

Term Information

Effective Term Spring 2024
Previous Value 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; remove pre-req

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

This course is closely aligned with this theme; does not require pre-existing knowledge of anthropology

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
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	No prerequisites.
<i>Previous Value</i>	<i>Prereq: 2200, or permission of instructor.</i>
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.

Content Topic List

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

Previous Value

- *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)
- GE App 3301 Syllabus Sp 2024 3.25.23.doc: Syllabus 6/1/23
(Syllabus. Owner: Palazzo, Sarah Rose)
- Response to Previous Panel Review of Anthro 3301.docx: Response Letter 6/1/23
(Cover Letter. Owner: Palazzo, Sarah Rose)
- submission-health-well-being Anthropology 3301 6.1.23.pdf: GE Worksheet 6/1/23
(Other Supporting Documentation. Owner: Palazzo, Sarah Rose)

Comments

- HI Sarah: I sent you a separate e-mail. Let me know if you have any questions! *(by Guatelli-Steinberg, Debra on 01/03/2023 02:57 PM)*
- Please see Panel feedback email sent 07/14/2022. *(by Hilty, Michael on 07/14/2022 04:11 PM)*

COURSE CHANGE REQUEST
3301 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/08/2023

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
Revision Requested	Hilty, Michael	07/14/2022 04:11 PM	ASCCAO Approval
Submitted	Palazzo, Sarah Rose	01/03/2023 02:37 PM	Submitted for Approval
Revision Requested	Guatelli-Steinberg, Debra	01/03/2023 02:57 PM	Unit Approval
Submitted	Palazzo, Sarah Rose	06/01/2023 03:42 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	06/01/2023 03:58 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/08/2023 11:56 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/08/2023 11:56 AM	ASCCAO Approval

31 May 2023

Re: Response to Preliminary Review of Anthropology 3301: Modern Human Diversity

Dear Review Panel for the GE Theme: Health and Well-being

Included herewith is a revised syllabus along with supporting materials submitted in response to the Review Panel's not voting on Anthropology 3301 but requesting follow-up and feedback on specific items. We have revised the Anthropology 3301: Modern Human Diversity syllabus and provided additional supporting documents within the GE submission forms and syllabus in accordance with your suggestions and requests. These are reviewed here in the same order as the original review panel enumerated.

1. The reviewing faculty requested course content "...be more explicitly tailored to meet the GE Theme-specific ELOs for the GE Theme: Health and Well-being". They requested this explicit connection be further explored in course content, the course syllabus, and GE submission forms.

As requested, the GE submission forms now reference specific sections of the syllabus, including core assignments, lectures, discussions, and course-specific readings. Within the course syllabus, assignments now link directly to specific GE ELOs. For example, "ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme" is addressed as students explore evolutionary, social, psychological, environmental, genomic, and emotional influences on human health and well-being through topical lectures, critical evaluations of peer-reviewed journal articles and online resources, reflections on how course materials apply to their lives, and interactive in-class discussions during which students engage in interpreting, applying, and understanding how their physical, mental, and emotional health may be disrupted by disease, illness, stress, sociocultural settings, and their own personal health behaviors. "ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme" links to course goals and topics through constant exploration of the questions "Why do we get sick and what is health?" Students explore and address their own health during didactic lectures, readings, and writing critiques of recent publications on health and wellness; by viewing and reading online posts on human health; and participating during in-class discussions on student health as they reflect on multiple factors contributing to their own health and ill-health, recurring themes throughout Modern Human Diversity.

2. Additionally, the reviewing faculty are "currently unsure how the course will satisfy GE Theme-specific ELO 3.2 and ask that this ELO, in particular, be especially developed and explained in the course syllabus and GE submission forms."

This ELO is to "Identify, reflect on, or apply strategies for promoting health and wellbeing." In Anthropology 3301 through lectures, assigned readings, online resources, in-class discussions, and personal reflections on course content, students are encouraged to develop personal strategies for promoting their own health and wellbeing. Course content includes multiple strategies for promoting personal health and wellbeing, including how variable diets, activity patterns, and sleep cycles influence individual physiology, mental and physical health, and abilities to respond to experienced stressors.

Throughout this course applied strategies for promoting health, well-being, and resilience are included in topical lectures, particularly during weeks 6-8 when class lectures and discussions focus on individual homeostasis, stressors, stressor, and allostatic load, and the evolutionary and sociocultural basis of our emotions and feelings, our social brains, and how evolved biology likely influences addiction, diseases of despair, human risk taking, physiological and psychological variation, and multiple additional aspects of health and well-being.

3. Reviewing faculty would like additional clarification from the department surrounding the prerequisites for this course.

Currently Anthropology 3301 has the “intended rank” of first-year student and above in curriculum.osu.edu. The department will cancel the current prerequisite of Anthropology 2200 for 3301. What biology students need to successfully complete Anthropology 3301 is quite basic and is reviewed during weeks 1 and 2 of Anthropology 3301 during lectures and in assigned online resources. Not having 2200 as a prerequisite will not disadvantage students because we review basic (high school level) genetics in the first two weeks of the course.

4. Reviewing faculty request clarification of where the course syllabus begins in the document provided by the department. It appears that pages 1 and 2 of the document submitted may be a course proposal or rationale and not a part of the course syllabus, which appears to begin on page 3 of the document submitted.

The course syllabus begins on page 1 of the document with a **header** including course title and number, followed by **Instructor Information, Course Overview, and Course Objectives**. These are followed by required inserts: **Goals of the Health & Wellbeing Theme and Expected Learning Outcomes of the Health & Well-Being Theme** (pp 1-2). The next paragraph, page 2, addresses how Anthropology 3301 holistically explores the evolutionary, environmental, and sociocultural basis of human health and disease. A section on **Course Structure & Requirements** follows on pp 2-3, along with the anticipated **Class Schedule** pp 3-4 including due dates for all assignments, and assigned **Course Readings** page 4. Finally, page 5 includes an updated listing of **University Policies and Information** pertinent to all courses.

5. Additionally, the reviewing faculty ask that the GE Goals and ELOs be added to the syllabus, per a requirement of General Education courses, as they do not appear directly and clearly on the submitted document. The GE Goals and ELOs can be found on the Office of Academic Affairs website at: <https://oaa.osu.edu/ohio-state-ge-program>.

Goals of the Health & Wellbeing Theme and Expected Learning Outcomes of the Health & Well-Being Theme are included on pp 1-2 of the syllabus. A following **paragraph on page 2**, addresses how Anthropology 3301 holistically explores the evolutionary, environmental, and sociocultural basis of human health and disease.

6. The reviewing faculty recommend removing the letter grades of D- and F from the course grading scale (as found on page 4 of the document), as The Ohio State University does not award the letter grades of D- and F. The latter grade should be replaced by E.

Course grading scale, page 4, revised to reflect The Ohio State University letter grade scale. C- 70-72%, D+ 68-69%, D 60-67, E < 60%.

7. The reviewing faculty recommend updating the Title IX statement (as found on page 6 of the syllabus) to the most up-to-date version, which can be found on the ASC Curriculum and Assessment website at: <https://ascas.osu.edu/curriculum/syllabus-elements>.

All University Policies and Information on Syllabus Elements statements have been updated to the most recent versions as per <https://ascas.osu.edu/curriculum/syllabus-elements>.

8. The reviewing faculty request that a cover letter be provided that details all changes made as a result of the feedback above.

This document details all changes made in response to feedback from the Review Committee's Preliminary Review of Anthropology 3301: Modern Human Diversity.

Anthropology 3301

Modern Human Diversity



Spring 2024

Instructor: Dr. Crews crews.8@osu.edu

Class: Tu, Th 8:00-9:20am

Office hours: Tu & Th 10-11am

1046 Smith Lab

4004 Smith Laboratory

Course Overview:

Welcome to Modern Human Diversity. This is a bioculturally informed course in anthropological sciences designed to familiarize you with the roots of phenotypic similarities, differences, and diversity we observe daily across our species. To better understand this diversity, we explore the evolutionary, environmental, and sociocultural bases of variation in human biological, physical, mental, social wellbeing, and health. We do so by exploring multiple aspects of how evolved biology interacts with variable environmental, cultural, and social structures to determine health. Specific topics include how long-term evolutionary pressures have structured human responses to environmental stressors and the biological and sociocultural bases of human variability. These topics will include growth, development, adult phenotypes, health, wellness, ill-health, infectious and chronic diseases, and aging viewed across changing environmental and culture settings of past and modern human populations.

Course Objectives:

As an outcome of this course, you should have an improved understanding of the origins of individual and population risks for illness, disease, and specific causes of death. You should be able to: (1) articulate distinguishing features of physiological responses to stressor exposures; (2) identify physical, sociocultural, and environmental conditions occurring over the life course that influence health and survival; (3) recognize health and ill-health are influenced as much by events occurring during growth and development as in adulthood; (4) understand how stressors and physiological stress experienced over the lifespan alter homeostasis and influence wellbeing; (5) develop abilities to identify and evaluate how lifestyle factors influence your personal health and wellbeing.

By semester's end, you will have developed a clearer understanding of, and skill set for discussing how human biological, physiological, and biocultural variation influence your health and ways to avoid specific risks. You will better understand how variable aspects of modern human biology, including health and ill-health, reflect ancient and recent biocultural adaptations to environmental stressors. **My goal for this course is to explore with you current models of genetic, cultural, environmental, and behavioral influences on human risks for disease and variation in health and ill-health.**

No Required Textbook: Rather than choosing one text to cover course materials, you will read and review published journal articles and online media, listed within weekly Carmen modules and at the end of this syllabus.

Anthropology 3301 Satisfies the Health and Well-Being General Education Theme

Goals of the Health & Wellbeing Theme

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

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.

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

Goal 4: Students will understand the evolutionary and environmental factors that have shaped human biology and culture such that specific risks for disease, illness, injury, and frailty are outcomes of evolved human biology and diversity interacting with rapidly changing modern human cultural settings.

Expected Learning Outcomes of the Health & Well-Being Theme

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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.
- 3.1. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
- 3.2. Identify, reflect on, or apply strategies for promoting health and wellbeing.
- 3.3. Explore current concepts of why we get sick by exploring and engaging with evolutionary models of health.

Anthropology 3301 addresses the evolutionary, environmental, and sociocultural basis of human health. Through lectures, readings, online resources (e.g., Ted Talks, podcasts), personal reflections, and discussions, students engage in critical and logical thinking about evolutionary and sociocultural processes underlying humankind's diversity of phenotypes and health risks. During lectures trends in and associations among evolutionary processes, social settings, human variation, health, and healing are presented and discussed. During classes, students present critiques of and discuss five journal articles featuring issues relevant to college-age students and health. For example, "The Exercise Paradox" and "Climate change, uncertainty, and allostatic load". Lectures and discussions are interactive. Prior to class students write one-page responses/critiques to articles, assessing its strengths, weaknesses, level of interest to them, and relevance to their own well-being and health. Several students are assigned to present journal critiques to the class and lead discussion of assigned reading. In addition, personal reflections regarding lectures and online resources provide students opportunities to evaluate and explore their own health through multiple perspectives. All course activities are designed to engage students in making logical inferences about their own health and the health of others, and how health, well-being, and lifespan have roots in evolutionary biology, historical contingencies/antecedents, along with life events, economic, political, environmental, and sociocultural settings as these change over time.

Course Structure & Requirements

Attendance, Active Class Participation	15%
4 Reflections on class lectures/discussions/online media	20%
3 Quizzes	30%
5 Responses to Peer-Reviewed Publications	25%
In-class review/presentation/discussion one publication	5%

Assignments: Due on dates listed in syllabus pages 3-4

1) Attendance/Active Class Participation (15%): 1% per week. **Achieving points:** **1: Attend** class. **2: Be prepared** for your in-class reading presentations and to discuss assigned papers. **3: Speak up**, ask questions, state opinions. **4: Be polite.** **5. Read assigned papers**, complete responses prior to class, be prepared to discuss

2) Lead Discussion of 1 assigned article (5%): Outline major theories, data, results, and assumptions of paper. Develop questions to ask class about how paper addresses/relates to modern health & well-being.

3) 4 Reflections (20%): 75-100 words (5% each). About every 3 weeks you will write a short reflection on class **lectures, discussions, and online resources** located on course Carmen page. Reflect on how these materials relate to your previous knowledge and experiences or changed your and views on health and ill-health. Might this information influence your future behaviors? Be reflective, be original. Graded on completion & clarity. **Note online resources will be discussed in class.**

3) 3 Quizzes (30%): Each will cover **4-5 lectures/discussion sessions**. True/false, short answers, multiple-choice.

4) 5 Reading Reactions/Responses/Critiques (25%): 5% each. Read assigned papers critically. Evaluate what authors intended to do, what theory they followed, data examined, and did analyses support conclusions. Did paper reflect your experiences, health beliefs, improve your understanding of health and illness? Did you agree with authors viewpoint. **Write a one-page double-spaced response/comment on the assigned reading. Use 12-point Times-New Roman font and 1-inch margins. Hardcopy due in class Tuesday week assigned** Readings are discussed in class. **Structure:** 1st line on page: Name, date, response number (1-5), first author's last name & date paper published. Full reference and additional references back of page. **Print double-sided.** You will lead an in-class discussion of one paper.

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 by 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 \geq 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 60-67, E < 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 **Biological Anthropology**. **Emphasis is on two tenets of human biology:**

1. **Evolved human function and physiology** determine aspects of health & ill health
2. **Variation in sociocultural settings & environments** influence disease risks across & within populations

Anthropology 3301: Class Schedule			
Week	Dates	Topics	Due Dates
1	1/9 & 1/11	Review Syllabus. Basics: DNA, Genes, Evolution, Health, Illness, Stress View: We are all fish . Week 1 Carmen Module	
2	1/16 & 1/18	Life History: Growth, Development, Adulthood, Aging	
3	1/23 & 1/25	Evolution, Medicine, & Phenotypes: Why do we get sick? View: Evolution & Medicine . Week 3 Carmen Module	Reflect 1: 1/25
4	1/30 & 2/2	Genes, Evolution, Health & Ill Health	Quiz 1: 2/2
5	2/6 & 2/8	Genes, Populations, Human Diversity & Health	Reading 1: 2/6
6	2/13 & 2/15	Homeostasis, Stressors, Stressor Response & Allostatic Load View: What is Health? Week 6 Carmen Module	Reflect 2: 2/15

7	2/20 & 2/22	Evolution, Social Brain Hypothesis, Emotions, Feelings and Health View: Infections, Beliefs, Feelings . Week 7 Carmen Module	Reading 2: 2/20
8	2/27 & 3/1	Social Brain, Addiction, Diseases of Despair, Risk Taking View: Our Messy Reptilian Brain . Week 8 Carmen Module	Quiz 2: 3/1
9	3/5 & 3/7	Human Genomics & Disease Gene Editing, Transfer, Cloning View: Gene Editing for Sickle Cell : Week 9 Carmen Module	Reading 3: 3/5 Reflect 3: 3/7
10	3/11 & 3/15	Spring Break	
11	3/19 & 3/21	No Class: Annual Meetings of the Am Assoc Biological Anthropologists; Human Biology Assoc.	
12	3/26 & 3/28	Are Humans Still Evolving? View: Denisovan DNA in Modern Humans . Week 12 Carmen Module	Reading 4: 3/26
13	4/2 & 4/4	Environmental Anthro, Diet, Disease, Allergies, Sanitation	Reading 5: 4/2
14	4/9 & 4/11	American Founder Mutation & recent evolution	Reflect 4: 4/9
15	4/16 & 4/18	Epigenetics, Microbiome, Inflammation	Quiz 3: 4/18
Exam Week	4/24 - 4/30	Final Exam Week	

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. n (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: Wills, C. 2011. Rapid recent human evolution and the accumulation of balanced genetic polymorphisms. *High Altitude Medicine & Biology* 12(2):149-155

Reading 4: Pontzer H. 2017. The exercise paradox. *Scientific American*, Special Editions 27. Epidemiology and Population Health
Pontzer H. 2016. A unified theory for the energy cost of legged locomotion. *Biol Lett.* 12:20150935.

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).

URLs: See weekly Carman modules for URLs. Impact of Covid <https://jech.bmj.com/content/jech/76/6/525.full.pdf>

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.

University Policies and Information:

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/>.

Disability Services

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

Mental Health

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

Sexual Misconduct (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

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.

GE Theme course submission worksheet: Health & Wellbeing

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

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.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
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.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>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.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

	Course activities and assignments to meet these ELOs
ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	
ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.	