
Term Information

Effective Term Spring 2023

General Information

Course Bulletin Listing/Subject Area Anthropology
Fiscal Unit/Academic Org Anthropology - D0711
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3027
Course Title Disasters & Health
Transcript Abbreviation Disasters & Health
Course Description This class will help students understand the causes of disasters, how humans respond, its relationship to health and wellbeing. Likewise, how we can appropriately prevent and respond to disasters. Students will examine the causes of disasters from hazards such as earthquakes, volcano eruptions and climate change related events such as hurricanes.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 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
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

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0201
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

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

- Examine what makes a natural event become a “disaster” and factors that determines who becomes a disaster victim.
- Examine how various types of disasters negatively impact people’s health (physical and mental) and social wellbeing.
- Examine how agencies (government, NGOs, charities) can help people survive—and what happens when these agencies fail.
- Identify disaster response and recovery strategies.
- Examine anthropological contributions to the field of disaster studies.

Content Topic List

- Disasters
- Climate Change
- Hazards
- Health
- Emergency management

Sought Concurrence

No

Attachments

- signed asc-distance-approval-cover-sheet-fillable_ANTH 3027.pdf: Online Coversheet
(Other Supporting Documentation. Owner: Healy, Elizabeth Ann)
- Anthro 3027 Med Anth Curricular_Maps.docx: Med Anth Curriculum Maps
(Other Supporting Documentation. Owner: Healy, Elizabeth Ann)
- Anthr_3027_syllabus_DisastersHealth_INPERSON.docx: In-person Syllabus
(Syllabus. Owner: Healy, Elizabeth Ann)
- ANT 3027 on BA Curriculum Map.docx: BA Curriculum Map
(Other Supporting Documentation. Owner: Healy, Elizabeth Ann)
- ANT 3027 on BS Curriculum Map.docx: BS Curriculum Map
(Other Supporting Documentation. Owner: Healy, Elizabeth Ann)
- Anthr_3027_syllabus_DisastersHealth_ONLINE_V2.docx: Online Syllabus
(Syllabus. Owner: Healy, Elizabeth Ann)
- Concurrence_Form CPH_Anthropology_Disasters SIGNED.pdf: Concurrence
(Concurrence. Owner: Healy, Elizabeth Ann)
- Soc concurrence signed.pdf: Concurrence
(Concurrence. Owner: Healy, Elizabeth Ann)

Comments

- See SBS panel's feedback sent by E Cody on 4-16-22. *(by Vankeerbergen, Bernadette Chantal on 04/16/2022 09:51 PM)*

COURSE REQUEST
3027 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
05/19/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	03/24/2022 12:19 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	03/24/2022 12:34 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/16/2022 09:52 PM	College Approval
Submitted	Healy, Elizabeth Ann	05/09/2022 08:38 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	05/09/2022 09:21 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/19/2022 04:36 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/19/2022 04:36 PM	ASCCAO Approval



SYLLABUS

ANTHROP/3027

Disasters and Health

Spring 2023

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Anais Delilah Roque, PhD

Email address: TBD (new faculty member)

Phone number: TBD (new faculty member)

Office hours: Held virtually via zoom; Time: TBD or by appointment

Prerequisites

No prerequisites

Course description

The goal of this 3000-level course is for students to understand the causes of disasters, how humans respond to disasters, and the relationship between disasters and human health and wellbeing. The class also covers appropriate ways to prevent and respond to disasters. Students will examine the causes of disasters from hazards such as earthquakes, volcanic eruptions, as well as climate change related events such as, hurricanes. To cover these topics, we will use case studies from the United States, its territories, and Latin America. Students will explore cases in which social responses to disaster have helped people survive or led to their demise. Students will also explore infectious diseases as health emergencies. Through hands-

on activities, students will gain both a theoretical understanding of disasters from socio-cultural, health, and political perspectives and a practical toolkit for evaluating how we prevent and respond to disasters. By the end of this course, students should have an understanding of how human health is shaped by disasters, why disasters are not natural events, and how disaster and medical anthropologists contribute to the field of disaster studies.

Course learning outcomes

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

- Determine what makes a natural event become a “disaster.”
- Identify factors that determine individuals’ risks of becoming a disaster victim.
- Examine how various types of disasters negatively impact people’s health (physical and mental and social wellbeing).
- Understand how agencies (government, NGOs, charities) can help people survive disasters and the consequences for people when these agencies fail.
- Explicate health disaster management, response, and recovery strategies.
- Explain how anthropologists contribute to the field of disaster studies.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **14 weekly modules**. Each module is released two weeks ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), 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.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students’ expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER 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*.

- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in on-line post/reaction forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics. Due dates are noted in Carmen and the course schedule below.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required:

1. Public Health Humanitarian Responses to Natural Disasters (2017). Chan, Emily Ying Yang. Milton Park, Abingdon, Oxon: Routledge. *Purchase through the university bookstore.*

Recommended:

1. Oliver-Smith, A. (1986). *The Martyred City: Death and rebirth in the Andes*. Albuquerque: University of New Mexico Press.
2. Bonilla, Y., & LeBrón, M. (Eds.). (2019). *Aftershocks of disaster: Puerto Rico before and after the storm*. Haymarket Books.

Other reading materials for this course will be found in your Carmen for download.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- 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. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (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 take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- 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.
- Download the Duo Mobile application (go.osu.edu/install-duo) to 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.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Quizzes: n=12; 10 points each	120
Online Posts/Reactions: n=12; 10 points each	120
Essays: n=3; 100 points each	300
Total	540 points

See course schedule below for due dates.

Descriptions of major course assignments

Quizzes

Description:

Most modules have one quiz (12 total). You will complete your quizzes on-line via Carmen. Each module quiz will be made available for the full week, allowing you to take the quiz anytime during the 7-day module period. To prepare for each module quiz, you will complete the assigned readings (about 40 pages) and view the lectures for that module. Quizzes are open-book and open-lecture and are timed. Due to the time limitation, it will be difficult for you to search for answers to each question. Thus, to do well, you will have to have read and mastered the material before taking the quiz.

Academic integrity: While quizzes are open-book/open-lecture, it is expected that you complete the quiz on your own, without the help of colleagues.

On-Line Posts/Reactions

Description:

In response to each module's prompt (particularly the case studies), students will prepare one On-line Post (100-200 words) (n=14 total). Each student's post should have an interesting or provocative title so that others will want to read and respond to it. Posts are graded on a pass/fail basis. To pass and earn full points, posts must (1) be at least 100-200 words, (2) have an interesting or provocative title, and (3) be relevant to the discussion topic.

Within 24 hours of the post-deadline, students must post a Response to two other classmates' initial post. These responses should be no more than 100 words and engage in critical or substantive ways with the initial post (e.g., exemplar, critique, question). These responses are graded on a pass/fail basis. To pass and earn full points responses must (1) adhere to the word limit and (2) engage critically or substantively with the initial post.

Academic integrity: While your on-line posts are expected to be your individual effort, you are encouraged to discuss the material with colleagues. You should prepare and submit your own posts and responses to colleagues' posts. All references should be properly cited, and you should use your own words rather than copy and paste materials directly from the readings.

Essays

There will be three essays that will ask you to apply the materials you are studying in this course.

Essay #1: Who dies first? Who recovers fastest?

In this essay, you will be asked to evaluate the effects of a hypothetical heat wave in Phoenix, Arizona. The essay will be 1,000-2,000-words in length. You will then be asked to assess disaster vulnerability in Phoenix based on key variables discussed in the readings including health. In a mock report to a government agency, you will be asked to determine who should be given priority for disaster aid based on your vulnerability assessment. You must cite the lectures and readings to support your arguments, these are not counted in the total word count.

Academic integrity: this is an open note/open book assignment. You are expected to work on your own but should feel free to discuss your work with classmates. Writing should be in your own words and proper citation style used when drawing on the readings/lectures.

Essay #2: Disasters, health, and the environment

In this essay, you will focus on a disaster of interest. The essay will be 1,000-2,000-words in length and cover three main areas. First, you will describe the root causes of the disaster and their implications for people's health. Second, you will describe responses to the disaster from the public health sector and at least one other sector. Third, you will recommend ways that this disaster could have been mitigated or its post impact reduced. You will need to cite the readings to support their arguments. References are excluded from the word count of the essay.

Academic integrity: this is an open note/open book assignment. You are expected to work on your own but should feel free to discuss your work with classmates. Writing should be in your own words and proper citation style used when drawing on the readings/lectures.

Essay #3: Surviving a disaster at home

In this essay (1,000-2,000 words), you will evaluate agency efforts to prevent or respond to disasters in your own local area. First, you will identify one of the hazards most likely to strike where you live. Second, you will select a disaster site to visit and evaluate. This could be, for example, a shelter or aid distribution center. If you cannot physically go to a site, you may find a written disaster response plan (e.g., from a local school, hospital, or government agency) to evaluate. Third, you will assess: (a) which aspects of the plan exemplify “best practices,” (b) which aspects of the plan are most likely to produce unintended negative consequences, (c) who is most likely to be affected. You must cite the lectures and readings to support your arguments – these are not included in the total word count.

Academic integrity: this is an open note/open book assignment. You are expected to work on your own but should feel free to discuss your work with classmates. Writing should be in your own words and proper citation style used when drawing on the readings/lectures.

Late assignments

Unexcused: Unexcused late assignments will be accepted, with a one letter grade penalty for each day the assignment is late. After five days, unexcused late assignments may be turned in at any time for a maximum of half credit (i.e., an assignment that would earn 100 points if turned in on time would earn 50 points if turned in over 5 days late).

Excused: Excused late assignments may be turned in for full credit by the extended due date. Requests for such extensions must be made and approved in advance of the due date, except for emergencies. Requests for extensions must be written and approval must be obtained in writing (with a defined extended due date). Students are responsible for enclosing a copy of the written approval with their late assignment submission.

Your grade for this class will be based on the points you accumulate on the assignments described above.

Grading scale

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

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24-48 hours** on school days.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours** on school days.

OTHER COURSE POLICIES

Online Posts/Reactions and other writing guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in on-line class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link. Do not cite video lectures as sources in assignments.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

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.

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

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here:

<http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on 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

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.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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 resources are available

at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

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. 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 contact information:** slids@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen Canvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- Carmen Zoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Note: “**Lecture**” on the reading schedule denotes a video lecture. These lectures are available via Carmen and. Some will provide background on the module’s topic. Others will focus on case studies that connect key terms from the background lecture to a phenomenon. “**OLPR**” indicates an on-line post/reaction assignment is due (see Carmen for additional details). “**Quiz**” indicates students will complete an on-line quiz for this module. **Essay** due dates are also marked on the course schedule (additional details will be available via Carmen)

Date	Theme / Readings
WEEK 1	Module 1: Academic Integrity & Let’s Get Started!
	<p>Theme: Course logistics and expectations, introduction to course Lecture: See Carmen Readings: Course syllabus</p>
	<p>Theme: Introduction to the anthropology of disasters Lecture: See Carmen Readings:</p> <ol style="list-style-type: none"> 1. Oliver-Smith, A. (1996). Anthropological research on hazards and disasters. <i>Annual Review of Anthropology</i>, 25(1), 303-328. 2. Oliver-Smith, A. (1999). What is a disaster? Anthropological perspectives on a persistent question. <i>The angry earth: Disaster in anthropological perspective</i>, 18-34.
Week 2	Module 2: Key concepts and definitions bridging disasters and health
	<p>Theme: Key concepts and definitions Lecture: See Carmen Readings:</p> <ol style="list-style-type: none"> 1. Albris, K. (2022). Disaster anthropology: vulnerability, process and meaning. <i>Defining Disaster</i>. Edward Elgar Publishing. P.30-44
	<p>Theme: Bridging disasters and health Lecture: See Carmen Readings:</p> <ol style="list-style-type: none"> 1. Shoaf KI, Rottman SJ. Public health impact of disasters. <i>Australian Journal of Emergency Management</i>. 2000;15(3):58-63 2. Public Health Humanitarian Responses to Natural Disasters (2017). Chan, Emily Ying Yang. Milton Park, Abingdon, Oxon: Routledge. Chapter 1: Disaster concepts and trends. P. 27-60. <p>Assignments:</p> <ol style="list-style-type: none"> 1. OLPR (see Carmen for details) 2. Quiz (see Carmen for details)
WEEK 3	Module 3: Disasters & Health
	<p>Theme: Disasters, health, and anthropology I Lecture: See Carmen Readings:</p> <ol style="list-style-type: none"> 1. Barrios, R. E. (2017). What does catastrophe reveal for whom? The anthropology of crises and disasters at the onset of the Anthropocene. <i>Annual Review of Anthropology</i>, 46, 151-166. 2. Adger, W. N. (2006). Vulnerability. <i>Global Environmental Change</i>, 16(3), 268-281.

	<p>Theme: Disasters, health, and anthropology II</p> <p>Lecture: See Carmen</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. RJ Kim-Farley, "Public Health Disasters: Be Prepared," <i>American Journal of Public Health</i> 107, no. S2 (2017). P. S120 – S121. 2. World Health Organization (WHO). (2002). <i>Gender and health in disasters</i>. World Health Organization (WHO). P 1-4. 3. Public Health Humanitarian Responses to Natural Disasters (2017). Chan, Emily Ying Yang. Milton Park, Abingdon, Oxon: Routledge. Chapter 4. The specific human health impacts of natural disasters. P. 81-117. <p>Assignments:</p> <ol style="list-style-type: none"> 1. OLPR (see Carmen for details) 2. Quiz (see Carmen for details)
Week 4	Module 4: Case study: Puerto Rico, USA, Hurricane María
	<p>Theme: Puerto Rico, USA, Hurricane María I</p> <p>Lecture: See Carmen</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Rodríguez-Díaz, C. E. (2018). Maria in Puerto Rico: natural disaster in a colonial archipelago. <i>American Journal of Public Health</i>, 108(1), 30-32. 2. Benach, J., Díaz, M. R., Muñoz, N. J., Martínez-Herrera, E., & Pericàs, J. M. (2019). What the Puerto Rican hurricanes make visible: Chronicle of a public health disaster foretold. <i>Social Science & Medicine</i>, 238, 112367 - 112388.
	<p>Theme: Puerto Rico, USA, Hurricane María I</p> <p>Lecture: See Carmen</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Rudner, N. (2019). Disaster care and socioeconomic vulnerability in Puerto Rico. <i>Journal of Health Care for the Poor and Underserved</i>, 30(2), 495-501. 2. Joseph, S. R., Voyles, C., Williams, K. D., Smith, E., & Chilton, M. (2020). Colonial neglect and the right to health in Puerto Rico after Hurricane Maria. <i>American Journal of Public Health</i>, 110(10), 1512-1518. <p>Assignments:</p> <ol style="list-style-type: none"> 1. OLPR (see Carmen for details) 2. Quiz (see Carmen for details)
WEEK 5	Module 5: "Oh Nooooo!": What Causes Disasters and Health Emergencies?
	<p>Theme: What Causes Disasters and Health Emergencies?</p> <p>Lecture: See Carmen</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Eckersley, R. (2015). Beyond inequality: Acknowledging the complexity of social determinants of health. <i>Social Science & Medicine</i>, 147, 121-125. 2. Moore, S., Daniel, M., Linnan, L., Campbell, M., Benedict, S., & Meier, A. (2004). After Hurricane Floyd passed: Investigating the social determinants of disaster preparedness and recovery. <i>Family and Community Health</i>, 204-217. 3. Murthy, B. P., Molinari, N. A. M., LeBlanc, T. T., Vagi, S. J., & Avchen, R. N. (2017). Progress in public health emergency preparedness—United States, 2001–2016. <i>American Journal of Public Health</i>, 107(S2), S180-S185.

	<p>Theme: What Causes Disasters and Health Emergencies? Lecture: See Carmen Readings:</p> <ol style="list-style-type: none"> 1. Dietrich, A. S. (2021). Pollution, Health, and Disaster: Emerging Contributions in Ethnographic Research. <i>Environment and Society</i>, 12(1), 44-65. 2. Public Health Humanitarian Responses to Natural Disasters (2017). Chan, Emily Ying Yang. Milton Park, Abingdon, Oxon: Routledge. Chapter 5. When public health and disaster collide: responding to health needs in natural disasters. P. 118-148. <p>Assignments:</p> <ol style="list-style-type: none"> 1. OLPR (see Carmen for details) 2. Quiz (see Carmen for details)
Week 6	Module 6: Case Study: Louisiana, USA, Hurricane Katrina
	<p>Theme: Case Study: Louisiana, USA, Hurricane Katrina Lecture: See Carmen Readings:</p> <ol style="list-style-type: none"> 1. Wright, B. (2011). Race, place, and the environment in the aftermath of Katrina. <i>Anthropology of Work Review</i>, 32(1), 4-8. 2. Adams, V., Kaufman, S. R., Van Hattum, T., & Moody, S. (2011). Aging disaster: mortality, vulnerability, and long-term recovery among Katrina survivors. <i>Medical Anthropology</i>, 30(3), 247-270.
	<p>Theme: Case Study: Louisiana, USA, Hurricane Katrina Lecture: See Carmen Readings:</p> <ol style="list-style-type: none"> 1. Lovell, A. M. (2011). Debating Life After Disaster: Charity Hospital Babies and Bioscientific Futures in Post - Katrina New Orleans. <i>Medical Anthropology Quarterly</i>, 25(2), 254-277. <p>Assignments:</p> <ol style="list-style-type: none"> 1. OLPR (see Carmen for details) 2. Quiz (see Carmen for details)
WEEK 7	Module 7: Infectious diseases and disasters
	<p>Theme: Infectious diseases and disasters I Lecture: See Carmen Readings:</p> <ol style="list-style-type: none"> 1. Murthy, S., & Christian, M. D. (2010). Infectious diseases following disasters. <i>Disaster Medicine and Public Health Preparedness</i>, 4(3), 232-238. 2. Waring, S. C., & Brown, B. J. (2005). The threat of communicable diseases following natural disasters: a public health response. <i>Disaster Management & Response</i>, 3(2), 41-47.
	<p>Theme: Infectious diseases and disasters II Lecture: See Carmen Readings:</p> <ol style="list-style-type: none"> 1. Koch, T. (2015). Mapping medical disasters: Ebola makes old lessons, new. <i>Disaster Medicine and Public Health Preparedness</i>, 9(1), 66-73. 2. Nomani, M. Z. M., & Parveen, R. (2021). COVID-19 pandemic and disaster preparedness in the context of public health laws and policies. <i>Bangladesh Journal of Medical Science</i>, 41-48. <p>Assignments:</p> <ol style="list-style-type: none"> 1. OLPR (see Carmen for details) 2. Quiz (see Carmen for details)
Week 8	Module 8: Case study: severe acute respiratory syndrome (SARS)
	Theme: Case study: severe acute respiratory syndrome (SARS) I

	<p><u>Lecture:</u> See Carmen</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> Hawryluck, L., Lapinsky, S. E., & Stewart, T. E. (2005). Clinical review: SARS—lessons in disaster management. <i>Critical Care</i>, 9(4), 1-6. Lee, K. M., & Jung, K. (2019). Factors influencing the response to infectious diseases: Focusing on the case of SARS and MERS in South Korea. <i>International Journal of Environmental Research and Public Health</i>, 16(8), 1432. 1-19.
	<p>Theme: Case study: severe acute respiratory syndrome (SARS) II</p> <p><u>Lecture:</u> See Carmen</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> O’Sullivan, T. L., & Phillips, K. P. (2019). From SARS to pandemic influenza: the framing of high-risk populations. <i>Natural Hazards</i>, 98(1), 103-117. Public Health Humanitarian Responses to Natural Disasters (2017). Chan, Emily Ying Yang. Milton Park, Abingdon, Oxon: Routledge. Chapter 6. Current and likely medical and public health threats and challenges for disaster response in the twenty-first century 149-182. <p>Assignments:</p> <ol style="list-style-type: none"> OLPR (see Carmen for details) Quiz (see Carmen for details) Essay #1: Who Dies First? Who Recovers Fastest?
WEEK 9	Module 9: Unseen consequences of disasters: mental health and social wellbeing
	<p>Theme: Mental health and social wellbeing post disaster I</p> <p><u>Lecture:</u> See Carmen</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> Hechanova, R., & Waelde, L. (2017). The influence of culture on disaster mental health and psychosocial support interventions in Southeast Asia. <i>Mental Health, Religion & Culture</i>, 20(1), 31-44. Kino, S., Aida, J., Kondo, K., & Kawachi, I. (2021). Persistent mental health impacts of disaster. Five-year follow-up after the 2011 great east Japan earthquake and tsunami: Iwanuma Study. <i>Journal of Psychiatric Research</i>, 136, 452-459.
	<p>Theme: Mental health and social wellbeing post disaster II</p> <p><u>Lecture:</u> See Carmen</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> Goldmann, E., & Galea, S. (2014). Mental health consequences of disasters. <i>Annual Review of Public Health</i>, 35, 169-183 Bourque, L. B., Siegel, J. M., Kano, M., & Wood, M. M. (2006). Weathering the storm: The impact of hurricanes on physical and mental health. <i>The Annals of the American Academy of Political and Social Science</i>, 604(1), 129-151. <p>Assignments:</p> <ol style="list-style-type: none"> OLPR (see Carmen for details) Quiz (see Carmen for details)
Week 10	Spring Break – No Class
Week 11	Module 10: case study: Nicaragua, Hurricane Mitch
	<p>Theme: Case study: Nicaragua, Hurricane Mitch I</p> <p><u>Lecture:</u> See Carmen</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> Goenjian, A. K., Molina, L., Steinberg, A. M., Fairbanks, L. A., Alvarez, M. L., Goenjian, H. A., & Pynoos, R. S. (2001). Posttraumatic stress and depressive reactions among Nicaraguan adolescents after Hurricane Mitch. <i>American Journal of Psychiatry</i>, 158(5), 788-798.

	<p>Theme: Case study: Nicaragua, Hurricane Mitch II</p> <p>Lecture: See Carmen</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Caldera, T., Palma, L., Penayo, U., & Kullgren, G. (2001). Psychological impact of the hurricane Mitch in Nicaragua in a one-year perspective. <i>Social Psychiatry and Psychiatric Epidemiology</i>, 36(3), 108-114. <p>Assignments:</p> <ol style="list-style-type: none"> 1. OLPR (see Carmen for details) 2. Quiz (see Carmen for details) 3. Essay #2: Disasters, Health, and the Environment
WEEK 12	Module 11: Emergency management, response, and recovery
	<p>Theme: Disaster management cycle and the tough realities of relocation I</p> <p>Lecture: See Carmen</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Public Health Humanitarian Responses to Natural Disasters (2017). Chan, Emily Ying Yang. Milton Park, Abingdon, Oxon: Routledge. Chapter 7. Resources for disaster response and beyond. P. 183-207. 2. Waring, S. C., & Brown, B. J. (2005). The threat of communicable diseases following natural disasters: a public health response. <i>Disaster Management & Response</i>, 3(2), 41-47. 3. Atlani-Duault, L., & Kendall, C. (2009). Influenza, anthropology, and global uncertainties. <i>Medical Anthropology</i>, 28(3), 207-211.
	<p>Theme: Disaster management cycle and the tough realities of relocation II</p> <p>Lecture: See Carmen</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Lurie, N., Manolio, T., Patterson, A. P., Collins, F., & Frieden, T. (2013). Research as a part of public health emergency response. <i>New England Journal of Medicine</i>, 368(13), 1251-1255. 2. Jang, S., Ekyalongo, Y., & Kim, H. (2021). Systematic review of displacement and health impact from natural disasters in Southeast Asia. <i>Disaster Medicine and Public Health Preparedness</i>, 15(1), 105-114. 3. Loebach, P., & Korinek, K. (2019). Disaster vulnerability, displacement, and infectious disease: Nicaragua and Hurricane Mitch. <i>Population and Environment</i>, 40(4), 434-455. <p>Assignments:</p> <ol style="list-style-type: none"> 1. OLPR (see Carmen for details) 2. Quiz (see Carmen for details)
Week 13	Module 12: Case study: Haiti, Earthquake
	<p>Theme: Case study: Haiti, Earthquake</p> <p>Lecture: See Carmen</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. DesRoches, R., Comerio, M., Eberhard, M., Mooney, W., & Rix, G. J. (2011). Overview of the 2010 Haiti earthquake. <i>Earthquake Spectra</i>, 27(1_suppl1), 1-21. 2. Dowell, S. F., Tappero, J. W., & Frieden, T. R. (2011). Public health in Haiti—challenges and progress. <i>New England Journal of Medicine</i>, 364(4), 300-321.
	<p>Theme: Case study: Haiti, Earthquake</p> <p>Lecture: See Carmen</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Behrman, J. A., & Weitzman, A. (2016). Effects of the 2010 Haiti earthquake on women's reproductive health. <i>Studies in Family Planning</i>, 47(1), 3-17. <p>Assignments:</p>

	<ol style="list-style-type: none"> 1. OLPR (see Carmen for details) 2. Quiz (see Carmen for details)
Week 14	Module 13: Ecuador, Volcano eruption
	<p>Theme: Case study: Ecuador, Volcano Eruption</p> <p><u>Lecture:</u> See Carmen</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> 1. Faas, A. J. (2017). Reciprocity and Vernacular Statecraft: Andean Cooperation in Post - disaster Highland Ecuador. <i>The Journal of Latin American and Caribbean Anthropology</i>, 22(3), 495-513. 2. Tobin, G. A., & Whiteford, L. M. (2002). Community resilience and volcano hazard: the eruption of Tungurahua and evacuation of the faldas in Ecuador. <i>Disasters</i>, 26(1), 28-48. 3. Tobin, G. A., & Whiteford, L. M. (2004). Chronic hazards: Health impacts associated with on - going ash - falls around Mt. Tungurahua in Ecuador. In <i>Applied Geography Conferences</i> (Vol. 27, pp. 84-93). 4. Lane, L. R., Tobin, G. A., & Whiteford, L. M. (2003). Volcanic hazard or economic destitution: hard choices in Baños, Ecuador. <i>Global Environmental Change Part B: Environmental Hazards</i>, 5(1), 23-34.
WEEK 14	Module 14: Climate change, health, and resilience: insights for the future
	<p>Theme: Insights for the future</p> <p><u>Lecture:</u> See Carmen</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> 1. Keim, M. E. (2008). Building human resilience: the role of public health preparedness and response as an adaptation to climate change. <i>American Journal of Preventive Medicine</i>, 35(5), 508-516. 2. Delilah Roque, A., Pijawka, D., & Wutich, A. (2020). The role of social capital in resiliency: Disaster recovery in Puerto Rico. <i>Risk, Hazards & Crisis in Public Policy</i>, 11(2), 204-235. 3. Lorenz, D. F., & Dittmer, C. (2016). Resilience in catastrophes, disasters and emergencies. In <i>New perspectives on resilience in socio-economic spheres</i> (pp. 25-59). Springer VS, Wiesbaden. 4. Khan, Y., O’Sullivan, T., Brown, A., Tracey, S., Gibson, J., Génèreux, M., ... & Schwartz, B. (2018). Public health emergency preparedness: a framework to promote resilience. <i>BMC Public Health</i>, 18(1), 1-16. 5. Public Health Humanitarian Responses to Natural Disasters (2017). Chan, Emily Ying Yang. Milton Park, Abingdon, Oxon: Routledge. Chapter 8: From Public Health emergency preparedness to resilience. 208-246. <p>Assignments:</p> <ol style="list-style-type: none"> 1. OLPR (see Carmen for details) 2. Quiz (see Carmen for details)
Final Exam Week	<p>Due: Essay #3– Surviving Disaster at Home</p> <p>Date: TBA</p> <p>Upload to Carmen by 5:00 p.m.</p>



SYLLABUS: ANTH 3027

DISASTERS AND HEALTH TERM 20XX

Course overview

Classroom Information

Format of instruction: This is a lecture and discussion-based course. In a typical week, a lecture format will be used to introduce theoretical perspectives, specific topics, and core concepts. Once the basics are covered, we will dedicate the remainder of our in-class time to more in-depth discussion of assigned articles and how different theoretical perspectives are used to study the relationship between health and disasters.

Meeting Days/Times: TBD

Location: TBD

Instructor

Instructor: Anais Delilah Roque, PhD

Email address: adroque@osu.edu

Phone number:

Office hours: TBD

Course description

The goal of this 300-level course is for students to understand the causes of disasters, how humans respond, its relationship to health and wellbeing. Likewise, how we can appropriately prevent and respond to disasters. Students will examine the causes of disasters from hazards such as earthquakes, volcano eruptions and climate change related events such as, hurricanes with a particular focus on case studies from the United States, its territories and Latin America. Students will explore cases in which social responses to disaster have helped people survive or led their demise. Students will also explore infectious diseases as health emergencies. Through hands-on activities, students will gain both a theoretical understanding of disasters from socio-cultural, health and political perspectives and a practical toolkit for evaluating how we prevent and respond to disasters. By the end of this course, you students should have grounded understanding of how human health is shaped by disasters, why disasters are not natural events and how disaster and medical anthropologists contribute to the field of disaster studies.

Course learning outcomes

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

- Examine what makes a natural event become a “disaster” and factors that determines who becomes a disaster victim.
- Examine how various types of disasters negatively impact people’s health (physical and mental) and social wellbeing.
- Examine how agencies (government, NGOs, charities) can help people survive—and what happens when these agencies fail.
- Identify health disaster management, response and recovery strategies.
- Examine anthropological contributions to the field of disaster studies.

Course materials

Required

1. Public Health Humanitarian Responses to Natural Disasters (2017). Chan, Emily Ying Yang. Milton Park, Abingdon, Oxon: Routledge. ***Purchase through the university bookstore.***

Recommended:

1. Oliver-Smith, A. (1986). The Martyred City: Death and rebirth in the Andes. Albuquerque: University of New Mexico Press.
2. Bonilla, Y., & LeBrón, M. (Eds.). (2019). Aftershocks of disaster: Puerto Rico before and after the storm. Haymarket Books.

Other reading materials for this course will be found in your Carmen for download.

Grading and instructor response

Grades

To instructor: It is helpful to include an explicit breakdown of your grading policies please including grading criteria and types of grading you will assign. Be sure to include length and format of all papers, homework, and examinations. Please review policy regarding grades (marks).

Assignment or category	% Grade
Attendance & Discussion	10%
Discussion Posts	20%
Who dies first? Who recovers fastest? (Writing assignment)	20%
Disasters, health and the environment (writing assignment)	20%
Surviving a disaster at home (Writing assignment)	30%
Total	100

See course schedule, below, for due dates

Attendance & Discussion: In-class discussion is an important part of the learning experience. Attendance will be taken during each class period (1 pt per class). Absences will be recorded as 0 pts. Each student is permitted 2 absences without penalty. Students are expected to participate in discussions either through small group and with the whole class.

On-line Discussion: The second type of discussion will be on-line discussion (marked **GQS** on the course schedule).

In response to each module's prompt, particularly the case studies (6 total), students will make one Discussion Post (100-200 words). Each student's post should have an interesting or provocative title so that others will want to read and respond to the post. Posts are graded on a pass/fail basis. To pass, posts must (1) be at least 100-200 words, (2) have an interesting or provocative title, and (3) be relevant to the discussion topic. Within 24 hours of the post-deadline, students must post a response to two other classmates' initial post that are no more than 100 words and engage in critical or substantive ways with the initial post (e.g., exemplar, critique, question). These responses are graded on a pass/fail basis. To pass and earn full points responses must (1) adhere to the word limit and (2) engage critically or substantively with the initial post it is responding to.

Writing Assignment 1: Who dies first? Who recovers fastest?

In this assignment, students will be asked to evaluate the effects of a hypothetical heat wave in Phoenix, Arizona. They will then be asked to assess disaster vulnerability in Phoenix based on key variables discussed in the readings including health. In a mock report to a government agency, they will be asked to determine who should be given priority for disaster aid based on their vulnerability assessment. Students must cite the lectures and readings to support their arguments.

Writing Assignment 2: Disasters, health and the environment

In this assignment, students will be writing an essay focusing on a disaster of interest. Students will write a 1,000-2,000-word essay focusing on three main areas. First, describing the root causes of the disaster and its implications for people's health. Second, present the responses from different sectors (minimum 2) to this disaster including the public health sector. Finally, recommend ways that this disaster could have been mitigated or reduced impact post event. Students will need to cite the readings to support their arguments. References are excluded from the word count of the assignment.

Writing Assignment 3: Surviving a disaster at home

In this assignment, students will evaluate agency efforts to prevent or respond to disasters in their own local area. First, students will identify one of the hazards most likely to strike where they live. Second, they will select a disaster site to visit and evaluate. This could be, for example, a shelter or aid distribution center. If students cannot physically go to a site, they may find a written disaster response plan (e.g., from a local school, hospital, or government agency) to evaluate. Third, assess which aspects of the plan exemplify "best practices." Determine which aspects of the plan are most likely to produce unintended negative consequences; who are they most likely to effect? Students must cite the lectures and readings to support their arguments.

Late assignments

Unexcused: Unexcused late assignments will be accepted, with one letter grade dropping for each day the assignment is late. After five days, unexcused late assignments may be turned in at any time for a maximum of 50 points (i.e., an assignment that would earn 100 points if turned in on time would earn 50 points if turned in over 5 days late).

Excused: Excused late assignments may be turned in for full credit by the extended due date. Excuses for an assignment must be made and approved in advance of the due date of the assignment, except for emergencies. Requests for excuses must be written and approval must be obtained in writing (with an extended due date). You are responsible for enclosing a copy of the written approval with your late assignment submission.

Your grade for this class will be based on the points you accumulate on the assignments described above.

Grading scale

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

Instructor feedback and response time

Contact Preference

- **E-mail** is the best way to get in contact with me (adroque@asu.edu).
- Of course, it would be great to see you in **office hours** as well!

Grading and feedback

I am providing the following list to give you an idea of my intended availability throughout the course.

- Grading and feedback: For the three major assignments, you can generally expect feedback within 7 -10 school days.
- E-mail: I will reply to e-mails within 24 hours on weekdays.
- Carmen Announcements: I will use Carmen Announcements to communicate as schedule changes, alert you to on-campus activities and opportunities related to this course and the anthropology department. It is critical that you check the Carmen page regularly and read all announcements. I also recommend you link Carmen announcements to your email so you can seamlessly receive these alerts.

Attendance, participation, and discussions

Student participation requirements

While I do not expect you to make substantive comments every class period, I do expect that you are active in class discussion and make significant contributions on a regular basis. Contributing to discussion is an excellent way to test your knowledge of the subjects covered and share that with your peers.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online, so avoid these in on-line discussion forums.
- **Citing your sources:** see instructions under the Illness Narrative for how to cite sources. Examples of APA-style will be provided on Carmen as well.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Course schedule (tentative)

NOTE: “L” on the reading schedule denotes a lecture-centered class period; “D” indicates we will spend most of class discussing the assigned readings and associated questions, which will be posted on Carmen. “GQS” indicates you will complete and on-line discussion for the week module.

Date	Theme / Readings
WEEK 1	
Tuesday (D)	<p><i>Theme: Academic Integrity - Let's Get Started!</i></p> <p><u>Readings:</u> Course syllabus, course logistics and expectations, introduction to course</p> <p>Oliver-Smith, A. (1996). Anthropological research on hazards and disasters. <i>Annual review of anthropology</i>, 25(1), 303-328.</p> <p>Oliver-Smith, A. (1999). What is a disaster? Anthropological perspectives on a persistent question. <i>The angry earth: Disaster in anthropological perspective</i>, 18-34.</p>
Thursday (L)	<p><u>Theme: Key concepts and definitions bridging disasters and health</u></p> <p><u>Readings:</u></p> <p>Albris, K. (2022). Disaster anthropology: vulnerability, process and meaning. <i>Defining Disaster</i>. Edward Elgar Publishing. P.30-44</p> <p>Shoaf KI, Rottman SJ. Public health impact of disasters. <i>Australian Journal of Emergency Management</i>.</p>

	<p>2000;15(3):58-63</p> <p>Public Health Humanitarian Responses to Natural Disasters (2017). Chan, Emily Ying Yang. Milton Park, Abingdon, Oxon: Routledge. Chapter 1: Disaster concepts and trends. P. 27-60.</p> <p style="text-align: center;">(Complete GQS on Carmen by “start of class” time TBD)</p>
WEEK 2	
	Health & Disasters
Tuesday (L)	<p><u>Theme: Disasters, health and Anthropology</u></p> <p><u>Readings:</u></p> <p>Barrios, R. E. (2017). What does catastrophe reveal for whom? The anthropology of crises and disasters at the onset of the Anthropocene. <i>Annual Review of Anthropology</i>, 46, 151-166.</p> <p>Adger, W. N. (2006). Vulnerability. <i>Global environmental change</i>, 16(3), 268-281.</p> <p>RJ Kim-Farley, “Public Health Disasters: Be Prepared,” <i>American journal of public health</i> 107, no. S2 (2017). P. S120 – S121.</p> <p>World Health Organization (WHO). (2002). <i>Gender and health in disasters</i>. World Health Organization (WHO). P 1-4.</p> <p>Public Health Humanitarian Responses to Natural Disasters (2017). Chan, Emily Ying Yang. Milton Park, Abingdon, Oxon: Routledge. Chapter 4. The specific human health impacts of natural disasters. P. 81-117.</p>
Thursday (D)	<p><u>Theme: case study: Puerto Rico, USA, Hurricane María</u></p> <p>Rodríguez-Díaz, C. E. (2018). Maria in Puerto Rico: natural disaster in a colonial archipelago. <i>American Journal of Public Health</i>, 108(1), 30-32.</p> <p>Benach, J., Díaz, M. R., Muñoz, N. J., Martínez-Herrera, E., & Pericàs, J. M. (2019). What the Puerto Rican hurricanes make visible: Chronicle of a public health disaster foretold. <i>Social Science & Medicine</i>, 238, 112367 - 112388.</p> <p>Rudner, N. (2019). Disaster care and socioeconomic vulnerability in Puerto Rico. <i>Journal of health care for the poor and underserved</i>, 30(2), 495-501.</p> <p>Joseph, S. R., Voyles, C., Williams, K. D., Smith, E., & Chilton, M. (2020). Colonial neglect and the right to health in Puerto Rico after Hurricane Maria. <i>American Journal of Public Health</i>, 110(10), 1512-1518.</p> <p style="text-align: center;">(Complete GQS on Carmen by “start of class” time TBD)</p>
WEEK 3	
	“Oh Nooooo!”: What Causes Disasters and Health Emergencies?
Tuesday (L)	<p><u>Theme: Disasters</u></p> <p><u>Readings:</u></p> <p>Eckersley, R. (2015). Beyond inequality: Acknowledging the complexity of social determinants of health. <i>Social science & medicine</i>, 147, 121-125.</p>

	<p>Moore, S., Daniel, M., Linnan, L., Campbell, M., Benedict, S., & Meier, A. (2004). After Hurricane Floyd passed: Investigating the social determinants of disaster preparedness and recovery. <i>Family and Community Health</i>, 204-217.</p> <p>Murthy, B. P., Molinari, N. A. M., LeBlanc, T. T., Vagi, S. J., & Avchen, R. N. (2017). Progress in public health emergency preparedness—United States, 2001–2016. <i>American Journal of Public Health</i>, 107(S2), S180-S185.</p> <p>Dietrich, A. S. (2021). Pollution, Health, and Disaster: Emerging Contributions in Ethnographic Research. <i>Environment and Society</i>, 12(1), 44-65.</p> <p>Public Health Humanitarian Responses to Natural Disasters (2017). Chan, Emily Ying Yang. Milton Park, Abingdon, Oxon: Routledge. Chapter 5. When public health and disaster collide: responding to health needs in natural disasters. P. 118-148.</p>
Thursday (D)	<p><u>Theme: Case Study: Louisiana, USA, Hurricane Katrina</u></p> <p><u>Readings:</u></p> <p>CASE STUDY: Louisiana, USA, Hurricane Katrina Wright, B. (2011). Race, place, and the environment in the aftermath of Katrina. <i>Anthropology of Work Review</i>, 32(1), 4-8.</p> <p>Adams, V., Kaufman, S. R., Van Hattum, T., & Moody, S. (2011). Aging disaster: mortality, vulnerability, and long-term recovery among Katrina survivors. <i>Medical anthropology</i>, 30(3), 247-270.</p> <p>Lovell, A. M. (2011). Debating Life After Disaster: Charity Hospital Babies and Bioscientific Futures in Post - Katrina New Orleans. <i>Medical Anthropology Quarterly</i>, 25(2), 254-277.</p> <p>(Complete GQS on Carmen by “start of class” time TBD)</p>
WEEK 4	
	Infectious diseases turned disasters
Tuesday (L)	<p><u>Theme: Infectious diseases and disasters</u></p> <p><u>Readings:</u></p> <p>Murthy, S., & Christian, M. D. (2010). Infectious diseases following disasters. <i>Disaster medicine and public health preparedness</i>, 4(3), 232-238.</p> <p>Waring, S. C., & Brown, B. J. (2005). The threat of communicable diseases following natural disasters: a public health response. <i>Disaster Management & Response</i>, 3(2), 41-47.</p> <p>Nomani, M. Z. M., & Parveen, R. (2021). COVID-19 pandemic and disaster preparedness in the context of public health laws and policies. <i>Bangladesh Journal of Medical Science</i>, 41-48.</p>

	<i>Koch, T. (2015). Mapping medical disasters: Ebola makes old lessons, new. Disaster medicine and public health preparedness, 9(1), 66-73.</i>
Thursday (D)	<p><u>Theme: case study: severe acute respiratory syndrome (SARS)</u></p> <p><u>Readings:</u></p> <p>Hawryluck, L., Lapinsky, S. E., & Stewart, T. E. (2005). Clinical review: SARS—lessons in disaster management. <i>Critical Care, 9(4)</i>, 1-6.</p> <p>Lee, K. M., & Jung, K. (2019). Factors influencing the response to infectious diseases: Focusing on the case of SARS and MERS in South Korea. <i>International Journal of Environmental Research and Public Health, 16(8)</i>, 1432. 1-19.</p> <p>O’Sullivan, T. L., & Phillips, K. P. (2019). From SARS to pandemic influenza: the framing of high-risk populations. <i>Natural Hazards, 98(1)</i>, 103-117.</p> <p>Public Health Humanitarian Responses to Natural Disasters (2017). Chan, Emily Ying Yang. Milton Park, Abingdon, Oxon: Routledge. Chapter 6. Current and likely medical and public health threats and challenges for disaster response in the twenty-first century 149-182.</p> <p style="text-align: center;">(Upload IQS to Carmen by “start of class” time TBD) <i>Due: Writing Assignment -Who Dies First? Who Recovers Fastest?</i> <i>(Upload to Carmen by 5:00 p.m.)</i></p>
WEEK 5	
	Unseen consequences of disasters: mental health and social wellbeing
Tuesday (L)	<p><u>Theme: Mental health and social wellbeing post disaster</u></p> <p><u>Readings:</u></p> <p>Hechanova, R., & Waelde, L. (2017). The influence of culture on disaster mental health and psychosocial support interventions in Southeast Asia. <i>Mental health, religion & culture, 20(1)</i>, 31-44.</p> <p>Kino, S., Aida, J., Kondo, K., & Kawachi, I. (2021). Persistent mental health impacts of disaster. Five-year follow-up after the 2011 great east Japan earthquake and tsunami: Iwanuma Study. <i>Journal of psychiatric research, 136</i>, 452-459.</p> <p>Goldmann, E., & Galea, S. (2014). Mental health consequences of disasters. <i>Annual review of public health, 35</i>, 169-183</p> <p>Bourque, L. B., Siegel, J. M., Kano, M., & Wood, M. M. (2006). Weathering the storm: The impact of hurricanes on physical and mental health. <i>The Annals of the American Academy of Political and Social Science, 604(1)</i>, 129-151.</p>
Thursday (D)	<p><u>Theme: case study: Nicaragua, Hurricane Mitch</u></p> <p><u>Readings:</u></p> <p>Caldera, T., Palma, L., Penayo, U., & Kullgren, G. (2001). Psychological impact of the hurricane Mitch in Nicaragua in a one-year perspective. <i>Social psychiatry and psychiatric epidemiology, 36(3)</i>, 108-114.</p> <p>Goenjian, A. K., Molina, L., Steinberg, A. M., Fairbanks, L. A., Alvarez, M. L., Goenjian, H. A., & Pynoos, R. S. (2001). Posttraumatic stress and</p>

	<p>depressive reactions among Nicaraguan adolescents after Hurricane Mitch. American journal of psychiatry, 158(5), 788-798.</p> <p align="center">(Complete GQS on Carmen by “start of class” time TBD) <i>Due: Writing Assignment – Disasters, Health and the Environment</i> <i>(Upload to Carmen by 5:00 p.m.)</i></p>
WEEK 6	<i>Emergency management, response and recovery</i>
Tuesday (L)	<p><u>Theme: Disaster management cycle and the tough realities of relocation</u> <u>Readings:</u></p> <p>Public Health Humanitarian Responses to Natural Disasters (2017). Chan, Emily Ying Yang. Milton Park, Abingdon, Oxon: Routledge. Chapter 7. Resources for disaster response and beyond. P. 183-207.</p> <p>Waring, S. C., & Brown, B. J. (2005). The threat of communicable diseases following natural disasters: a public health response. Disaster Management & Response, 3(2), 41-47.</p> <p>Atlani-Duault, L., & Kendall, C. (2009). Influenza, anthropology, and global uncertainties. Medical anthropology, 28(3), 207-211.</p> <p>Lurie, N., Manolio, T., Patterson, A. P., Collins, F., & Frieden, T. (2013). Research as a part of public health emergency response. New England Journal of Medicine, 368(13), 1251-1255.</p> <p>Jang, S., Ekyalongo, Y., & Kim, H. (2021). Systematic review of displacement and health impact from natural disasters in Southeast Asia. Disaster medicine and public health preparedness, 15(1), 105-114.</p> <p>Loebach, P., & Korinek, K. (2019). Disaster vulnerability, displacement, and infectious disease: Nicaragua and Hurricane Mitch. Population and Environment, 40(4), 434-455.</p>
Thursday (D)	<p><u>Theme: case study: Haiti, Earthquake</u> <u>Readings:</u></p> <p>DesRoches, R., Comerio, M., Eberhard, M., Mooney, W., & Rix, G. J. (2011). Overview of the 2010 Haiti earthquake. Earthquake Spectra, 27(1_suppl1), 1-21.</p> <p>Dowell, S. F., Tappero, J. W., & Frieden, T. R. (2011). Public health in Haiti—challenges and progress. New England journal of medicine, 364(4), 300-321.</p> <p>Behrman, J. A., & Weitzman, A. (2016). Effects of the 2010 Haiti earthquake on women's reproductive health. Studies in family planning, 47(1), 3-17.</p> <p align="center">(Complete GQS to Carmen by “start of class” time TBD)</p>
WEEK 7	Climate change, health and resilience: insights of the future
Thursday (L)	<p><u>Theme: Disasters, health and risk reduction</u> <u>Readings:</u></p>

	<p>Keim, M. E. (2008). Building human resilience: the role of public health preparedness and response as an adaptation to climate change. <i>American journal of preventive medicine</i>, 35(5), 508-516.</p> <p>Delilah Roque, A., Pijawka, D., & Wutich, A. (2020). The role of social capital in resiliency: Disaster recovery in Puerto Rico. <i>Risk, Hazards & Crisis in Public Policy</i>, 11(2), 204-235.</p> <p>Lorenz, D. F., & Dittmer, C. (2016). Resilience in catastrophes, disasters and emergencies. In <i>New perspectives on resilience in socio-economic spheres</i> (pp. 25-59). Springer VS, Wiesbaden.</p> <p>Khan, Y., O'Sullivan, T., Brown, A., Tracey, S., Gibson, J., Génereux, M., ... & Schwartz, B. (2018). Public health emergency preparedness: a framework to promote resilience. <i>BMC public health</i>, 18(1), 1-16.</p> <p>Public Health Humanitarian Responses to Natural Disasters (2017). Chan, Emily Ying Yang. Milton Park, Abingdon, Oxon: Routledge. Chapter 8: From Public Health emergency preparedness to resilience. 208-246.</p>
<p>Tuesday (D) Final</p>	<p><u>Theme: case study: Ecuador, Volcano eruption</u></p> <p><u>Readings:</u></p> <p>Faas, A. J. (2017). Reciprocity and Vernacular Statecraft: Andean Cooperation in Post - disaster Highland Ecuador. <i>The Journal of Latin American and Caribbean Anthropology</i>, 22(3), 495-513.</p> <p>Tobin, G. A., & Whiteford, L. M. (2002). Community resilience and volcano hazard: the eruption of Tungurahua and evacuation of the faldas in Ecuador. <i>Disasters</i>, 26(1), 28-48.</p> <p>Tobin, G. A., & Whiteford, L. M. (2004). Chronic hazards: Health impacts associated with on - going ash - falls around Mt. Tungurahua in Ecuador. In <i>Applied Geography Conferences</i> (Vol. 27, pp. 84-93).</p> <p>Lane, L. R., Tobin, G. A., & Whiteford, L. M. (2003). Volcanic hazard or economic destitution: hard choices in Baños, Ecuador. <i>Global Environmental Change Part B: Environmental Hazards</i>, 5(1), 23-34.</p> <p><i>Due: Writing Assignment – Surviving Disaster at Home</i> <i>(Upload to Carmen by 5:00 p.m.)</i> <i>(Complete GQS on Carmen by “start of class” time TBD)</i></p>

Other course policies

Academic integrity policy

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 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

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

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accommodations for accessibility

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. 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 contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Student Support Policies and Resources

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 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 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:614-292-5766) 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.

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, Mollie Peirano, at titleix@osu.edu.

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep

information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially through the [Ohio State Anonymous Reporting Line](#).

Recovery Support. The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit go.osu.edu/recovery or email recovery@osu.edu for more information.

Student Advocacy. The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

ANTHROPOLOGY MAJOR (BA)

Program Learning Goals:

The general goals of our undergraduate program in Anthropology (BA) are threefold: (1) attract and train an increasingly diverse and competitive student body; (2) make graduates more competitive on the job market and in the applicant pool for graduate/professional school; (3) provide more rigorous and empirically oriented training within each anthropological subfield.

General goals # 2 and # 3 are met by a curriculum designed to achieve the following specific learning goals:

- (i) Students are introduced to the breadth of and acquire foundational knowledge in each of the three major sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).
- (ii) Students master core concepts in each of the three major sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).
- (iii) Students complete elective coursework in each of the three sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).
- (iv) Students gain in depth knowledge in one (or more) field by choosing at least two additional courses in any sub discipline (physical anthropology, cultural anthropology or archaeology) within the major.

CURRICULUM MAP AND PROGRAM LEARNING GOALS: BA

Required Courses	Goal # i	Goal # ii	Goal # iii	Goal # iv
ANT 2200	✓			
ANT 2201	✓			
ANT 2202	✓			
ANT 3300 or 3301		✓		
ANT 3401		✓		
ANT 3525		✓		
Elective Courses				
Physical Anthropology Elective			✓	
(Complete at least one of the following)			✓	
ANT 3211			✓	
ANT 3302			✓	
ANT 3304			✓	
ANT 3304			✓	
ANT 3305			✓	
ANT 3315			✓	
ANT 3409			✓	
ANT 3410			✓	
ANT 3411			✓	
ANT 3500			✓	
ANT 3504			✓	
ANT 5600			✓	
ANT 5607			✓	
ANT 5608			✓	
ANT 5609			✓	
ANT 5610			✓	
ANT 5641			✓	
ANT 5644			✓	
ANT 5645			✓	
ANT 5797			✓	

Cultural Anthropology Elective			✓	
(Complete at least one of the following)			✓	
ANT 3005*			✓	
ANT 3027			✓	
ANT 3050			✓	
ANT 3334			✓	
ANT 3400			✓	
ANT 3403			✓	
ANT 3416			✓	
ANT 3418			✓	
ANT 3419			✓	
ANT 3597.01			✓	
ANT 3597.02			✓	
ANT 3623			✓	
ANT 4100*			✓	
ANT 4597.05H			✓	
ANT 5601			✓	
ANT 5602			✓	
ANT 5621			✓	
ANT 5624			✓	
ANT 5625			✓	
ANT 5626			✓	
ANT 5627			✓	
ANT 5797			✓	
Archaeology Elective			✓	
(Complete at least one of the following)			✓	
ANT 3350			✓	
ANT 3402			✓	
ANT 3434			✓	
ANT 3451			✓	
ANT 3452			✓	
ANT 3555			✓	
ANT 3604			✓	
ANT 4597.03H			✓	
ANT 5603			✓	
ANT 5604			✓	
ANT 5605			✓	
ANT 5614			✓	
ANT 5615			✓	
ANT 5651			✓	
ANT 5797			✓	

			✓	
Free Elective # 1				✓
Free Elective # 2				✓
(complete any 2 additional courses from the list of electives above)				

ANTHROPOLOGICAL SCIENCES MAJOR (BS)

Program Learning Goals:

The general goals of our undergraduate program in Anthropological Sciences are to prepare students for (i) employment that combines critical thinking, communication, and analytical skills with an understanding of human diversity in both time and space and/or (ii) continued study in graduate/professional schools.

These general goals are met via the following specific learning outcomes:

- (i) Students will acquire foundational knowledge in each of the three major sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).
- (ii) Students will achieve mastery of core concepts in each of the three major sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology). In so doing, they will acquire rigorous and empirically oriented skills in each sub discipline.
- (iii) Students will accumulate breadth of knowledge by completing elective coursework in each of the three sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).
- (iv) Students achieve in depth knowledge in one (or more) field by choosing at least two additional courses in any sub-discipline (physical anthropology, cultural anthropology or archaeology) within the major.
- (v) Students achieve competence in basic statistical methods and evolutionary theory.

CURRICULAR MAP AND PROGRAM LEARNING GOALS (BS)

Required Courses	Goal # i	Goal # ii	Goal # iii	Goal # iv
ANT 2200	✓			
ANT 2201	✓			
ANT 2202	✓			
ANT 3300		✓		
ANT 3301		✓		
ANT 3401		✓		
ANT 5620		✓		
Elective Courses				
Physical Anthropology Elective			✓	
(Complete at least one of the following)			✓	
ANT 3211			✓	
ANT 3302			✓	
ANT 3304			✓	
ANT 3304			✓	
ANT 3305			✓	
ANT 3315			✓	
ANT 3409			✓	
ANT 3410			✓	
ANT 3411			✓	
ANT 3500			✓	
ANT 3504			✓	
ANT 5600			✓	
ANT 5607			✓	
ANT 5608			✓	
ANT 5609			✓	
ANT 5610			✓	
ANT 5641			✓	
ANT 5644			✓	
ANT 5645			✓	
ANT 5797			✓	

	Goal # i	Goal # ii	Goal # iii	Goal # IV	Goal # V
Cultural Anthropology Elective			✓		
(Complete at least one of the following)			✓		
ANT 3005*			✓		
ANT 3027			✓		
ANT 3050			✓		
ANT 3334			✓		
ANT 3400			✓		
ANT 3403			✓		
ANT 3416			✓		
ANT 3418			✓		
ANT 3419			✓		
ANT 3597.01			✓		
ANT 3597.02			✓		
ANT 3623			✓		
ANT 4100*			✓		
ANT 4597.05H			✓		
ANT 5601			✓		
ANT 5602			✓		
ANT 5621			✓		
ANT 5624			✓		
ANT 5625			✓		
ANT 5626			✓		
ANT 5627			✓		
ANT 5797			✓		
Archaeology Elective			✓		
(Complete at least one of the following)			✓		
ANT 3350			✓		
ANT 3402			✓		
ANT 3434			✓		
ANT 3451			✓		
ANT 3452			✓		
ANT 3555			✓		
ANT 3604			✓		
ANT 4597.03H			✓		
ANT 5603			✓		
ANT 5604			✓		
ANT 5605			✓		
ANT 5614			✓		
ANT 5615			✓		
ANT 5651			✓		

ANT 5797			✓		
			✓		
Free Elective # 1			✓		
Free Elective # 2					
(complete any 2 additional courses from the list of electives above)					

Additional Courses					
EEOB 3310					✓
STAT 1450 or 2450					✓

Curricular Map B.A. Degree Track

	Program Goals						
	1	2	3	4	5	6	7
Pre-Requisites							
ANTHROP: 2200	B						
ANTHROP 2202		B		B			B
STAT 1450					B		
Introductory Courses							
ANTHROP 3302	B	B	B	B	B	B	B
PUBHEPI: 2410	B	B					
Core Courses							
ANTHROP: 3301	B/I	B/I	B/I				
ANTHROP: 4525			I			I	
ANTHROP: 5650					I	I	I
Interdisciplinary Courses							
COMPSTD: 3645				B	B		B/I
EEOB: 4240	B/I	B		B/I			
HIST: 3307				B/I			
PUBHEHS: 4530	I				I		
PUBHEHS: 5320	I	I			I		
PUBHEPI: 4410	I	I	I		I		
PUBHEPI: 5412	A	I	A				
PUBHEPI: 5420	A	A	A		A		
SEXSTUD: 5620		A	A		A	I	
SOC: 3630		B/I	B/I		B/I		
SOC: 5450			I	I	I		
SOCWORK: 3597			B	B/I	B/I		
SOCWORK: 5026			I/A		I/A		
WGSST: 4189.01S			I		I		
WGSST: 4404			I		I	I	
Evolutionary & Biocultural Perspectives on Health							
ANTHROP:3027		I	I		I		I
ANTHROP: 3340		B/I	I	I	B	I	I
ANTHROP: 4597.05	I	I	I				I
ANTHROP: 5600	A	I/A	A				A
ANTHROP: 5601		I/A	A	A	I/A	I/A	A
ANTHROP: 5602	I/A	I	A	A	I	I	A
ANTHROP: 5615	A	A					
ANTHROP: 5621	I	I/A	A	I	I		A
ANTHROP: 5624		I	I/A	I	A		I
ANTHROP: 5642	A	I	A		A		I
ANTHROP: 5645	A	I	A		I		I
ANTHROP: 5700		A	I	I	A	A	A
ANTHROP: 5701		I	I	A	A	A	A
Anthropology in/of the clinic			I	I	I		I

Goals: ¹Exhibit knowledge of human biology; ²Understand how biology and culture intersect to shape health; ³Apply biological and social theories to explain health disparities; ⁴Understand cultural aspects of medicine by comparing health issues, healing practices, and healthcare systems cross-culturally; ⁵Understand ethnographic, qualitative, and quantitative methods as applied within medical anthropology;

⁶Critically evaluate the differences between subjective experiences of illness and clinical dimensions of disease; ⁷Recognize the role of medical anthropology in improving health and healthcare
 Level: B=Basic; I=Intermediate; A=Advanced

Curricular Map B.S. Degree Track

	Program Goals						
	1	2	3	4	5	6	7
Pre-Requisites							
ANTHROP: 2200	B	B					
ANTHROP 2202				B	B	B	B
STAT 1450						B	
Introductory Courses							
ANTHROP 3302	B	B	B	B	B	B	B
PUBHEPI: 2410		B		B	B	B	
Core Courses							
ANTHROP: 3301	B/I	B/I	B/I	B/I	B/I	B/I	B/I
ANTHROP: 4525				I	I	I	
ANTHROP: 5650					I	I	I
Interdisciplinary Courses							
COMPSTD: 3645				B	B		B/I
EEOB: 4240		B	B	B/I			
HIST: 3307				B/I	B/I	B/I	
PUBHEHS: 4530		I	I	I	B/I		
PUBHEHS: 5320		I		I	I		
PUBHEPI: 4410		I		I	I/A		
PUBHEPI: 5412		I/A	I	A	A	A	
PUBHEPI: 5420		A	A	A	A	A	
SEXSTUD: 5620				A	A	I	
SOC: 3630				B/I	B/I	B	
SOC: 5450				I	I	I	
SOCWORK: 3597				B/I	B/I	B/I	
SOCWORK: 5026				I/A	I/A	I	
WGSST: 4189.01S				I	I	I	
WGSST: 4404				I	I	I	
Foundations in Human Evolution							
ANTHROP: 3300	I	I					
ANTHROP: 5600	A	A	A	I/A	A	A	A
Evolutionary Perspectives							
ANTHROP: 3504	I	I					
ANTHROP: 5615	A	A	I				
ANTHROP: 5621	I/A	I/A	I/A	A	A		A
ANTHROP: 5642	I/A	A	I/A	A	A		I/A
ANTHROP: 5645	I/A	A	I/A	A	A		I/A
Biocultural Perspectives							
ANTHROP: 3027		I	I		I		I
ANTHROP: 3340		I		I	I	I	I

ANTHROP: 4597.05		I		I	I	I	I
ANTHROP: 5601		I		I/A	I/A	A	A
ANTHROP: 5602	I	I	I	A	A	A	A
ANTHROP: 5624				I	I/A	A	A
ANTHROP: 5700				I	A	A	A
ANTHROP: 5701		I		I	A	A	A
Anthropology in/of the clinic			I	I	I		I

Goals: ¹Exhibit knowledge of human evolution and its role in structuring of the human life course; ²Exhibit knowledge of modern human biology and human biological variation; ³Understand how principles of evolution can be applied in medicine; ⁴Understand how biology and culture intersect to shape health; ⁵Apply biological and social theories to explain health disparities; ⁶Understand basic ethnographic, qualitative, and quantitative methods as applied within medical anthropology; ⁷Recognize the role of medical anthropology in improving health and healthcare

Level: B=Basic; I=Intermediate; A=Advanced

The Ohio State University College of the Arts and Sciences Concurrence Form
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The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Proposal to review

Initiating Academic Unit	Course Number	Course Title
Type of Proposal (New, Change, Withdrawal, or other)	Date request sent	
Academic Unit Asked to Review	Date response needed	

B. Response from the Academic Unit reviewing

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Signatures

1.	Name	Position	Unit	Date
2.	Name	Position	Unit	Date
3.	Name	Position	Unit	Date

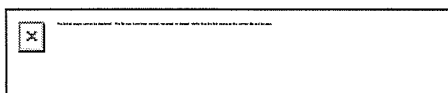
Healy, Elizabeth A.

From: Williams, Kristi
Sent: Monday, April 18, 2022 3:21 PM
To: McGraw, Scott
Cc: Vankeerbergen, Bernadette; Healy, Elizabeth A.
Subject: Re: Concurrence request

Hi Scott,

Sociology is happy to offer concurrence. Looks like a great course.

Kristi



Kristi Williams, PhD
Professor and Chair
Department of Sociology
238 Townshend Hall, 1885 Neil Avenue Mall, Columbus, OH 43210
6146883207 Office
williams.2339@osu.edu / sociology.osu.edu



From: "McGraw, Scott" <mcgraw.43@osu.edu>
Date: Monday, April 18, 2022 at 2:40 PM
To: Kristi Williams <williams.2339@osu.edu>
Cc: Bernadette Vankeerbergen <vankeerbergen.1@osu.edu>, "Healy, Elizabeth A." <healy.152@osu.edu>
Subject: Concurrence request

Hi Kristi,

Our new hire (Anais Roque, coming next year) has created a new course on health and disasters, her specialty. Could you please take a look at the attached syllabus and let me know if there are any issues?

Also attached is the concurrence form which we'd like to have back in two weeks (May 2nd).

Many thanks.

Hope you are well.

Scott

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.