

Term Information

Effective Term Summer 2023

Course Change Information

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

We would like this course included in the Health and Well-being GE.

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

This course is closely aligned with this theme.

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

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

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	Anthropology
Fiscal Unit/Academic Org	Anthropology - D0711
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3301
Course Title	Modern Human Physical Variation
Transcript Abbreviation	Mod Human Phys Var
Course Description	Survey of modern human biological diversity; examination of the underlying evolutionary and adaptive mechanisms responsible; exploration of the interplay between biology and behavior in adaptation.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 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, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 2200, or permission of instructor.
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	26.0901
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
Health and Well-being

Previous Value

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

Course Details

Course goals or learning objectives/outcomes

- Students will become familiar with key aspects of modern human genetic, anatomical, and physiological variation.
- Students will apply knowledge of the forces of evolution to explain modern human variation within and between populations.
- Students will gain an appreciation for how aspects of the physical, biological, and sociocultural environment have shaped and continue to shape modern human biological variation.
- Students will understand the meaning of race in the biological and social sciences and the problem with classifying humans into racial groups.
- Students will understand how humans continue to evolve.

COURSE CHANGE REQUEST
3301 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
05/31/2022

Content Topic List

- Zoological
- Primates
- Human population
- Evolution
- Human behavior
- Health
- Life-span
- Adaptation
- Genes
- Natural selection
- Intelligence

Sought Concurrence

No

Attachments

- Anthropology 3301 GE justification.pdf: GE Rational
(GEC Model Curriculum Compliance Stmt. Owner: Healy, Elizabeth Ann)
- Anthropology 3301 Syllabus.doc: Syllabus
(Syllabus. Owner: Healy, Elizabeth Ann)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	05/17/2022 01:48 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	05/17/2022 02:05 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/31/2022 03:21 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/31/2022 03:21 PM	ASCCAO Approval

Anthropology 3301

Modern Human Variation

Spring 2022

Instructor: Douglas E. Crews crews.8@osu.edu

Smith Laboratory 4025

Office hours: Tuesday/Thursday 10-11am & by appointment

What this course is about

Based in evolutionary theory and human biology, Anthropology 3301 explores interconnections among evolutionary biology, genes/genomes, sociocultural change/processes, and environments in patterning Modern Human Variation (MHV) in growth, development, reproduction, health, ill-health, disease risks, aging, and senescence. Anthropology 3301 focuses on evolutionary, biological, social, and cultural influences on human variation. To do so, we explore influences of DNA, life ways, social settings, and humankind's constructed niches on their physiology, physique, appearance, life history, health, and well-being. In MHV students explore and expand their understandings of how and why modern humans express variable phenotypes and susceptible to specific illness, diseases, injuries, and causes of death across sociocultural settings, and variable responses to specific stressors. They do so by reading, writing critiques of, and discussing 6 interrelated peer-reviewed journal articles. Using an evidence-based and evolutionary approach, 3301 explores why humans express variable risks for compromised physical and mental health. In MHV, today's dysfunctional states and diseases today are examined as possible evolved stressor responses for improve neurological, cardiovascular, physiological, immune, mobility, metabolic, and psychological functioning in past settings. Evolutionary and sociocultural forces have influenced and patterned all aspects of human growth, development, adult function, stressor response, frailty, and senescent biology, and still do. MHV presents students an unique pathway for understanding modern human biology, health, and ill health based on evolution, historical and prehistorical sociocultural developments while illustrating an evidence-based approach to medicine. By semester's end, through lectures, 5 epiphanies, 6 journal critiques, 3 quizzes, and discussions, successful students will have improved their understanding of, develop a skill set for viewing, and be able to express: 1) MHV variation as representing evolved responses to previously prevailing and variable environments, and 2) how human characteristics including health and ill-health reflect old and new biological adaptations and sociocultural developments.

Anthropology 3301 focuses on developing understanding of how research in biological anthropology examines intersections of evolutionary biology with evidence-based medicine, an approach articulated as early as Darwin. MHV begins by reviewing concepts in evolutionary biology and population genetics, with attention to multiple possible sources of variability in health and wellbeing. This is followed by review of human and primate patterns of growth and development and the multiple possible influences of genes, environment, and social settings on variation including norms of reaction, phenotypic plasticity, and variable health outcomes across populations and individuals. In the final section students explore health/ill-health, homeostasis, allostatic load, frailty, natural experiments on stressors in current and extreme environments, aging, senescence, and late-life survival, using skills they acquired in earlier sections of MHV.

Course objectives

During this course you will be introduced to evolutionary perspectives on health and illness. Successful students will gain a strong foundation in how human growth, development, reproductive adulthood, health, illness, disease, dysfunction, and senescence reflect evolved strategies for maximizing and balancing phenotypic optimality with long-term reproductive success. You will become familiar with how ill health may reflect previously evolved stressor responses mismatching current environmental exposures. Today evolved phenotypic compromises and mismatches partly underlie multiple aspects of ill health, including obesity, metabolic and cardiovascular diseases, childhood developmental issues, and psychiatric conditions. Through 5 epiphanies on in-class lectures, 3 quizzes, and 6 reading responses/critiques, including personal reflections on course materials and an in-class presentations, successful students will hone their abilities to analyze, and

critique published research, and contextualize their own and others health and wellbeing. Further they will understand theory, methods, and approaches from MHV apply to their future interests and specializations across public health, medicine, biology, psychology, and even political science and policy issues.

Health and Wellness Theme: Expected Learning Outcomes (ELOs):

This GE Theme requires students to “explore and analyze health and wellbeing through attention to at least two of the nine dimensions of wellness: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, and financial.”

Expected learning outcomes:

1.1) Students will “explore and analyze health and wellbeing from theoretical, socio-economic, technological, policy, and/or personal perspectives”

In Anthropology 3301, students explore and analyze evolutionary, historical, social, cultural, and environmental aspects of health across populations today and in the past. Students examine phenotypic, physiological, physical, and mental variability in both human populations and individuals. Further, they will review proposed strategies for improving their own health and wellbeing during reviews of evidence-based literature on how health, ill-health, and well-being are variably defined across families, populations, cultures, social settings, and nations influencing their personal perspectives and how these reflect wider policy issues. As part of their 6 reading assignments and 5 epiphanies, students examine their personal perspectives on health and wellbeing by exploring how variable phenotypes are differentially advantaged or disadvantaged by existing sociocultural settings, such that some are be more or less susceptible to specific illnesses, diseases, injuries, and causes of death.

1.2) Students will “identify, reflect on, and apply the skills needed for resiliency and wellbeing.”

In Anthropology 3301, students identify and consider the multifactorial nature of health and wellness and the skills needed for resiliency and wellbeing across time and varying residential settings. They will identify variability and ambiguity of terms such as health, ill-health, physical, mental, and social health are defined and applied across time and place among modern humans and our ancestors. They will identify and reflect upon not only their own wellbeing, but also how health, wellbeing, and evolutionary theory have been and still may be misused in support of eugenics, racism, sexism, and classism.

This meets objectives of the Health and Wellness Theme through a range of in-class lectures focusing on specific influences on health and wellbeing, with 5 associated reflective epiphanies, reading and critiquing of 6 peer-reviewed publications with in-class student presentations exploring the breadth and depth of sociocultural, biological, and environmental influences on health, ill-health, resiliency, and well-being. By exposing students to a broad range of theoretical, socio-economic, technological, policy, and personal perspectives on health and well-being, students will begin to comprehend the complexity of personal health, resiliency, and wellbeing. By exploring and analyzing evolutionary, biological, physiological, social and culture models of health and wellbeing from theoretical, historical, cultural, social, and personal perspectives, successful students will identify skills needed for their personal resiliency and wellbeing.

Anthropology 3301: Modern Human Physical Variation - Spring 2022

TU & TH 8:00-9:20am - 4025 Smith Lab

Instructor: Dr. Douglas E. Crews, crews.8@osu.edu, 4004 Smith Laboratory

Office hours: Tuesday & Thursday 10-11am: 4004 Smith Laboratory & by appointment 11 Jan - 21 April 2022

Zoom: <https://osu.zoom.us/j/94870800669?pwd=cVV4dGxYcHY2bEE3TyndGxScIRZUT09>

Prerequisite: Anthropology 2200 or permission of the instructor

PUBLICATION/MATERIAL FOR THIS CLASS IS AVAILABLE IN ALTERNATIVE FORMATS UPON REQUEST. STUDENTS WITH DISABILITIES ARE RESPONSIBLE FOR MAKING THEIR NEEDS KNOWN TO THE INSTRUCTOR AS SOON AS THE SEMESTER BEGINS AND ARE RESPONSIBLE FOR SEEKING AVAILABLE ASSISTANCE FROM THE OFFICE OF DISABILITY SERVICES 292-3307, PRIOR TO OR AT THE BEGINNING OF THE SEMESTER. I RELY ON THE OFFICE FOR DISABILITY SERVICES FOR ASSISTANCE IN VERIFYING THE NEED FOR ACCOMMODATIONS AND DEVELOPING ACCOMMODATION STRATEGIES.

Course Overview: Among the topics covered in Modern Human Variation are evolutionary theory, human population genetics, evolution; variation in growth, development, and adult phenotypes; mental, physical, and social health; ill-health and disease risks; aging, senescence, allostatic load, and frailty. Our focus is on the evolutionary, genomic, biological, and sociocultural roots of human variation in appearance, physiology, life history, life ways, social settings, environments, cultures, and health. Our goal is to examine modern humans as outcomes of their physical and social conditions whether occurring now, in our familial history, or our evolutionary past. This is a bioculturally-based science course. By semester's end, you should have a clear understanding of, and skill set for understanding modern human variation, humans as one species evolved on Earth in response to variable environments, and how human characteristics including health and ill-health reflect old and new biological adaptations and cultural developments.

Learning Outcomes/Goals: Following successful completion of this course you will be able to:

- 1) Evaluate published evidence on how human variation is structured, maintained, and changes over time
- 2) Describe how biology, culture, environment, and social structures intersect producing variable human phenotypes
- 3) Appreciate the sociocultural & environmental context of variation in human health and wellbeing today
- 4) Appreciate and observe how phenotypic differences of individuals/populations reflect diverse developmental settings
- 5) Apply critical skills to observing, documenting, and understanding determinants of modern human variation

No Required Textbook: Texts covering class materials include, but are not limited to:

J Mielke, L Konigsberg, J Relethford. Human Biological Variation, 2nd Edition 2011 (or the 1st Edition 2006). Oxford University Press. As low as \$27.99 online.

Daniel Chiras. Human Biology, 8th Edition" 2013. Jones and Bartlett Learning. As low as \$16.99 online.

Course Requirements:

Attendance, active class participation & presentations	10%
5 Reflections on class lectures/discussions	30%
3 Quizzes	30%
6 Reactions/Responses to Published Papers	30%

Assignments:

1) Active Class Participation (15%): 1% per week over weeks 2-8 & 12-14. **Achieving points: 1: Attend** classes. **2: Be prepared** for your in-class reading presentations of an assigned paper. **3: Speak up**, ask questions, state opinions. **4: Be polite.** **5. Read assigned papers**, complete responses prior to class. Discussion of theories, results, assumptions in readings are integral to understanding how phenotypic variation in health and illness are structured within populations. Due dates in syllabus.

2) 5 Reflections/Epiphanies (30%): 6% each. About every 3 weeks you will write a short reflection on class content, lectures, and discussions, not readings (see next assignment on readings). Epiphanies should address how material relates to your previous experiences and knowledge. How did class materials reflect or differ from your experiences? How might they influence your future behaviors? Be reflective, connect class materials to your own experiences. Be original, not repetitious week-to-week. Graded on completion & clarity of connections. **No less than 25 words, no more than 50 words.** Due dates in syllabus.

3) 3 Quizzes (30%): covering **previous 4-5 lectures/discussions.** May include true/false, short answers, and multiple-choice questions. Due dates in syllabus.

4) 6 Reading Reactions/Responses (30%): 5% each. **Not reviews/reports. Comments, critiques, viewpoints, relationships to other aspects of health and variation.** Critically read assigned papers, evaluating what authors intended to do, theory followed, data used, what was reported as result, did conclusions reflect data presented. **One-**

page double-spaced with 12-point Times-New Roman font using 1-inch margins. Hardcopies due Tuesday week assigned. Papers will be presented and discussed in class Thursdays. **Structure:** 1st line on page: Your name, date, response number (1-6) first author's last name and date paper published. Include 1st author and date in 1st sentence of reaction. Place full references on back of page. If you include additional references, place citations on back of page.

Late Assignments: If you miss any assignment, e-mail me as soon as you can. **Late assignments receive full credit only when accompanied by appropriate documentation (hospital, physician, military commander, tow truck receipt) accounting for each day late.** Assignments turned in late without such will drop 10% of their total per day. One day is a standard calendar day, not a class period.

CLASS NEWS AND CANCELLATIONS: In case of unexpected instructor absences, information will be posted on the departmental website <http://anthropology.osu.edu/news/coursenews.php>. This site should be consulted in the event of inclement weather or other problematic situations for possible class cancellation. Do not call the department, check the website, and **importantly, check your email for a message from me.**

Grades. Grades are based upon the absolute percent of 100 total points you achieve on **Course Requirements.** A ≥ 93%, A- 90-92%, B+ 88-89%, B 82-87%, B- 80-81%, C+ 78-79%, C 72-77%, C- 70-72%, D+ 68-69%, D 62-67%, D- 60-62%, F <60%. **Grades are earned by the student, not given by the instructor. There are No Extra Credit assignments or make-up work to improve your earned final grade.**

This is a class in **Physical/Biological Anthropology.** **Emphasis is two aspects of human biology:**

- 1. Evolution of human function and physiology** are major determinants of health & ill health across populations today
- 2. Human Population Biology:** Humans vary in phenotypes, risk factors, and disease across cultures & environments

Class Schedule			
Week	Date:	Topics:	Due Dates:
1	1/10 – 1/14	Review Syllabus, Terminology, Genes/Genomics, DNA/RNA, Proteins, Evolutionary Theory, Selection, Genetic Drift, Gene Flow, Mutation	
2	1/18 – 1/21	Population Genetics, Hardy-Weinberg Model microRNAs, Epigenetics, Microbiome, Adaptation & Adaptability	Epiphany 1 due 1/23
3	1/24 – 1/28	Simple/Complex - Qualitative/Quantitative Traits, Classification/Systematics, Plasticity, Heritability	Reading 1 due 1/25
4	1/31 – 2/4	Growth, Development, Sex, Gender, Life History	Quiz 1 due 2/6
5	2/7 – 2/11	Norms of Reaction & Phenotypic Variation, Health/III Health, Disease, Illnesses, and Causes of Death	Reading 2 due 2/8
6	2/14 – 2/18	Genetic Polymorphisms & Human Health: HLA, Apolipoproteins, p53, Porphyria, ADH, Hox, CCR5 Δ32	Epiphany 2: 2/20
7	2/21 – 2/25	Sickle-cell anemia & other Hemoglobinopathies, Inborn Errors of Metabolism, Balanced Polymorphisms & Selection	Reading 3 due 2/22
8	2/28 – 3/4	Genetics, Geographic Ancestry, Biodiversity	Epiphany 3 due 3/6
9	3/7 – 3/11	Human Disease Patterns, Diets/Nutrients, Demography/Epidemiology	Reading 4: 3/8

10	3/14 – 3/18	NO CLASS: Spring Break	
11	3/21 – 3/25	NO CLASS: American Association of Biological Anthropologists, Human Biology Association Meetings	Quiz 2 due 3/27
12	3/28-4/1	Hypoxia, Heat, Cold, Modern Life, Natural Experiments & Other Stressors	Reading 5 due 3/29
13	4/4 – 4/8	Health, Homeostasis, Stress, Frailty, Allostatic Load, Aging & Senescence	Epiphany 4 due 4/10
14	4/11 – 4/15	Cloning, Gene Transfer, Ethics in Science & Medicine	Reading 6 due 4/12
15	4/18 – 4/22	Are Humans Still Evolving?	Epiphany 5 due 4/24
Exam Week	4/25 – 5/3	Exam Week	Quiz 3 due 4/27

Readings:

Reading 1: Conching A, Kealohi S, Thayer Z. 2019. Biological pathways for historical trauma to affect health: A conceptual model focusing on epigenetic modifications. *Social Science and Medicine* Jun 230:74-82.

Reading 2: Bogin B. 2021. Social-Economic-Political-Emotional (SEPE) factors regulate human growth. *Human Biol & Pub Health* 1. <https://www.human-biology-and-public-health.org/index.php/hbph/article/view/10>

Reading 3: Balanced polymorphisms and health

Reading 4: Pontzer H. The exercise paradox. *Scientific American Special Editions* 27, (2017).

Reading 5: Crews DE, Kawa N, Cohen J, Ulmer G, Edes A. 2019. Climate change Climate change, uncertainty, and allostatic load. *Annals of Human Biology*. 46(1).

Reading 6: Dato S, Rose G, Crocco P, et al. 2017. The genetics of human longevity: an intricacy of genes, environment, culture, and microbiome. *Mechanisms of Ageing Dev*. Epub 2017 Apr 5.

University Policies and Resources for Students

Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let 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.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Mental Health:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. 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 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.

Sexual Misconduct and Relationship Violence:

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, Kellie Brennan, at titleix@osu.edu.

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.

Course subject & number: Anthropology 3301**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)

Biomedical, Biocultural, and Medical Anthropology are major fields of theoretical development in and inquiry on social, behavioral, cultural, evolutionary, and biological determinants of human health and wellbeing. Anthropology 3301 is a more in-depth and advanced course beyond Anthropology 1100 (an introduction to all four subfields) and Anthropology 2200 (a more advanced course than 1100) that concentrates on the subdiscipline within Biological Anthropology addressing the evolution, maintenance, and causes of variation in our species. The latter covers basic genetics, primates, primate/hominin/human evolution, and human variation. Both illustrate and examine the breadth of current anthropological research and applicability of concepts across humankind, including health and wellbeing. However, neither Anthropology 1100 nor 2200 provide an in-depth focus on the evolution of health and wellness, variation in health and ill-health across populations, sexes, races, age groups, or the influence of social settings, culture, environment, evolution, and genetics. Anthropology 3301 is an in-depth and advanced review of human variation, disease susceptibility, distributions, and associations, recent advancements in defining health and ill-health, evolutionary aspects of medicine, and experimental results from related research that provides Ohio State general education students with exposures to recent scientific investigation on the sociocultural, physiological, and evolutionary basis of health and wellbeing.

ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

The Health and Wellbeing Theme, requires that students “explore and analyze health and wellbeing through attention to at least two of the nine dimensions of wellness: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, and financial.” The major dimensions addressed as part of MHV include

Students enrolled in MHV will examine health and wellbeing by exploring the evolutionary, social, psychological, environmental, genomic, and emotional bases for physical and mental health and how disease, illness, stress, and sociocultural settings may disrupt this balance. This will include theoretical, socio-economic, technological, policy, and personal perspectives on what is health as presented in lecture materials and articulate by students in their 5 reflections/epiphanies on lectures. This course will provide students comprehension reviews of these complex issues and forces through lectures, 6 readings with critiques/reports, and in-class presentations of associated materials to aid and educate them in ways that lead to greater individual resiliency and wellbeing. Integral to this course is connecting course materials to current and past trends in defining illness and health and addressing the proliferation of “self-help” methods and recent volumes promoting wellness through specific diets: e.g., carnivore diet, healing foods, eat like a neanderthal. Through constant in-class discussions, 6 essays critiquing published journal articles, 3 quizzes, and 5 reflections, students engage in critical and logical thinking and show their mastery of core course concepts.

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)

As detailed in the course syllabus and ELO 1.1, students are expected to read an assortment of relevant research publications, write a succinct review/critique of each, and make in-class critical presentations of them. For example, articles are retrieved from Social Science and Medicine, Mechanisms of Ageing Dev, Scientific American, Annals of Human Biology. These are designed to aid students in exploring and analyzing their own health and wellbeing from theoretical, evolutionary, socio-economic, technological, policy, and their personal perspectives. Lectures are structured to cover advanced topics in human variation, biology, medicine, and life history. For example, week 2 lectures include Population Genetics, Hardy-Weinberg Model, microRNAs, Epigenetics, Microbiome, Adaptation, and Adaptability. Class reflections/epiphanies indicate students understanding and mastery of key concepts as do the 3 quizzes and 6 reading reviews. In class discussions demonstrate their ability their new knowledge to different populations/settings.

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)

Lectures will review a broad range of topics in MHV. Students will read from a range of medical, anthropological, and social science journals presenting recent trends and controversies related to MHV, health and ill-health. They will situate their 6 reading reviews and 5 epiphanies within the context of medicine, evolutionary medicine, environments, and sociocultural settings. Class discussions and reading review essays provide venues for deep description of MHV and synthesis of varying viewpoints. Quizzes ensure students have integrated key concepts of MHV and health with their previous knowledge. (See syllabus for details). These activities will aid students in identifying and reflecting on their own health and wellbeing, relate these to possible evolved tendencies, evolutionary mismatches, and compromises, and apply this knowledge to improve their own resiliency and wellbeing.

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)

Throughout this course, through in-class discussions, review of published research and essays, students connect evolutionary and historical processes, cultural variation, differences in sociocultural and environmental settings, and variable DNA to current issues in health and wellness. They will explore their own selves as learners by reflecting on

what they have learned within the context of their own personal and familial experiences of diseases, illnesses, and causes of death. (See syllabus for details.)

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 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)*