

## Term Information

Effective Term Autumn 2025  
*Previous Value* Spring 2017

## Course Change Information

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

Adding Health and Wellbeing GE Theme to the course.

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

Continuing the development's efforts to add courses to the new GE.

**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	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3307
Course Title	History of African Health and Healing
Transcript Abbreviation	Afr Health & Heal
Course Description	African approaches to health and healing; interaction between religion, culture and healing; intersections and contradictions between African and Western concepts of health and healing.
<i>Previous Value</i>	<i>African approaches to health and healing; interaction between religion, culture and healing; intersections and contradictions between African and Western concepts of health healing. Sometimes this course is offered in a distance-only format.</i>
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

**Previous Value**

*Columbus, Lima, Mansfield, Marion, Newark*

## **Prerequisites and Exclusions**

**Prerequisites/Corequisites**

**Previous Value**

*Prereq: English 1110.xx, or permission of instructor.*

**Exclusions**

**Electronically Enforced**

No

## **Cross-Listings**

**Cross-Listings**

## **Subject/CIP Code**

**Subject/CIP Code**

54.0101

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Sophomore, Junior, Senior

## **Requirement/Elective Designation**

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

General Education course:

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

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

**Previous Value**

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

*General Education course:*

*Historical Study; Global Studies (International Issues successors)*

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

## **Course Details**

**Course goals or learning objectives/outcomes**

- Students will gain some biological or technological understanding of diseases and causes of illness while focusing primarily on the wider social or economic conditions that promote disease and illness.
- Students will understand the ways that different governments have attempted to control disease and control the people disease affected.
- Students will explore the rise and elaboration of tropical medicine as a field, and the impact of colonial and post-colonial policy on land use, ecology, and human settlement.

**COURSE CHANGE REQUEST**  
3307 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
10/18/2024

**Content Topic List**

- Interaction between faith and healing practices
- European colonialism and African health and healing practices
- European medicines
- Magic and witchcraft
- Christian missionaries and African healing knowledge
- Mystical and rational dimensions of health and healing
- Appropriation and refashioning of healing knowledge
- HIV/AIDS
- The politics of inoculation
- Modern medicine and African healing practices

**Sought Concurrence**

No

**Attachments**

- 3307 GE Form HWB 10.8.2024 v2.docx: GE Form  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*
- HIST 3307 Syllabus for GE Conversion.docx: Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	10/08/2024 01:44 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	10/08/2024 01:49 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/18/2024 01:19 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/18/2024 01:19 PM	ASCCAO Approval

# The History of African Health and Healing

History 3307

Autumn Semester 202X

**Instructor:** Thomas F. McDow, Ph.D.

**Email address:** mcdow.4@osu.edu

**Phone number:** 614.292.6722 (email preferred)

**Office:** Dulles Hall, room 361

**Student hours:** W 2:30-3:30 in person and by appointment (Zoom meetings available).

Please see information on student hours below

**Meeting days and times:** Wednesdays and Fridays, 9:34–10:55

**Classroom location:** TBA

**Format of instruction:** This is an in-person class, and we will meet twice per week for 80 minutes per meeting. Each course meeting will include lecture and discussion.

## Syllabus Overview and Table of Contents

The course syllabus is a valuable tool. The syllabus provides extensive detail about the course’s content and policies. While students may imagine a course syllabus like the “end user license agreement” or “terms and conditions” that they agree to without reading in order to launch an app or buy a an airplane ticket, a course syllabus can help you succeed in a class, both in understanding how all of the course material fits together and how to get additional help or accommodations if you need it. Please read the syllabus closely, retain it, and refer to it.

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## **Course description**

This course explores approaches to health, healing, and wellbeing in sub-Saharan Africa over the last 150 years. By approaching health and healing from a historical perspective, we see how ideas of wellbeing change; how Africans have faced obstacles to health; and why specific diseases emerge, why they persist, and what their consequences are for African societies. At the center of this course are African people and African healers and the ways that they have defined wellbeing, confronted disease and illness, and adapted to changing historical circumstances. from the nineteenth century to the present. The course begins in the nineteenth century, a period when most Africans societies governed themselves, and addresses changes to health and wellbeing during the period of European colonialism (~1880s–1960s), and during the era of African post-colonial independence to the present day.

The course uses the World Health Organization’s broad definition of health—“a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” –as a basis of our inquiry into health and wellbeing. While students will gain some biological or scientific understanding of diseases and causes of illness (like cholera, rinderpest, sleeping sickness, malaria, smallpox, and Ebola Virus Disease), the course focuses on the wider historical, cultural, socio-economic, and policy circumstances that promote disease and illness in relation to wellbeing. By investigating illness, we can consider the ways that authorities in Africa have attempted to control disease and control the people disease affected; the rise and elaboration of tropical medicine as a field; and the impact of colonial and post-colonial policy on African lives. The role of healers—those who diagnose illness and attempt to restore health and wellbeing—is important to this. By examining the history of African health and healing, we can find insights into societal values of wellbeing and look at the overlapping and contradictory therapeutic traditions (grounded in both popular and biomedical treatments) that African people have used to regain health.

## **Course Goals and Outcomes**

### **General Education Information**

The course counts towards requirements for Ohio State University’s Legacy General Education (GEL) program in Historical Study and Diversity: Global Studies (DGS) and its New General Education (GEN) program for the theme of Health and Wellbeing (HW). For each of the GE programs, the following section details the goals, expected learning outcomes, and the ways that this course meets the goals and outcomes. The designations for each of the expected learning outcomes are also included in the outline of course meetings and weekly assignments.

## Legacy GE: Historical Study

The goal of Historical Study (HS) in the Legacy GE (GEL): Students recognize how past events are studied and how they influence today's society and the human condition.

*Expected Learning Outcomes, Legacy GE (GEL) Historical Study (HS)*

1. Students construct an integrated perspective on history and the factors that shape human activity.(GEL-HS1)
2. Students describe and analyze the origins and nature of contemporary issues. (GEL-HS2)
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts. (GEL-HS3)

## Legacy GE: Diversity: Global Studies

The goal of Diversity in the Legacy GE (GEL): Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens. (This goal includes two parts: Social Diversity in the United States and Global Studies.)

*Expected Learning Outcomes, Legacy GE (GEL) Diversity: Global Studies (DGS):*

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S. (GEL-DGS1)
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens. (GEL-DGS2)

*How the course will meet the GEL HS and DGS*

- Students will understand and be able to explain the broad sweep of African political, economic, cultural, and social history through the lenses of health, medicine, and healing.(GEL-HS1, GEL-DGS1) This will help them better understand the origins and contemporary challenges of global health. (GEL-HS2)
- Students will acquire a general knowledge of Africa appropriate for an informed global citizen, including geography and ethnic and linguistic diversity. (GEL-DGS1)
- Students will build on their general knowledge to gain scholarly and specialist knowledge of African institutions, societies, and history. This means being able to engage Africa critically, recognize stereotypes, unpack essentialization, and move beyond dichotomous thinking. (GEL-HS3, GEL-DGS1)
- Student will gain and deploy intellectual frameworks for approaching disease, health, and therapeutic practices, seeing these as practices that shape human activity (GEL-HS1, GEL-HS3)

- Students will learn to read and annotate primary sources critically and use them to support historical arguments (GEL-HS3)
- Students will learn to think like researchers in posing and answering questions, identifying appropriate primary and secondary sources, and assessing the sources in relationship to one another. (GEL-HS3)

### New GE Theme: Health and Wellbeing

#### Goals for the New GE (GEN) Theme Health and Wellbeing:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
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.
3. Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

#### *Expected Learning Outcomes, New GE (GEN) Theme Health and Wellbeing (HW)*

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme. (GEN1.1)
- 1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme. (GEN1.2)
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme. (GEN2.1)
- 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. (GEN2.2)
- 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. (GEN3.1)
- 3.2 Identify, reflect on, or apply strategies for promoting health and wellbeing. (GEN3.2)

#### *How the course will meet GEN theme of HW*

Goal 1: Students will develop skills in critical and logical thinking by closely reading and analyzing primary and secondary sources related to health and well-being in Africa (GEN1.1). Students will use the Hypothesis tool (embedded in Carmen) for social annotation to explore primary texts written by Africans and secondary sources written by African and other scholars.(GEN1.1; GEN 1.2). Students will read a historical novel, a

nonfiction account by a scholar, and an academic monograph that all relate to aspects of health and wellbeing. (Gen 1.2)

Goal 2: In their reading, social annotations, class discussions, and reflective writing, students will build on each week of the class, synthesizing new material and approaches to better understand health and well-being in a variety of African historical contexts (GEN 2.1). When students create their Health and Healing Learning Module, they will use concepts of health and wellbeing from the course as well as their knowledge of history to create a guide to a primary source or scholarly article. This assignment will also require a short process paper for reflection. (GEN2.2.)

Goal 3: By studying African history from the nineteenth century to the present through the lens of health and wellbeing, students will encounter a wide variety of perspectives and points of view. They will be able to analyze historical policy choices (exploitative colonial economies; legalized discrimination under South African apartheid; narrow anti-malarial campaigns; underdevelopment of health care systems) that damaged health outcomes (GEN3.1). By considering practices and concepts like protective amulets, spirit possession, fertility rituals, female genital surgeries, and ancestor worship, students will encounter notions of health and wellbeing that will broaden their perspective even as they clarify their own views on western biomedicine and its associated technologies (GEN3.1). The course's three books highlight changing notions of communal health in early colonial Kenya (Ngugi), the socio-economic and political context of witchcraft accusation in post-apartheid South Africa (Ashforth); and the highly contextual form of western biomedical practice that emerged in Malawi's first medical school that opened at the beginning of this century (Wendland). These books point to pathways towards (and threats to) health and wellbeing (GEN3.2).

### **Unlearning goals**

To achieve the course goals, it may also be useful to present some things that you may need to unlearn. To know some things, you may need to un-know others. Perhaps you have already unlearned some of these, but if not it is my hope that in this course each student will

- Unlearn an idea that the study of history is only about chronology and dates
- Unlearn received, unquestioned ideas about Africa
- Unlearn binary thinking
- Unlearn working alone and not asking for help when you need it

### **Required texts**

You will need to acquire three books. You can borrow them from the library or buy them; if you buy, you can order them new or used, in paperback, hardback, or e-book. The books area available

from the OSU campus bookstore at Barnes and Nobles. You will need a copy for your own use of the following three books:

- Adam Ashforth, *Madumo: A Man Bewitched* (University of Chicago Press, 2005) [Paperback: ISBN: 9780226029726; ebook: ISBN: 9780226774527]
- Ngugi wa Thiongo, *The River Between* (novel originally published in 1965) [many editions available, any will work]
- Claire L. Wendland, *A Heart for the Work: Journeys through an African Medical School* (University of Chicago Press, 2010) [Paperback: ISBN: 9780226893273, ebook: ISBN: 9780226893280]

The other course readings will include primary sources, scholarly articles, and other material that will be available via Carmen.

## Assignments

**Map quizzes:** In order to know the geography of Africa, students will be quizzed on both the map of contemporary Africa and the map of colonial Africa. For both quizzes, students will be given blank territorial maps of Africa and have ten minutes to match the territory/nation with the correct name. Together these quizzes are worth 10% of the course grade.

**Discussion (in class and via Hypothesis):** We will create this course together through asking and answering questions, working collaboratively to understand course material, and reflecting on what we are learning. This will happen both in the classroom and through social annotation of course texts using the Hypothesis platform (through Carmen). The purpose of these in-class discussions and annotations is engagement with the material, the course themes, and with classmates. Annotations will be evaluated on completeness, engagement (with the text and with classmates), and good faith effort. For all forms of discussion, the highest participation grades will go to those who help build the discussions (in whatever modality) through their own contributions and their questions to peers. Plan to learn from our discussions: the most valuable contributions often begin with the words, “I don’t understand.” Students will also be asked to evaluate their own participation in discussions. Participation in discussion is worth 15% of the course grade.

**In-class writing (quizzes and reflection):** We will have at least one in-class writing opportunity each week based on the assigned reading. These questions will be based on the reading questions made available on Carmen for each reading assignment and/or your reflection on these readings. The goal here is to reward students who are keeping up with the course readings. Your lowest in-class grade will be dropped. The in-class writings are worth 20% of the course grade.

**Health and Healing Learning Module (HHLM):** Students will draw on the knowledge they have gained from the class in order to create a teaching and learning resource related to an aspect of the history of African health and healing of their choosing. Students will select either a primary source or an academic journal article to be at the center of their learning module. The goal of the assignment is understand and contextual their source/article by writing a 1000-word guide to it. The guide will provide a historical, intellectual, and

interpretive framework to help students go deeper and build connections to the history of African health and healing. By learning about the aspects of health, wellbeing, and history that are inherent to their topic, students will then synthesize these ideas to help others understand it. This assignment will unfold over the course of the semester, and students will submit topic proposals, create a concept map, propose a bibliography, research the context, and write a guide to their source/article. The final submission will also include a reflection on the process so that the student can relate both their insights on knowledge gained and their growth as a learner. The learning module and all of its steps are worth 15% of the course grade.

**Assessments:** The course will have a midterm assessment (10/XX) and a final assessment (12/XX) to test both factual knowledge and interpretive ability. Exams include identifications of key terms, short answer questions related to course readings, and a choice of essay questions that draw from course material. The midterm and final are each worth 20% of the course grade. Make-up examinations will only be allowed for urgent reasons, such as medical or legal emergencies. Students are expected to inform the instructor of such emergencies in a timely manner.

### **Exam Schedule**

The course will have an in-person midterm and in-person final exam. The midterm will take place during a regular class period during the eighth week of the semester. The final exam will take place during the exam period on the date and at time appointed by the OSU Registrar. You can find that schedule here: <https://registrar.osu.edu/staff-resources/class-catalog-and-space/finals-exam-schedule/>

### **Assignment Due Dates**

This is a course with low stakes assignments that help students accumulate knowledge and experience to apply to the larger assignments. The midterm is in the eighth week, the final project is due the last week of the class, and the final exam is during the exam period.

### **Attendance policy**

This is an in-person course, and students are expected to attend class to learn and take part in discussion. Attendance is a prerequisite for participation, and attendance will be taken every day. Students who miss more than five class meetings over the course of the term will incur a grade penalty.

### **Student hours**

I have set aside time every Wednesday from 2:30–3:30 to meet with students. I am happy to meet with you other times as well. I will be in my office, Dulles Hall room 361, and welcome you to come by. If you can't make this time or need to meet via Zoom, please email Prof. McDow (.4) and include some times when you are available so that we can arrange a meeting that works for us both.

If you're not sure how to use student hours/office hours, consider this excerpt from an article on how students can work with professors called "[How to Build Relationships with](#)

[Teachers: Advice from College Professors.](#)” The key top is “Be respectful and make use of office hours.”

Use office hours well...My students sometimes think—particularly if they’re the first in their family to attend college, and aren’t familiar with how universities work—that my office hours are a time when I’m in my office, working, and shouldn’t be disturbed. In fact the exact opposite is true. Office hours are just for my students.

Using office hours well is a lot like writing the body of an email—know what you need, and state it as clearly as you can. Do you need clarification about a piece of homework? To talk about an upcoming exam? Advice about future careers? Tell your professor that as directly as possible. Don’t worry if you get tongue-tied or stumble over your words—it’s sometimes nerve-wracking to go see a professor. But remember, our job is to help you succeed. We’re there to clear up confusion, give you feedback, and assist you with problems.

Consider bringing a pen and notepad or electronic device with you. Taking notes shows you’re paying attention, and helps you remember what your professor says.

### Grading information

Assignments	Percentage
Map quizzes (two, 5% each)	10%
Discussion + annotation (in-class and via Hypothesis)	15%
Midterm assessment	20%
In-class writing (quizzes/reflections)	20%
Health and Healing Learning Module	15%
Final assessment	20%

### 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

Please note: Carmen Canvas, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. I do not manually round up grades.

## **Outline of Course Meetings and Weekly Assignments**

The outline below contains the title and themes for each week of the course and with a short overview and parenthetical linkage to the expected learning outcomes of the New GE theme of Health and Well-being (**GEN1.1**, **GEN3.1**, etc). Under each week are the individual class meetings with are generally framed with a question. Beneath these are the sources (readings and films) to be prepared before that class meeting. The readings with the notation **[HYP]** will be read and socially annotated with the Hypothesis social annotation platform via Carmen. Readings with **[1<sup>o</sup>]** are primary sources.

### **Week 1: Introductions and Writing about Africa**

This week sets the stage and gives students a chance to reflect on their own ideas about Africa and the African past through two writers' critiques (GEN1.1, GEN1.2, GEN2.2)

Class 1: Introductions and Overview

Class 2: How should we write about, analyze, and explain Africa and its history?

Read and annotate: Binyavanga Wainaina, "How to Write about Africa," *Granta* 92, 2005. [HYP]

Watch: Chimamanda Ngozi Adichie, "Danger of a Single Story" (2009) [18:32 min]

### **Week 2 Scholarly approaches to African History and the histories of health**

IN the second week we will focus on how historians have written about and characterized Africa and how we can think of African health across the continent's modern history, including an exploration of traditional medicine and consideration of the ways that outside observers of African health and healing practices misunderstood them (GEN1.1, GEN1.2, GEN2.1, GEN 3.1).

Health and Healing Learning Module (HHLM): project introduction

Class 3: How have scholars thought about the history of African healing?

Read and annotate: Pier Larsen, "Ten Myths about Africa" [HYP]

Read and annotate: Helen Tilley, "Medicine, Empires, and Ethics in Colonial Africa," *AMA Journal of Ethics* 18, no. 7 (July 1, 2016): 743–53. [HYP]

Class 4: What is the source basis for African History? How can we read and analyze academic secondary sources and primary sources?

Read and annotate: Karen E. Flint, "Introduction: What is "Traditional" about Traditional Healers and Medicines?" in *Healing Traditions: African Medicine*,

Cultural Exchange, and Competition in South Africa, 1820-1948 (Ohio University Press, 2008) [HYP]

Read and annotate: David Livingstone excerpt. *Missionary Travels and Researches in South Africa*, 1857, 23-25. [HYP] [1<sup>o</sup>]

### **Week 3: Precolonial health and healing**

Looking at precolonial belief systems reveal multiple sources for health, healing, and societal wellbeing, and contests between them. Seeing the progression of global disease reveals local specificity in their impact and Africa's connections to the world (GEN1.2, GEN2.1, GEN3.1, GEN3.2).

Class 5: What were early African healing practices in the period before the 19<sup>th</sup> century? How can we use evidence to make arguments?

Read and annotate: Mtoro bin Mwinyi Bakari, *Customs of the Swahili People*, ed. and tr. by J.W.T. Allen (Berkeley: University of California Press, 1981), excerpts [HYP] [1<sup>o</sup>]

Class 6: How did cholera affect Africa and Africans in the 19<sup>th</sup> century, and what does this tell us about Africa's relationship to the world?

Read and annotate: James Christie, *Cholera Epidemics in East Africa, 1876* (excerpt) [HYP][1<sup>o</sup>]

Map Quiz #1: Africa today (first ten minutes of class)

### **Week 4: Mosquitos, cows, and the beginning of colonial rule**

This week we consider how disease and colonialism were connected. Diseases shaped African encounters with the world, both in making it difficult for outsiders to live there (malaria) and in undercutting African livelihoods at the very moment of colonial expansion (rinderpest) (GEN1.1, GEN2.1, GEN3.1).

Class 7: How did malaria mediate Africa's relationship with the world? What role did malaria play in the colonization of Africa?

Read and annotate: William Balfour Baikie, *Narrative of an Exploring Voyage Up the Rivers Kwóra and Bínue*, 1856 (excerpt from appendix G) [HYP] [1<sup>o</sup>]

Class 8: How did cattle disease affect African livelihoods and colonial economies?

Read and annotate: Thaddeus Sunseri, "The African Rinderpest Panzootic, 1888–1897." *Oxford Research Encyclopedia of African History*. 26 Apr. 2018. [HYP]

In-class demonstration: Rinderpest and society

### **Week 5: Sleeping sickness and missionary medicine**

Beliefs systems influenced how people encountered disease and healing, so this week we consider ideas of illness that predated what Europeans labeled sleeping sickness and dive into the way missionary beliefs about Africans shaped the kind of care they provided (GEN1.2, GEN2.1, GEN2.2, GEN3.1, GEN3.2)

HHLM topic proposals due

Class 9: How did Africans and Europeans react to epidemic sleeping sickness in the early 20<sup>th</sup> century?

Read: Mari Webel, "Finding Sleeping Sickness on the Ssesse Islands," chapter 1 in Webel, *The Politics of Disease Control: Sleeping Sickness in Eastern Africa, 1890–1920* (Ohio University Press, 2019), 42-72.

Map Quiz #2 Colonial Africa

Class 10: What are the characteristics of missionary medicine?

Read: Meghan Vaughn, "The Great Dispensary in the Sky: Missionary Medicine" in *Curing Their Ills: Colonial Power and African Illness* (1991), excerpt 55-65.

Read and annotate: A.R. Cook, "Difficulties and Victories." *Mercy and Truth*, IV:37 (Jan. 1900): 8-12 [HYP] [1<sup>o</sup>]

### **Week 6: Health, society, and social change in colonial Kenya**

A historical novel set in the midst of a crisis over traditional health practices and Christian missionizing highlights cultural, emotional, spiritual, and intellectual ideas of wellbeing. Comparing it to a contemporary primary source allows us to consider ways of knowing and belonging (GEN1.1, GEN2.1, GEN3.1, GEN3.2).

Class 11: How can we use novels to understand processes of historical change?

Read *The River Between* reading guide and discussion questions

Read Ngugi, *The River Between*, chapters 1-10

Class 12: How can we consider clitoridectomy/female genital cutting (FGC) in historical perspective?

Read Ngugi, *The River Between*, chapters 11-17

Read and annotate: Jomo Kenyatta chapter "Initiation of Boys and Girls" from *Facing Mount Kenya* [1938][HYP] [1<sup>o</sup>]

### **Week 7: Health, healing, and belonging in colonial Africa**

Africans changed the ways they presented themselves to both gain access to or, alternatively, to avoid the power of the colonial state. When did people lean into new ideas of "tradition" and when did they cloak themselves in "modernity"? (GEN1.2, GEN2.1, GEN2.2, GEN3.1)

Class 13: How did systems of colonial rule shape notions of African ethnicity?

Read Ngugi, *The River Between*, chapter 18-26

Class 14: How did "traditional healers" operate in the colonial period?

Abena Dove Osseo-Asare, "Writing Medical Authority: The Rise of Literate Healers in Ghana, 1930-1970," *The Journal of African History* 57, no. 1 (March 2016): 69–91, <https://doi.org/10.1017/S0021853715000742>.

### **Week 8: Midterm assessment and break**

The midterm examination offer students an opportunity to synthesize and reflect on the first half of the semester (GEN1.1, GEN2.1, GEN2.2, GEN3.1, GEN3.2).

Class 15: Midterm assessment

Class 16: Fall break: No class meeting

### **Week 9: Developmental colonialism, international health, and grand schemes for Africa**

During the advent of developmental colonialism, outside rulers sought to intervene in what they thought were Africa's most pressing health problems. They imagined these interventions on a grand scale (disease eradication!) but with a narrow notion of African lives. Africans did not always see these problems in the same way (GEN1.2, GEN2.1, GEN3.1).

HHLM initial summary and concept map due (GEN1.1, GEN1.2, GEN2.1, GEN2.2, GEN3.1)

Class 17: What was the relationship between fertility, harmony, and colonialism?

Read and annotate: Jan Vansina, "In Pursuit of Harmony," in *Being Colonized: The Kuba Experience in Rural Congo, 1880-1960* (Univ. of Wisconsin Press, 2010), 244-270.

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Class 18: How did the emergence of "international health" contribute to the drive for disease eradication campaigns in Africa?

Read and annotate Randall M. Packard "The Era of Eradication" and "Uncertain Beginnings" in Packard, *A History of Global Health: Interventions into the Live of Other Peoples* (Johns Hopkins University Press, 2016), 133-151.

### **Week 10: The end of smallpox and the end of apartheid: uneven legacies**

In the last decades of the 20<sup>th</sup> century, the eradication of smallpox around the world and the end of apartheid in South Africa were major moments in African history that promised better lives for many people. The hopefulness of these moments were not long-lived, and examining them helps us see the complexity of African health (GEN1.1, GEN1.2, GEN2.2, GEN3.1, GEN3.2)

Class 19: How was smallpox eradicated and malaria not?

Read and annotate Randall M. Packard "The Good and the Bad Campaigns" in Packard, *A History of Global Health: Interventions into the Live of Other Peoples* (Johns Hopkins University Press, 2016), 152-179.

Class 20: What do witchcraft accusations tell us about the New South Africa?

Read Adam Ashforth, *Madumo: A Man Bewitched*, 1-69

### **Week 11: The modernity of witchcraft and traditional healing**

By following a South African man's quest for well-being and an escape from ill health provides a journey through many therapeutic practices in South Africa in the late 1990s and early 2000s. Social, moral, political, financial, physical, and emotional wellbeing are at stake for many South Africans in this period (GEN1.1, Gen2.1, GEN 2.2, GEN 3.1, GEN3.2) HHLM working bibliography due (GEN1.2, GEN2.1, GEN2.2, GEN3.1)

Class 21: How have competing therapeutics shaped African healing?

Read Adam Ashforth, *Madumo*, 70-165

Class 22: How is witchcraft a modern phenomenon?

Read Adam Ashforth, *Madumo*, 166-255

### **Week 12: African doctors and the localization of western biomedicine**

When the government of Malawi opened the first medical school in the country at the beginning of the 21<sup>st</sup> century, a generation of young people began the path to become doctors of western biomedicine. The Malawian context, however, shaped the outcome, and the medical students' sense of moral and national obligation informed their understanding of well-being and the health care they provided. (GEN1.1, GEN1.2, GEN2.1, GEN2.2, GEN3.1, GEN 3.2)

Class 23: How should we think about biomedicine and Africa?

Read and annotate Wendland, Prologue and Chapter 1, "Moral Order and Medical Science" in *A Heart for the Work*, 1-32

Read Wendland, Chapter 2 in *A Heart for the Work*, 33-66.

Class 24: What is the experience of medical students in Malawi

Read Wendland, *A Heart for the Work*, 67-118

### **Week 13: Living with African health systems**

Films and ethnographies help us see the challenges that African health systems face and the ways that the healthcare providers within them adapt to the constraints. (GEN2.1, GEN2.2, GEN3.1, GEN3.2)

HHLM context draft (500 words) due (GEN1.2, GEN2.1, GEN2.2, GEN3.1, GEN3.2)

Class 25: What is it like to work in an African hospital?

Read Wendland, *A Heart for the Work*, 119-194

Watch: Donka: X-Ray of an African Hospital (1996)

Class 26: What are the moral economies of medical science in Malawi (and elsewhere)?

Wendland, *A Heart for the Work*, 195-243

### **Week 14: Thanksgiving**

Class 27: Thanksgiving break: No class meeting

Class 28: Thanksgiving break: No class meeting

**Week 15: Ebola from emergence to vaccine**

Perhaps no other disease that emerged in an African context arouses more fear than Ebola Virus Disease. By examining the history of the disease from its identification in Zaire (Congo) in the 1970s to the major outbreak in West Africa in (2013-16) to its recent vaccine, we travel full circle to see how outsiders' ideas about Africa misread and mistreat African people (GEN1.1, GEN1.2, GEN 2.2, GEN3.1, GEN3.2)

Class 29: How did the Ebola crisis of 2014 unfold in West Africa?

Watch: "In The Shadow of Ebola: A Liberian Family's Story" (Directed by Siegel, Sarita, 2015)

Read Finlay Young, "Love in the Time of Ebola: Meeting the Locals Struggling to Cope With an Epidemic," Newsweek.com, August 20, 2014.

<http://www.newsweek.com/2014/08/29/love-time-ebola-meeting-locals-struggling-cope-epidemic-265615.html>

Class 30: How has history shaped the responses to infectious diseases in the 21st century?

Visit and review NPR Slideshow, "Life After Death." February 20, 2015:

<http://apps.npr.org/life-after-death/>

Read Susan Shepler, "The Ebola Virus and the Vampire State," Mats Utas Blog. July 21, 2014. <http://matsutas.wordpress.com/2014/07/21/the-ebola-virus-and-the-vampire-state-by-susan-shepler/>

Adia Benton. "Ebola, Mistrust, and Humanitarian Mobility?" Mats Utas Blog. August 18, 2014. <http://matsutas.wordpress.com/2014/08/18/ebola-mistrust-and-humanitarian-mobility-by-adia-benton>

**Week 16: Course Wrap Up**

The final meeting of a course is a chance to revisit the themes and historical changes that have shaped the world of African health and healing of today, reflecting on COVID-19 and the current state of Africa well-being (GEN1.2, GEN2.1, GEN2.2, GEN 3.1, GEN3.2).

HHLM final project due (GEN1.1, GEN1.2, GEN 2.1, GEN2.2, GEN3.1, GEN3.2)

Class 31: Course conclusions and final exam preparation

**Final exam** (during assigned exam period) asks students to think synthetically and analytically while drawing on primary and secondary sources to demonstrate their experience in the course (GEN1.1, GEN1.2, GEN2.1, GEN2.2, GEN3.1, GEN3.23).

## University Policies and Guidelines

### 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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

### Disability Services

**The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.**

**If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).**

### Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors

regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

## 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](https://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/Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

#### Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbsc.osu.edu>)

# GE Theme course submission worksheet: Health & Wellbeing

## Overview

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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)

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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.

This course explores approaches to health, healing, and wellbeing in sub-Saharan Africa over the last 150 years. By approaching health and healing from a historical perspective, we see how ideas of wellbeing change; how Africans have faced obstacles to health; and why specific diseases emerge, why they persist, and what their consequences are for African societies. At the center of this course are African people and African healers and the ways that they have defined wellbeing, confronted disease and illness, and adapted to changing historical circumstances. from the nineteenth century to the present.

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

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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
<b>ELO 1.1</b> Engage in critical and logical thinking.	<p>This course will build student skills to analyze health and wellbeing in the context of African history in the following ways:</p> <p>Early readings challenge students perceptions of Africa and build a grounding in African history, while later readings draw from primary sources and from important recent scholarship to build diverse notions of health and wellbeing onto this base.</p> <p>Students work directly with primary sources from the 19<sup>th</sup> and 20<sup>th</sup> century and analyze them to gain insights about health practices and notions of wellbeing. They do this through social annotation using the Hypothesis platform in Carmen to collaborate and discuss the readings.</p>
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	<p>Students go beyond common sense or every day notions of health and healing in Africa to appreciate a wealth of scholarly interpretations through a combination of course readings, discussions and social annotations, lectures, and the final project, the Health and Healing Learning Module.</p> <p>Course readings include journal articles, book chapters, and monographs from important scholars. The assigned books move from a historical novel about a controversy around health and society in Kenya to a nonfiction account of popular healing in South Africa written by a scholar, to a sophisticated ethnography of health care in Malawi.</p> <p>Lectures provide scholarly framing and historical context to a range of important topics. Lectures include written and visual primary source material that students are asked to interpret.</p> <p>Discussions, both in class and via the social annotation platform</p>

	<p>Hypothesis, provide students that opportunity to try out new ideas, ask questions, and draw conclusions based on readings and lecture material.</p> <p>Students will complete short, in-class writing assignments each week to synthesize reading and course contents.</p>
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	Students have many opportunities to draw connections between notions of health and healing across African history in class discussions, weekly in-class writings, exams, and the learning module project.
<b>ELO 2.2</b> 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>Students who have little experience with Africa or African history will encounter new ideas and have opportunities to demonstrate growth by sharing their insights in discussions. And students from Africa or with previous African course work are able to go deeper and build new areas of knowledge through course readings and discussions.</p> <p>The Health and Healing Learning Module project requires students to reflect on their work and their process, addressing both the intellectual content and personal growth.</p> <p>The final exam includes a question that asks students to describe a transformational learning moment for them in History 3307: Identify a piece of course material (a book, article, lecture, discussion, or other activity) that we covered and explain how your thinking was before and after this.</p>

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

<b>ELO 1.1</b> Engage in critical and logical thinking.	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:</i></p> <p><i>Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;</i></p> <p><i>Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;</i></p> <p><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></p> <p><i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>

<p><b>ELO 2.1</b> 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><b>ELO 2.2</b> 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 Health & Wellbeing

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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
<p><b>ELO 3.1</b> Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.</p>	<p>Students will deploy multiple perspectives on health and wellbeing in our discussions (as noted above), as well as the course examinations and the learning module that they will create.</p> <p>Both the midterm and final examination will require students to analyze health and wellbeing from more than one perspective while drawing on course material to support their interpretations.</p> <p>The Health and Healing Learning Module project is scaffolded across the semester and will require students to become relative experts on some part of health and wellbeing in African history by focusing on a primary source or a journal article. Students will research and write a 1000-word learning guide to their source, providing analysis and details of its key concepts and contexts to help others learn from the source</p>
<p><b>ELO 3.2</b> Identify, reflect on, or apply strategies for promoting health and well-being.</p>	<p>By examining the successes (and failures) of individual Africans, societies, states, and international organization to promote health in Africa, students will learn a variety of strategies for health and well-being across a range of scales. The three books in the course point to pathways towards (and threats against) health and well-being. The last two weeks of the course deal specifically with African health systems in the 21<sup>st</sup> century, giving students direct access to ideas of health promotion.</p>