

Term Information

Effective Term Spring 2024

General Information

Course Bulletin Listing/Subject Area Bioethics
Fiscal Unit/Academic Org Biomedical Education & Anatomy - D2502
College/Academic Group The College of Medicine
Level/Career Undergraduate
Course Number/Catalog 3880
Course Title Crisis Bioethics: Citizenship in Disasters, Pandemics and Humanitarian Settings
Transcript Abbreviation BIOETH 3880
Course Description Disasters, pandemics and humanitarian crises raise a host of bioethical issues that are often distinct because of the need to balance individual goods and the public good. This course examines these issues as they arise during pandemics, natural disasters and humanitarian crises. Opportunities will be given to explore the ethical dimensions of global citizenship and the application of bioethics.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered Greater or equal to 50% 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 Sometimes
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 38.0103
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

Course Details

Course goals or learning objectives/outcomes

- Comprehend & apply main principles and theories of bioethics & key humanitarian principles; Analyze common bioethical issues arising in disasters, pandemics & humanitarian crises; examine differences in ethical decision-making for global citizenship

Content Topic List

- Disaster bioethics, humanitarian principles, and global citizenship;
 - Pandemics, Epidemics and Outbreaks: Balancing individual good and public good; Scarce resource allocation ethics
 - Humanitarian Crises
 - Disasters; injustice and inequity

Sought Concurrence

No

Attachments

- BIOETHC_3880_Crisis_Bioethics_2023.docx: Word Doc
(Syllabus. Owner: Ibarra, Lisa Michele)
- GE Citizenship BIOETHC 3880.pdf: GE Form - Themes & Citizenship
(Concurrence. Owner: Ibarra, Lisa Michele)
- BIOETHC 3880 Concurrence - Anthropology.pdf: Anthropology Dept
(Concurrence. Owner: Ibarra, Lisa Michele)
- BIOETHC 3880 Concurrence - Public Health.pdf: Public Health
(Concurrence. Owner: Ibarra, Lisa Michele)
- BIOETHC_3880 Concurrence - Philosophy.pdf: Philosophy
(Concurrence. Owner: Ibarra, Lisa Michele)
- BIOETHC 3880 Concurrence - Sociology.pdf: Sociology
(Concurrence. Owner: Ibarra, Lisa Michele)
- email confirmation_phil.pdf: Confirmation of Philosophy Concurrence
(Other Supporting Documentation. Owner: Ibarra, Lisa Michele)
- RE_ Completed_ Complete with DocuSign_ BIOETHC 3880 Crisis Bioethics Concurrence Form.pdf: Confirmation of Anthropology Concurrence
(Other Supporting Documentation. Owner: Ibarra, Lisa Michele)
- BIOETHC_3880_Crisis_Bioethics_2023.docx.pdf: PDF Version
(Syllabus. Owner: Ibarra, Lisa Michele)

Comments

- - Please upload GE form where you answer all the questions for the Themes & Citizenship.
- Please request a later semester than SP23 since all courses for SP23 should have reached the Registrar's Office by September 1.
- A number of units around the university will have an interest in this course. I am particularly thinking of the College of Public Health, Anthropology, Philosophy, and Sociology at this point. Please request concurrences from those 4 units. (More be needed once more detail about the course is provided in the GE form.) *(by Vankeerbergen, Bernadette Chantal on 11/26/2022 01:54 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ibarra, Lisa Michele	11/07/2022 12:21 PM	Submitted for Approval
Approved	Clinchot, Daniel Michael	11/08/2022 10:59 AM	Unit Approval
Approved	Clinchot, Daniel Michael	11/08/2022 10:59 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/26/2022 01:54 PM	ASCCAO Approval
Submitted	Ibarra, Lisa Michele	05/02/2023 04:05 PM	Submitted for Approval
Approved	Clinchot, Daniel Michael	05/02/2023 04:17 PM	Unit Approval
Approved	Clinchot, Daniel Michael	05/02/2023 04:17 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/02/2023 04:17 PM	ASCCAO Approval

SYLLABUS

BIOETHC 3880

Crisis Bioethics: Citizenship in Disasters, Pandemics and Humanitarian Settings

Spring 2023 – Hybrid

COURSE OVERVIEW

Instructor

Instructor: Dónal O'Mathúna, PhD

Email address: omathuna.6@osu.edu

Phone number: 614 514 5800

Office hours: tba and by appointment

Course description

Disasters, pandemics and humanitarian crises raise a host of bioethical issues that are often distinct because of the need to balance individual goods and the public good. This course will examine some of these issues as they arise during pandemics, natural disasters and humanitarian crises. Historical and contemporary examples will be used to illustrate the ethical issues and moral dilemmas, and provide opportunities to develop ethical decision-making skills for such settings. Students will be given opportunities to explore the ethical and moral dimensions of global citizenship and how ethical principles and theories from bioethics and humanitarianism can be applied in crises. Particular emphasis will be placed on issues of justice, inclusion and equity as contributory factors to the impact of disasters, pandemics and humanitarian crises on diverse communities. The arts and humanities will be used to help identify and explore emotional, cultural and relational dimensions of bioethics in various crises.

This course meets the requirements for the OSU GE theme: Citizenship for a Diverse and Just World. How this is achievement is explained in the following table.

GE Theme: Citizenship for a Diverse and Just World		
Goals	Expected Learning Outcomes	Related Course Content
	<i>Successful students are able to</i> ...	<i>In the course, students will ...</i>
Goal 1: <u>Citizenship</u> : Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.	ELO 1.1 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	Study the theories and principles of bioethics and humanitarianism as they apply in disasters, pandemics and humanitarian settings. Such events bring global citizens together in crisis situations where ethics is an essential ingredient in global citizenship.
	ELO 1.2 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.	Reflect on their reactions to and thoughts about works of artistic expression, media reports, blog posts, or pieces of literature, which engage with the course content. This will be done through a number of assigned items for discussion posts and in a Reflective Essay based on an item chosen by the student.
Goal 2: <u>Diverse and Just World</u> : Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.	ELO 2.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.	Use ethical decision-making tools to engage critically and logically with the bioethical issues arising in ethics case studies. Students will explore one case study in depth through an assigned essay. The role of justice in disasters and other crises will be examined in detail.
	ELO 2.2 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	Interact with guest lecturers from diverse communities around the world who have experienced and/or worked in disasters, pandemics and humanitarian crises. They will learn from their experiences about how diversity, equity and inclusion has been addressed, and examine, critique and evaluate various approaches.

Course learning outcomes

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

- Comprehend and apply the main principles and theories of bioethics and key humanitarian principles.
- Analyze common bioethical issues that arise in disasters, pandemics and humanitarian crises.
- Examine key differences in ethical decision-making for global citizenship when both individual good and public good are involved.
- Evaluate approaches to global justice, responsible citizenship, inclusion and health equity in the context of disasters, pandemics and humanitarian crises.
- Use the arts and humanities to explore emotional, cultural and relational aspects of bioethics and citizenship in global crises.
- Appraise the strengths and weaknesses of different proposals to resolve ethical dilemmas set in disasters, pandemics and humanitarian crises.

HOW THIS COURSE WORKS

Mode of delivery: This course is delivered in hybrid format. One required 75-minute class will be held in-person each week and the rest of the course will be conducted online. The classroom time will be composed of a mixture of lectures, small group activities and discussions, and student presentations. Online sessions will include recorded lectures or interviews with invited experts in the fields of disaster, pandemic and humanitarian work.

Pace of online activities: This course is divided into **weekly modules** that are released one week 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](#), students should expect around 3 hours per week of time spent on direct instruction, divided about half-and-half between in-person and online content (classroom activities, instructor lectures and Carmen activities, for example). An additional 6 hours per week can be expected to be taken up with homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is a hybrid course, your attendance is expected in class once per week along with active participation in online activities. The following is a summary of everyone's expected participation:

- **Attending and actively participating in class activities: ONCE PER WEEK FOR 75 MINUTES**

You are expected to attend the in-person class every week and to actively engage in classroom activities and discussions. If you have a situation that might cause you to miss class, discuss it with me *as soon as possible*.

- **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: OPTIONAL**

Office hours can be scheduled for immediately after the in-person class or via Zoom for another time that fits our schedules.

- **Participating in discussion 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.

Important note: The material discussed in this course can be challenging, disturbing and/or sensitive. Examining the ethics (the rights and wrongs) of any subject can be difficult, especially when people have very different views on an issue. Therefore, it is vital that an atmosphere of trust and safety exists throughout the course. I will attempt to foster an atmosphere where each class member listens to and respects each other. It is critical that each class member shows respect for all the views expressed in class. We can disagree and debate one another, but this must be done respectfully. How this can be done is part of what this course addresses. At the very least, it includes presenting views along with supporting reasons – not just giving loud opinions that shut down fruitful discussion. If anything in the course disturbs you greatly, for any reason, please let me know. This includes subjects that may be difficult because of your past experiences, or because something was said or done by myself or anyone else. I am always open to listening to students, and will work to find ways to address issues. If you wish to raise an issue with the whole class, that can be arranged. If you prefer to notify me through someone else, like your academic advisor, please do so.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED

- Slim, Hugo. (2015). *Humanitarian Ethics: A Guide to the Morality of Aid in War and Disaster* (London: Hurst & Co.).
- Additional required readings will be assigned occasionally and be available via Carmen.

RECOMMENDED/OPTIONAL

- Schroeder, D., Cook, J., Hirsch, F., Fenet, S., Muthuswamy, V. (Editors). (2018). *Ethics Dumping: Case Studies from North-South Research Collaborations*. Springer. Open access at <https://www.springer.com/gp/book/9783319647302>
- World Health Organization. (2015). *Ethics in epidemics, emergencies and disasters: Research, surveillance and patient care*. Open-access at <https://www.who.int/publications/i/item/ethics-in-epidemics-emergencies-and-disasters-research-surveillance-and-patient-care-training-manual>

Course technology

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

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- [CarmenZoom virtual meetings](#)
- [Recording a slide presentation with audio narration](#)

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) 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) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use [BuckeyePass](#) 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.
- 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](#) 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
Discussion posts	24
Case Study	20
Reflective Essay	20
Group Presentation Outline	6
Group Presentation	20
Final Exam	10
Total	100

See course schedule below for due dates.

Assignments

More complete descriptions of all assignments, grading rubrics and some exemplars will be provided in the Carmen course.

Discussion posts

Shortly after the in-person class each week, a question related to the next week's topic will be released via a Carmen Discussion. This question will be about an item such as a media report, blog post, short video, photograph, piece of art or literature, etc. In response to the item and question, students should make a 200-word post to the discussion board in Carmen addressing the discussion question about the item presented (due 2 days before the in-person class). Students are expected to post a 50-word reply to another student's post before class and be prepared to engage in active discussion of the item during class. Each discussion assignment will be worth 2 points, 1.75 points for the first post, and 0.25 points for the reply. 13 discussion posts will be available, but your grade will be based on your best 12 completed.

Case Study

Students should identify an ethics case related to pandemics and examine it according to the ethical decision-making tools presented in the course. Several cases are available in the Schroeder et al. and WHO readings listed, or students can select a case from another source, including their experience or news media. Students should present at least two different options for how the case could be resolved. The ethical theories and principles of relevance, the humanitarian principles, and conceptions of citizenship, should be applied to the case. The students should conclude by stating which option they view as preferable, and provide clear reasons for that preference. The case study should be written up in an essay of around 1500 words.

Group Presentation and Outline

Students should organize themselves into groups of 4 for this assignment, or contact the instructor if they wish to be assigned to a group. Each group will act as if they are a committee whose objective is to address an ethical issues during a crisis. This issue could be any ethical issue of relevance to this course. For example, it could be a hospital committee to decide how to allocate scarce resources, or a city public health committee making policies about school or business closings during a pandemic, or an NGO deciding whether to withdraw from a country because of violent unrest, or an international agency deciding whether to criticize the government of a country because of its treatment of minorities, or an international medical

team deciding about how to address local cultural practices with patients which differ significantly from those in their home countries. Topics can be chosen from readings during the course, case studies in the suggested readings, news stories, or elsewhere. A 1-page outline of the topic and how the ethical issues will be addressed in the presentation must be submitted 2 weeks before the first Presentation Day. Feedback will be provided within a few days on the suitability of the topic and the outline. The presentation should last 8-10 minutes and will be given during one of 2 class days towards the end of the semester. Students should present at least two different options for how the topic could be addressed and then demonstrate how their “committee” decided on what to recommend. The ethical theories and principles of relevance, and the humanitarian principles, should be applied in the presentation. Parts of the presentation may be recorded if the students wish, but all students in the group should be present in class on the assigned date. The group will take questions from the whole class after their presentation.

Reflective Essay

Students should identify an item from the arts or humanities that facilitates exploration and understanding of an ethics issue relevant to the course. The item could be a piece of art, literature (poetry, fiction, autobiography), movie, documentary, photograph, etc. Students who are unsure if an item is suitable for this assignment should discuss this with the instructor. The item should be described briefly, with a reference to where it can be found by the instructor. This should be followed by an essay discussing how the item impacted the student and why it facilitated the student’s understanding of an ethical issue, and how it facilitated further exploration of the issue. The essay should be 1000 words long.

Final Exam

A final essay will take place online on the designation day during Finals Week for our course. The final will be a closed book exam taken in Carmen. The focus of the exam will be on specific terms and concepts defined during the course, including relevant ethical theories, ethical principles, humanitarian principles, conceptions of global citizenship, and core terminology associated with disasters, pandemics and humanitarian crises. A study guide will be distributed in advance from which all questions on the final will be drawn. The material in the study guide will be developed from the course lectures and the required textbook.

Late assignments

Late submissions will incur a 10% penalty for each week, or part of a week, that they are late. Submission will not be accepted beyond 2 weeks after the original deadline. This penalty can be waived if the student makes arrangements with the instructor before the original deadline and provides an acceptable reason for being late. Penalties can be waived for unplanned

delays upon production of evidence for the delay (e.g. medical excuse, notice of a relative's death, etc.). Please refer to Carmen for due dates.

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-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 hours on weekdays when class is in session at the university**. At weekends, I check email once, usually on Saturdays.
- **Discussion posts:** I will check and reply to messages in the discussion boards once every **24 hours on school days**. At weekends, I check discussion boards once, usually on Saturdays.

OTHER COURSE POLICIES

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:** Discussion posts do not need to be written 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 discussion posts. Other written assignments should be written as with any academic essay with proper citation using one consistent referencing style. First person tense may be used in this course, especially for the reflective essay.
- **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.
- **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

POLICIES FOR THIS HYBRID COURSE

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow a recognized style [**MLA, APA, etc.**] to cite the ideas and words of your sources (including news stories, blogs, etc.). You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but only you should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me before you start the assignment.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should not make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on assignments is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes one group project. Working in groups can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible, and time will be taken during class to clarify these further. The submission of the Group Presentation Outline is in part intended to give the group the opportunity to work together early on and ensure activities and expectations are addressed well before

the presentation itself. Please let me know if you have any questions about the group work.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

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:

- 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)

Copyright disclaimer

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

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

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

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. 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:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (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.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

COURSE SCHEDULE (dates will change when class meeting day is assigned)

Week	Date	Topics	Readings (to be completed before class)	Assignment
1	Jan 9	Introduction: Defining disasters, pandemics and humanitarian crises	Slim Introduction	
2	Jan 16	Disaster bioethics, humanitarian principles, and global citizenship	Slim Ch. 1, 2	Post 1 (first post due 2 days before class and your reply before class)
Theme 1: Pandemics, Epidemics and Outbreaks				
3	Jan 23	Major pandemics and their ethics	Slim Ch. 4, 6	Post 2
4	Jan 30	Balancing individual good and public good: Ebola, quarantine ethics and citizenship	Slim Ch. 7, 8	Post 3
5	Feb 6	Scarce resource allocation ethics: COVID-19 treatments and vaccines	Slim Ch. 5	Post 4 Case Study

Week	Date	Topics	Readings (to be completed before class)	Assignment
		Unpacking the entitlements and responsibilities of citizenship.		
6	Feb 13	Dealing with uncertainty ethically: evidence-based policy-making during pandemics	Slim Ch. 9	Post 5
Theme 2: Humanitarian Crises				
7	Feb 20	Major humanitarian crises and their ethics	Slim Ch.10	Post 6
8	Feb 27	War and conflict: healthcare ethics under fire	Slim Ch. 3	Post 7
9	Mar 6	Ethics in refugee camps. Global citizenship across state lines	Slim Ch. 11	Reflective Essay Post 8
	Mar 13	Spring Break		none
Theme 3: Disasters				
10	Mar 20	Major disasters and their ethics	Slim Ch. 12	Post 9
11	Mar 27	The politics of disaster relief, citizenship, and international aid agencies	Slim Annex 1-4	Presentation Outline Post 10
12	Apr 3	How crises expose injustice and inequity	Verchick, RRM. <i>Disaster Justice, Duke Environmental Law & Policy Forum</i> 2012;23	Post 11
13	Apr 10	Student Presentations Day 1		Presentation 1-5 Post 12
14	Apr 17	Student Presentations Day 2		Presentation 6-10 Post 13
Finals Week		Final Exam on Carmen based on course meeting day		Final Exam

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

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 (Citizenship)

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)

Students in this course will study theories and principles of bioethics and humanitarianism as they apply in disasters, pandemics and humanitarian crises. Such events bring global citizens together where people of diverse backgrounds are brought together and where justice has a significant impact on how different people experience disasters and their outcomes.

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.	This course will build critical and logical thinking skills through discussions about and assignments related to ethical decision-making. Tools for such thinking will be presented during lectures early in the course. Students will demonstrate how to engage critically and logically with the bioethical issues arising in disasters and other crises through the weekly discussion posts and during in-class discussions. Such thinking skills will also be required in writing the ethics Case Study assignment. Critical thinking applied to ethics topics is also a significant element of the group presentation that students will complete towards the end of the course.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	The required textbook by Hugo Slim (see syllabus) is written by a scholar at Oxford University who has also worked with the International Red Cross in policy development. One chapter will be read by the students each week and will form the basis of in-class discussions each week. Students will also engage with in-depth work on disaster ethics through the assignment each week of additional article-length readings from scholarly journals.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	The discussion posts assigned most weeks will regularly ask students to respond to the views presented by different people on various items about disaster ethics. Some examples of assigned items to engage with will include: https://www.youtube.com/watch?v=vSYPwX4NPg4 ; https://www.medscape.com/viewarticle/964997 ; https://www.npr.org/2019/02/23/697401662/the-politics-of-humanitarian-aid . Other items assigned, or used during class, will be works of art or humanities where students will be asked to discuss or write about their experience and reactions to the

	<p>item. In addition, I have been recording interviews with disaster and humanitarian responders where they discuss their experiences with ethical issues in the field. These interviews will be used to show students how to identify and describe experiences of ethics during crises, and invite student to synthesize various approaches via in-class discussion and writing in discussion posts.</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>The reflective essay assignment will ask students to identify an item from the arts and humanities (a poem, painting, photograph, video, etc.). The assignment asks them to reflect on the emotional and/or creative aspects of these items and to self-assess how these impact both themselves and their ideas about the ethical issues explored through the piece of work. These approaches will be practiced in earlier weeks during class times and in some of the discussion posts. In addition, I have recorded interviews with disaster responders and healthcare workers on how they used works of art to explore their own reactions to and reflections on ethical issues during responses to crises, particularly during COVID-19.</p> <p>In the group presentation at the end of the semester, students will incorporate such reflection and self-assessment into their presentation and discuss how this would help them as they respond to future crises they may encounter, and particularly the ethical issues they involve.</p>

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

<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:</i> <i>Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;</i> <i>Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;</i> <i>Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i></p>
	<p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i> <i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></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>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. 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 The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</p>

Goals and ELOs unique to Citizenship for a Just & Diverse World

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: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	Citizenship is central to a topic like ethics as applied to disasters, pandemics and humanitarian crises. Most of the course content, goals, and expected learning outcomes are concerned with different views of about local, national, and global citizenship as applied to responses to crises. We will examine and discuss local responses, such as OSUWMC and Ohio’s response to COVID-19, national policies related to disasters, and international responses to humanitarian crises. Ethical issues include triage related to scarce resources during COVID-19 and in humanitarian settings, and how to care for and respond to migrants and refugees arising from various crises. In addition to current crises, we will also examine historical ones that have shaped and influenced views on how to address crisis ethics.
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	This course will encourage and develop “ <i>intercultural competence as a global citizen</i> ” through the inclusion of interviews from disaster and humanitarian responders from many parts of the world. Currently, I have interviews with people from Malaysia, Myanmar, Africa, Europe, Ukraine and the US. These experts represent different cultural backgrounds and discussion ethical issues that arise when different cultures come into contact with one another and seek to work together during crises. We will also discuss arts and humanities materials from different cultures. Many of the ethical issues we will discuss, analyze and reflect on during this course arise because of different cultural values and approaches. Therefore, gaining knowledge of these and the skills to navigate them are key issues in this course as it seeks to help students develop as global citizens in light of disasters, pandemics and humanitarian crises.
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	Disasters inevitably bring together people from diverse backgrounds as they are often thrown together in their common experience of the crisis. These therefore open opportunities to explore different lived experiences. In addition to recorded

	interviews I already have, I will arrange new interviews with people from various cultures and allow students to put questions to them about their lived experience with diversity, equity and inclusion. In the reflective essay and some of the discussion posts, students will be offered opportunities to reflect on how their own lived experience has impacted their expressions of DEI. In their Case Study paper, students will be required to take at least two different perspectives on the case, coming at the situation from the views of different participants. In many cases related to crises, these perspectives will require examining issues related to DEI.
ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	Issues of justice come up regularly in disaster ethics. Scholars have long noted that disasters and other crises expose and shine a light on underlying injustices and inequities, and also offer opportunities for society to address and even correct some of these. As part of their Case Study paper and group presentations, students will be asked to identify ways that responses to crises can address justice. They will interact with how different cultural traditions also call for social change. For example, during Week 12, in addition to scholarly articles on justice, we will listen in class and discuss the Kenyan singer, Eric Wainaina, and his song Mariana to help explore issues of justice in low-income countries.

Example responses for proposals within "Citizenship" (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	<p><i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i></p> <p><i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
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ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.

ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).

In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is

"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.

ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.