee, R. (2003). The demographic transition: three centuries of fundamental change. *The Journal of Economic Perspectives* 17(4), 167–190.
- Lee, R. and A. Mason (2006). Back to basics: What is the demographic dividend? *Finance & development* 43(003), 1–3.
- Malawian Journalists (2017). Malawi Longitudinal Study of Families and Health Journals. <https://malawi.pop.upenn.edu/malawi-data-qualitative-journals>.
- McKeown, R. E. (2009). The epidemiologic transition: changing patterns of mortality and population dynamics. *American journal of lifestyle medicine* 3(1-suppl), 19S–26S.
- Omran, A. R. (1971). The epidemiologic transition: a theory of the epidemiology of population change. *The Milbank Memorial Fund Quarterly*, 509–538.
- Omran, A. R. (1998). The epidemiologic transition theory revisited thirty years later. *World Health Statistics Quarterly* 51(2-4), 99–119.
- Patuma (2004). Patuma July 6. [https://malawi.pop.upenn.edu/sites/www.pop.upenn.edu/files/patuma\\_040706.pdf](https://malawi.pop.upenn.edu/sites/www.pop.upenn.edu/files/patuma_040706.pdf), 1–12.
- Salomon, J. A. and C. J. Murray (2002). The epidemiologic transition revisited: compositional models for causes of death by age and sex. *Population and Development Review* 28(2), 205–228.
- Setel, P. W., S. B. Macfarlane, S. Szreter, L. Mikkelsen, P. Jha, S. Stout, C. AbouZahr, M. of Vital Events (MoVE) writing group, et al. (2007). A scandal of invisibility: making everyone count by counting everyone. *The Lancet* 370(9598), 1569–1577.
- Simon (1999). Simon August 19. [https://malawi.pop.upenn.edu/sites/www.pop.upenn.edu/files/Simon990819\\_PU.pdf](https://malawi.pop.upenn.edu/sites/www.pop.upenn.edu/files/Simon990819_PU.pdf), 1–9.
- Simon (2007). Simon September 5. [https://malawi.pop.upenn.edu/sites/www.pop.upenn.edu/files/simon\\_070905.pdf](https://malawi.pop.upenn.edu/sites/www.pop.upenn.edu/files/simon_070905.pdf), 1–14.
- Watkins, S. and A. Kaleer (NA). Field journals: An introduction. <https://malawi.pop.upenn.edu/sites/www.pop.upenn.edu/files/Journals-Introduction.pdf>, 1–17.
- Watkins, S. C. (2004). Navigating the aids epidemic in rural malawi. *Population and Development Review* 30(4), 673–705.

## General Education Course Information

This course fulfills the General Education theme *Health and Wellbeing*. Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. Successful students are able to 1) explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives, and 2) identify, reflect on, and apply the skills needed for resiliency and wellbeing.



Features of this course that qualify as advanced study include:

- The use of original research from demography and epidemiology.
- Comprehensive reading in the theory and practice of public/global health.
- Direct engagement with source data in demography and epidemiology using advanced tools.
- Synthetic across at least five disciplines: demography, epidemiology, public/global health, data science, and sociology.
- Engagement using multiple modalities, including both quantitative and qualitative data; population- and individual-level data; and a significant artistic interpretation of the HIV epidemic in South Africa.
- Requirement for students to reflect, integrate, and present their own perspective on specific elements of global health.

Lectures, readings, assignments, and class activities are structured to require critical thinking and develop logical thinking skills.

- The text presents a critical history and current status of global health from various perspectives: medical, sociological, practice, and the experience of all this by various constituencies. Structured discussion of these readings forces students to engage critically with this material and form their own views.
- The data-oriented work in the course provides tools and data for logical thinking. The related assignments requires students to engage with data, produce results, and interpret them – altogether the logic-driven process that is the foundation of modern science.
- Two in-person, in-class presentations (oral and poster) require students to conduct a logical analysis of a suitable topic of their choice and present to their peers. This requires both logic and critical thinking to present and assess the presentations of others.
- The movie 'Yesterday' forces students to confront a complex medical/social/structural situation that has no clean resolution or easy answers. Structured discussion of this movie integrates many themes in the course and requires critical thinking.

The course contains three elements that require advanced, in-depth scholarly exploration:

1. Significant homework assignments that force students to engage with the details of data-driven scientific inquiry around specific topics, e.g. demographic measures, epidemiological measures, written accounts, and the wide array of relevant source data available online.
2. An in-person, in-class oral presentation requires students to conduct an independent inquiry using the tools and data covered in the course and then present their findings to their peers.
3. An in-person, in-class poster presentation again requires students to conduct another independent inquiry using everything from the class and present their work in more detail using a standard scientific poster format. Presenting posters is more discussion than presentation, and this forces students to be more interactive with their peers and typically motivates deeper engagement with the materials and careful preparation.

This course is inherently multi-disciplinary, and the instructor works extensively across those same disciplines. Consequently, the course overall takes a multi-disciplinary, multi-modal approach to understanding and exploring global health and wellbeing. The course explicitly draws on epidemiological, demographic, sociological, and humanities perspectives to understand and positively affect global health and wellbeing. Students are made aware of quantitative, qualitative, and artistic modes of describing and understanding global health. Through homeworks, class discussion, and two projects, they must identify and investigate specific questions synthesizing across the varied approaches presented in lectures, readings, and class discussion.

The course includes two projects – an in-person, in-class oral presentation, and later in the course, an in-person, in-class scientific poster presentation. Through these assignments, students explore a relevant topic of their choosing, and through presenting to their peers and the instructor, they receive a variety of feedback. Students also receive feedback from the instructor on all homeworks, their weekly response papers, and during class discussions. Altogether this provides many opportunities for students to receive feedback, reflect, respond, and continue developing and growing.

Students will explore and analyze individual- and population-health from a number of perspectives:

- Demographic transition and epidemiological transition theory.
- Structural violence and biosocial health theory.
- Empirical descriptions (quantitative data) of population health and epidemiology.
- Empirical descriptions of the personal experience of the HIV epidemic in Malawi (recorded oral accounts).
- Cultural context of the HIV epidemic in Africa through readings and watching the movie 'Yesterday'.

Throughout the course, a primary focus will be on constructive approaches to improving individual and population health across the globe. The global perspective will encourage students to place themselves in the global system that creates/destroys the health of individuals living in different parts of the globe. Specifically:

- A scientific approach to assessing and planning for better health will be emphasized.
- Students will be encouraged to look beyond biology and medicine to include social and political structure as key determinants of both good and bad health.
- Students will be encouraged to relate the content of the course to their local communities and themselves – many students taking this course anticipate careers in public/global health, nursing, medical administration and related fields.
- Specific examples of resiliency and determination in the context of the HIV epidemic in Africa will be presented in the Malawi Diaries readings and especially in the movie 'Yesterday' – typically, these generate significant, deep thinking and reflection among students.

## Course Description

### Course

This course:

- Presents the complex, multi-disciplinary, socio-medical history of global public health and requires the student to engage with this body of knowledge.
- Requires students to learn about data, evidence, and current practice in demography, epidemiology, and sociology as they relate to global health.
- Gives students access and skills relevant to both quantitative and qualitative data related to demography and epidemiology:
  - Gives students skills to work with quantitative data and explore contemporary topics in global health using currently available data.
  - introduces students to a unique archive of high quality qualitative data related to the HIV epidemic in Africa.
- Requires students to complete two projects – an in-person oral presentation and a poster presentation – that provide opportunities to integrate knowledge and data and present these the results to their peers.

- Uses a poignant movie portraying a young woman’s personal struggle during the HIV epidemic in South Africa to personalize the challenges and successes experienced by individual people living through global health crises.

Over the past three decades East & Southern Africa have experienced an unusual demographic and health transition, marked by political changes and a large HIV epidemic. After introducing some useful tools, this course will examine aspects of the recent history of East & Southern Africa focusing on health and population issues. Students will work with data from various international organizations including the United Nations Population Division and UNAIDS. Students will leave with 1) practical skills using the R statistical programming environment to manipulate, summarize, and display data, 2) an understanding of health around the globe from individual, population, and structural perspectives, 3) integrated approaches to addressing health needs and inequalities, and 4) a broad understanding of health and population issues affecting East & Southern Africa over the past 30 years.

## Instructor

Samuel Clark is a demographer, epidemiologist, and data scientist. He was born in Kenya and grew up in East Africa. Over the past 29 years, he has done research on health and population issues affecting Africa and developed a variety of new statistical and computational methods to quantify and understand the burden of disease. While earning his PhD, he lived for one year in Zambia, and following that, he lived for five years in South Africa. In addition to the text, papers, and other formal material described in this syllabus, Professor Clark brings his personal experience with most of the topics covered in the course. See [samclark.net](http://samclark.net).

## Specific Learning Goals

- Learn basics of data manipulation, data summarization, and visualization in R – *a generalizable, portable skill*.
- Learn selected demographic and epidemiological methods.
- Apply demographic and epidemiological methods to data from the UN to explore epi-demographic transitions around the world with a focus on Africa.
- Learn about the history of health around the globe including historical, structural factors that affect population health.
- Learn about approaches and challenges to improving health around the globe.
- Learn about some of the key health and population issues affecting East & Southern Africa, e.g. HIV.
- Review and explore tools for bibliographic research, citing published work, and constructing bibliographies.
- Create and deliver an in-person presentation using population health data.
- Create and present a live poster using population health data.
- Learn to read and interpret a scientific paper and how to identify credible sources of information.

## Prerequisites

There are no prerequisites.

## Recommended Preparation

- Curiosity health, population, and Africa.

- Enthusiasm and willingness to learning basic quantitative techniques for exploring data, including basic functionality of R and MS Excel.

## Method of Instruction

100% in-person, on-campus class sessions: mixture of lecture, discussion, in-class activities, and interactive demonstration.

## Assignments

- Readings. Students will read the [Farmer et al. \(2013m\)](#) text, one chapter per week. Some weeks will include reading selected scientific articles. Toward the end of the course, students will read a set of anonymized stories recorded by researchers in Malawi. Completing the reading will require 1–3 hours per week.
- Seven (7) homework assignments. Assignments will involve data analysis and presentation using R, reading and interpreting scientific literature, analyzing and interpreting qualitative data, and other activities. Each assignment will require 2–4 hours to complete. Assignments will be made available and turned in online using Carmen.
- One (1) 5-minute, in-class presentation. Preparing and practicing the presentation will require 2–4 hours.
- One (1) in-class poster presentation. This assignment will require 1) following guidelines to prepare a scientific poster, 2) presenting the poster to the class, and 3) 2–4 hours to prepare and practice.
- In-class, hands-on activities. These will include working and practicing with R and class discussions of the readings.

## Grading System

The course grade will consist of five parts:

1. Homework (6 of 7 – lowest one homework score dropped): **70%** of class grade or 11.67% each.  
Please submit homework on time. If you have a reason for submitting late, contact the instructor *before* the due date and explain what is happening in order to receive an accommodation. If no accommodation has been given, each day (24-hour period) or part thereof that homework is late will subtract 25 percentage points from the grade earned on the homework – e.g. if your grade is 85% and you turn in the homework 2-3 days late, you get  $85\% - 3 \times 25\% = 10\%$ .
2. Presentation: **10%** of class grade.
3. Poster: **10%** of class grade.
4. Attendance: **5%**. Missed classes must be explained by a sanctioned university activity or a doctor's note – 2 no-excuse missed classes allowed, after that 0.185% deducted for each absence.
5. Participation: **5%**. Participation in class activities/discussions and weekly half-page written response due by midnight on Thursdays.

Attendance will be taken in class using Carmen's attendance tool.

Final percentage grades will be converted to letter grades using standard OSU undergraduate grading scale.

*There is no extra credit, and there are no exams.*

# Technology Requirements for Course Logistics

## Required equipment

- Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 ([go.osu.edu/office365help](https://go.osu.edu/office365help)) help article for full instructions.
- The R programming environment and RStudio integrated development environment for R . Both are freely available and multi-platform so that Mac, Windows, and LINUX computers are all okay. Instructions for acquiring and setting them up will be provided at the beginning of the course.

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass – Adding a Device ([go.osu.edu/add-device](https://go.osu.edu/add-device)) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Install the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service. If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

## Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))

## Technology support

For help with your password, university email, Carmen, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- Self Service and Chat: [go.osu.edu/it](https://go.osu.edu/it)
- Phone: 614-688-4357 (HELP)
- Email: [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

## Digital Flagship

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences,

university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit [go.osu.edu/dfresources](https://go.osu.edu/dfresources).

## **Commitment to a Diverse and Inclusive Learning Environment**

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.

## **Your 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental health resources ([go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand)) are available. You can reach an on-call counselor when CCS is closed at 614-292-5766. 24-hour emergency help is available through the National Suicide Prevention Lifeline website ([suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app ([go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp)) is also a great resource.

## **Statement on Title IX**

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on Ohio State's Title IX website ([titleix.osu.edu](https://titleix.osu.edu)) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the OIE website ([equity.osu.edu](https://equity.osu.edu)) or email [equity@osu.edu](mailto:equity@osu.edu).

## **Academic Integrity / Academic Misconduct**

### **General 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 we recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If we suspect that a student has committed academic misconduct in this course, we are obligated by University Rules to report our 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.

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

- The Committee on Academic Misconduct web pages ([oaa.osu.edu/coam.html](http://oaa.osu.edu/coam.html))
- Ten Suggestions for Preserving Academic Integrity ([oaa.osu.edu/coamtensuggestions.html](http://oaa.osu.edu/coamtensuggestions.html))

## Online academic integrity considerations

The general academic integrity considerations all apply to this online course. Unless otherwise stated in an assignment:

- Students are allowed to use the book, the internet and/or other resources to help them complete an assignment.
- Students are allowed to work in groups, but they must formulate their own responses, i.e. students cannot copy from one another or turn in exactly the same responses.
- Students may use their own previous work and notes for all assignments.
- The instructor may employ software tools to identify plagiarism and/or students copying from one another.

## Accessibility Accommodations for Students with Disabilities

### Requesting Accommodations

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 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 (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

### Disability Services Contact Information

- Phone: 614-292-3307
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)

- In person: Baker Hall 098, 113 W. 12th Avenue

## **Bachelor of Science in Public Health (BSPH)**

Please review the Bachelor of Science in Public Health core and specialization competencies addressed by this course at the following link: [cph.osu.edu/students/undergraduate](http://cph.osu.edu/students/undergraduate)



# 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

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

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