

Term Information

Effective Term Autumn 2025

General Information

Course Bulletin Listing/Subject Area Pharmacy
Fiscal Unit/Academic Org Pharmacy - D1800
College/Academic Group Pharmacy
Level/Career Undergraduate
Course Number/Catalog 3710
Course Title From Botanicals to Pharmaceuticals: The Evolution of Culture on Drug Production and Policies
Transcript Abbreviation Botanical to Pharm
Course Description In this course, students will examine the pivotal moments and paradigm shifts in the early rise, development, and maturation of pharmacy and pharmaceutical sciences as a profession with a keen eye on the role that power and authority played in this developmental process.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 51.2010
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Traditions, Cultures, and Transformations

Course Details

Course goals or learning objectives/outcomes

- Students will learn about key developments in botanica and drug development.
- Students will read, understand, and express in writing complex ideas and issues relating to botanic and drug development.
- Students will leave the course able to comprehend, use, and produce analyses about botanic and drug development.

Content Topic List

- introduction to the authority-power construct
- Introduction to the concept of paradigm shifts in science
- pharmacogenomics and personalized medicine
- cancer and heart disease disease states
- cultural, societal, and technological impacts of pharmacy

Sought Concurrence

No

Attachments

- AWG-Botanicals to Pharmaceutics submission-traditions.pdf: GE Themes submission worksheet
(Other Supporting Documentation. Owner: Bowman, Michael Robert)
- 1-9-25-Botanicals to Pharmaceuticuals-Syllabus.pdf: updated syllabus
(Syllabus. Owner: Bowman, Michael Robert)

Comments

- approved by Undergraduate Studies Committee 12/13/24

updated syllabus incorporating revisions added 2/12/25 *(by Bowman, Michael Robert on 02/12/2025 03:40 PM)*
- This is a syllabus without a weekly schedule of activities. Also, the goals and ELOs of the requested GE category + explanatory paragraph do not appear in the syllabus. Please address. *(by Vankeerbergen, Bernadette Chantal on 01/29/2025 02:11 PM)*

COURSE REQUEST
3710 - Status: PENDING

Last Updated: Kwiek, Nicole Cartwright
02/12/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowman, Michael Robert	01/10/2025 11:41 AM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	01/10/2025 12:52 PM	Unit Approval
Approved	Kwiek, Nicole Cartwright	01/10/2025 03:01 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/29/2025 02:12 PM	ASCCAO Approval
Submitted	Bowman, Michael Robert	02/12/2025 03:41 PM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	02/12/2025 04:32 PM	Unit Approval
Approved	Kwiek, Nicole Cartwright	02/12/2025 04:43 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/12/2025 04:43 PM	ASCCAO Approval

SYLLABUS: Pharmacy 3710

From Botanicals to Pharmaceuticals:

The Evolution of Culture on Drug Production and Policies

Autumn 2025

Instructor

Dr. Amy Welling Gregg

Email address: gregg.86@osu.edu

1) Required Synchronous Zoom Weekly Class: Wednesdays 2:45 PM to 5:30 Join Zoom

2) Optional Zoom Weekly Office Hour: 2:30 PM to 3:30 PM

The professor reserves the right to change details in the syllabus once the course is underway

Instructor's Preferred means of communication with students

For questions, please **email me at gregg.86@osu.edu**

Class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](#) to be sure you receive these messages.

(<https://community.canvaslms.com/t5/Student-Guide/How-do-I-manage-my-Canvas-notification-settings-as-a-student/ta-p/434>)

Course description

In this course, students will explore the pivotal moments and paradigm shifts in the early rise, development, and maturation of pharmacy and pharmaceutical sciences as a profession, focusing closely on the influence of power and authority in this developmental process. Key points include investigating the early field of botanicals, the separation of pharmacy from medicine, and the formalization and growth of pharmaceuticals as a distinct discipline. While examining

the progression of pharmaceuticals, students will study pharmacogenomics and personalized medicine, alongside two significant disease states that contributed to the rise of the pharmaceutical industry: cancer and heart disease. Finally, throughout the course, students will consider the cultural, societal, and technological impacts of the field, as well as its “return to roots” in botanical resurgence.

The readings are compiled from various disciplines to enhance student understanding of historical, sociopolitical, economic, and pharmaceutical issues. Selected from online sources via the OSU Libraries, these readings do not require the purchase of textbooks. The course is entirely online; however, a mandatory Zoom session is held every Wednesday from 2:45 to 5:30 p.m.

Class Details

Credit Hours: 3

The course is 100% online; however, a one-day-per-week required Zoom session is on Wednesdays from 2:45 to 5:30 p.m.

Course learning outcomes

General Elective

Goal: This course aims to learn through critical engagement with and about materials presented throughout the course. This course takes two things for granted: first, the material is relevant to our understanding of drug development. Second, historical and contemporary drug development impacts societies across the globe, and this impact can be accessed and analyzed through thoughtful engagement and rhetorical analysis.

Expected Learning Outcomes:

This course will cultivate the skills necessary for engaging in critical and logical thinking through the examination of specific instances of authority, shifts in medical paradigms in practice, and cultural perceptions of pharmacognosy and pharmacy as modern pharmaceuticals developed from botanical medicine.

Students will interact with the material by developing thoughtfully considered questions, participating in class discussions that analyze those questions, and completing a multi-step assignment that culminates in an argumentative research paper.

The course assignments require students to engage with scholarly materials to gain a comprehensive understanding of the evolution of drugs from botanicals to pharmaceuticals. The final argumentative research paper requires students to connect course materials with additional scholarly sources on a topic of their choosing that relates to one of the course's key themes.

Students explore each module topic in depth through a mix of lectures, readings, and discussions.

Lecture: Course materials are gathered from various sources to assist students in understanding the professional development of pharmacy in relation to medicine, authority, and structure. Each module includes lectures that investigate the medicalization of American medicine and pharmacy, which arose from cultural and social reflections of the nineteenth century. Additionally, each module features films or a guest lecture to broaden students' perspectives and enhance their understanding of the impact of power and authority on the pharmacy profession.

Reading: All materials are accessible on Carmen Canvas at no cost to students. I utilize OSU Libraries' access to MUSE (Johns Hopkins University), University Scholarship Online, HathiTrust, and similar databases for primary and secondary resources. Furthermore, I include resources published by the National Library of Medicine and other leading medical organizations.

Discussions: Students will take part in weekly synchronous Zoom discussions that concentrate on specific module topics. These discussions aim to help students apply information critically and analytically while addressing controversial subjects in a constructive and respectful way. Participants will either post a discussion question or respond to an existing question that actively engages with the

week's material and stimulates conversation during the class Zoom session

Course Design

Course Structure

This is a distance education course with all coursework completed online. Students will progress through fifteen modules with various topics (see Course Schedule). Module activities will include readings, module writing guides, participating in weekly synchronous Zoom lectures and discussions, and completing required readings and various assignments. See the Course Calendar (posted in Carmen) for a list of all module activities, including relevant due dates and times. The course will conclude with completing a research paper as the final project.

Carmen Canvas will be used to post all course materials and announcements and complete all course assessments.

COURSE SCHEDULE:

All graded assignments must be submitted in Carmen by 11:59 p.m. on their respective due dates to avoid the late penalty noted in the syllabus posted in Carmen. **The professor reserves the right to change details in the syllabus once the course is underway.**

Grades

Grading scale:

Note: I round final course grades to the percentage point if it changes the earned letter grade (e.g., 89 will be rounded to 90.0; however, 88.99 will not be rounded to 90.0). Your total score is calculated as an unweighted percent of total of points available.

A	93 – 100	C	73 – 76
A-	90 – 92	C-	70 – 72
B+	87 – 89	D+	67 – 69
B	83 – 86	D	60 – 66

B-	80 – 82			
C+	77 – 79		E	59 – below

Student performance:

Student performance on the following assessments will determine their final grade. Consult Carmen for all assessment instructions and deadlines. Except for quizzes, all learning will be assessed through a grading rubric. The appropriate rubric accompanies each assignment on Carmen, and all rubrics are posted as separate resources in the Student Resources module in Carmen.

Grade Appeal Procedure: If you believe your grade on any assignment should be different from the grade received, you must clearly explain *in writing* the basis for your request for re-evaluation. This allows you to prepare and present cogent arguments for reassessment. While a grade appeal may result in a higher grade, there is no guarantee, and a re-evaluation may result in a lower grade if such is warranted. Any rebuts to grades earned must be brought to the instructor's attention no later than 48 hours after receiving the grade. Do this by either emailing or meeting with your instructor on Carmen Zoom. Do not communicate using the comments boxes on the assignment submission page. Further information on formal grade appeal rights and procedures is outlined in your student handbook.

Assignment Point Distribution

Types of Assessments	Points
Weekly Discussions (14 @ 15 points each)	210 points
Hypothesis Assignments (8 @ 15 points each)	120 points

Final Project: Checkpoint #1 (topic and thesis) Checkpoint #2 (annotated bibliography) Checkpoint #3 (draft) Final Paper	10 points 25 points 35 points 150 points
Total Points:	550 points

Course materials

Required Materials

There are no required texts to purchase for this course. All materials are posted on Carmen Canvas, or a link is provided to the online resource. The course does utilize video content provided by OSU's library system via Kanopy and Films on Demand.

ASSIGNMENTS

Weekly Discussions

- Students will participate in weekly synchronous Zoom lectures and discussions on specific module topics. Weekly discussions help students use information critically and analytically and discuss controversial issues productively and respectfully. By Mondays at 11:59 PM, submit a Discussion Post Question--dependent upon what you have been assigned, which is further explained under Assignments--see schedule)
- By Tuesdays at 11:59 PM, submit Discussion Post Response--dependent upon what you have been assigned (this is explained under Assignments--see schedule)
- Students will participate in weekly discussions on specific module topics and writing skills. Weekly discussions help students use information critically and analytically and discuss controversial topics productively and respectfully. Discussions include posting a discussion question or a response to a posed discussion question that critically engages the week's material and provokes conversation during the class Zoom session. Consult the "Attendance,

Participation, and Discussion” section below and Carmen for discussion guidelines (see Student Resources). Consult the assigned discussion pages and the course calendar for specific discussion instructions and deadlines, respectively.

- Students are divided into eight groups. Each week, by 11:59 PM every Monday, four groups (see syllabus and course calendar for schedule) group members must coordinate their questions so that there are no duplicate questions or ideas. Each question’s grade is determined by the level of critical thinking demonstrated by the question and how well the question reflects on the assigned reading in conjunction with the week’s other course material (citations are required). The grade is based on their individual question; consequently, the grade a student earns is determined by their individual work. The “Group” aspect affects grades if students fail to coordinate with their group members, causing late submissions or duplicate questions. Students must also be prepared to discuss their posed questions during the real-time Zoom session.
- Four student groups (see syllabus and course calendar for schedule) will post responses to the discussion questions posed by 11:59 PM every Tuesday. Students must be prepared to discuss their response to a question posed during the real-time Zoom session. The sophistication of the response determines grades, the level of critical thinking that is demonstrated, and how well the response reflects on the assigned reading in conjunction with the week’s other course material. Each student’s grade is based on their response; consequently, their work determines the grade a student earns.

Hypothesis annotation assignments

- Students will participate in eight hypothesis annotation assignments to dive deeper into course reading materials. Students will be asked to answer specific questions about the readings and identify paradigm shifts and/or transformational ideas or broader impacts on the development and maturation of the pharmacy field as conveyed by the authors.
- Students will submit their initial responses by Thursday evenings and complete peer responses by Sunday evenings.

Final Project

- 1) There are four checkpoint assignments:
 1. Students will submit a selected topic and thesis statement for the first checkpoint.
 2. An annotated bibliography, correctly formatted in the APA Style citations.
 3. A narrative outline, including sources.
 4. A rough draft of your paper for the third checkpoint. Consult the Course Schedule for deadline information. Instructions for each checkpoint and the final paper are posted in the Assignment tab on Carmen Canvas.

- 2) In 2000 to 2500 words (no more, no less,) analyze how society impacted the rise of pharmacy as a profession **or** the pharmaceutical industry. Your final project is a cumulative response paper that discusses the construction of pharmacy as a profession **or** the pharmaceutical industry. Use at least three-course materials (two of which need to be reading materials--reading materials ARE NOT PowerPoints, while the other may be a film or materials from a course lecture.) The secondary sources you find must connect your primary sources to the course material. Failure to utilize the required course materials and four primary sources will reduce the paper's final grade by 15 points for every missing source. Using outside sources other than the four primary and two secondary sources will reduce your letter grade by 30 points for every outside source employed.

- 3) All papers must be typed in 12-point Times New Roman font, titled, and double-spaced, and each page must be numbered. Cover sheets are required, which must include your name, course section, semester, and title for your paper. You must use the APA citation style. It is due, via upload, in Carmen by 11:59 PM on April 28th. There is no final exam. Your final papers are due when assigned. NO LATE ASSIGNMENTS will be accepted without proof of a life event (serious illness, including COVID-19, family death, or military deployment.)

Course Schedule

- 1) Week One: Course introduction: introduction to the authority-power construct
 - a) Introduce the concept of paradigm shifts in science and how pharmacy and medicine underwent shifts, guiding the foundation for this course.
 - b) Assignment: Discussion Post
- 2) Week Two: Basics concepts in Materia medica and pharmaceuticals:
 - a) Overview of botanicals and pharmaceuticals
 - b) Assignment: Discussion Post and Hypothesis Annotation
- 3) Week Three: Influential figures: William Barton, William, and John Bartram
 - a) *illustration of relationships between influential figures of this*
 - b) *b) Curate a digital Materia medica*
 - c) Lecture: broad overview of Materia medica and poison
 - d) Video interview with Bartrum Garden staff
 - e) Assignment: Discussion Post and Hypothesis Annotation
- 4) Week Four: Influential figures: Dr. Benjamin Rush, Dr. David Hosack, Dr. Samuel Hahnemann
 - a) Diseases/conditions: Mental health and Women's health
 - b) Paradigm shifts: Heroic medicine vs homeopathy
 - c) Assignment: Discussion Post and Final Paper Checkpoint #1: topic and thesis statement
- 5) Week Five: Diseases and Conditions: Fever, Diarrhea/dysentery
 - a) Paradigm shifts: Heroic vs Bigelow
 - b) Paris clinic
 - c) Assignment: Discussion Post and Hypothesis Annotation

- 6) Week Six: Diseases/conditions: Cont. Fever, diarrhea, dysentery
 - a) Drugs: Tarter emetic, Calomel, Blackberry balsam
 - b) Paradigm shifts: Phasing out of bloodletting
 - c) Assignment: Discussion Post

- 7) Week Seven: Drugs: Drugs on Union medical carts
 - a) Paradigm shifts:
 - b) Separation of Pharmacy and Medicine (French influence)
 - c) Innovation of the ambulance cart by Dr. William Hammond
 - d) Assignment: Discussion Post and Hypothesis Annotation

- 8) Week Eight: Influential figures: Joseph Lister, Louis Pasteur, Robert Koch
 - a) Diseases/conditions: Distemper, Tuberculosis, Rabies
 - b) Drugs/treatment: Antiseptic, Vaccine, Anti-toxin
 - c) Paradigm shifts: Introduction of germ theory
 - d) Assignment: Discussion Post and Final Paper Checkpoint #2-Annotated Bibliography

- 9) Week Nine: Diseases and Conditions: Pneumonia, Strep throat
 - a) Drugs: Penicillin
 - b) Events: WWI and WWII
 - c) Assignment: Discussion Post and Hypothesis Annotation

- 10) Week Ten: Diseases and Conditions: Cancer I
 - a) Paradigm shifts: Solidified the shift from Botanicals to pharmaceuticals
 - b) Drugs/Treatments: Metabolic approach for certain cancers and Immunotherapy
 - c) Assignment: Discussion Post

- 11) Week Eleven: Diseases/conditions: Cancer II (Ethics, Access)
 - a) Revisit warfare agents
 - b) Where does pharmacy go from here in response to cancer treatment development?

- c) The benefit-to-harm ratio discussion
 - d) Assignment: Discussion Post and Hypothesis Annotation
- 12) Week 12: Diseases and Conditions: Heart disease
- a) Author, Joel Howell: *Technology in the Hospital: Transforming Patient Care in the Early Twentieth Century*
 - b) Author, Sidney Goldstein, MD: *The Evolution of Heart Failure Therapy in Past Sixty Years: One Man's Journey*
 - c) Assignment: Discussion Post and Final Paper Checkpoint #3: draft
- 13) Week 13: Diseases and Conditions: Heart disease
- a) Straddling of pharmaceutical drugs to botanical drugs
 - b) Growth in cardiovascular pharmaceutical chemicals and surgery
 - c) Author, Janet Shim: *Heart-Sick: The Politics of Risk, Inequality, and Heart-Disease*
 - d) Assignment: Discussion Post and Hypothesis Annotation
- 14) Week 14: Ethical considerations we still need to consider due to power imbalances
- a) Impact of big boom of pharmaceutical development in the 1980s-90s due to regulation repeals in the Reagan administration
 - b) Ten Pharmaceutical Distributor Executives, Sales Representatives, and Brokers Charged in Connection with Unlawful Sales of Nearly 70M Opioid Pills <https://www.justice.gov/opa/pr/ten-pharmaceutical-distributor-executives-sales-representatives-and-brokers-charged>
 - c) Author, Alexander Zaitchik: *Owning the Sun: A People's History of Monopoly Medicine from Aspirin to Covid-19 Vaccines*
 - d) Assignment: Discussion Post

- 15) Week 15: Environmental impact of the medical industrial complex
 - a) Scholarly article on carbon footprint of pharmaceutical industry
 - b) EPA web resources on pharmaceuticals in environment
 - c) Research university web resources on environmental impact of medical equipment
 - d) Assignment: Hypothesis Annotation Assignment 8

- 16) Week 16: Finals Week
 - a) Assignment: Final Research Paper Due

Late assignments

Illness or Other Issues. If you cannot complete an assignment by the due date or find yourself falling behind due to illness, technological problems, life disruptions, or other personal issues, please contact Dr. Welling Gregg by email to discuss your situation no later than 24 hours before the assignment's due date. NO LATE ASSIGNMENTS will be accepted without proof of a life event (serious illness, including COVID-19, family death, or military deployment.)

Weather or Other Short-Term Closing.

Online classes are not usually affected by weather closures but may be subject to other types of university closings. In the case of a closure, communication will be available via an Announcement in CarmenCanvas.

Faculty Feedback & Response

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

Grading and feedback

You can generally expect feedback for all assignments within 7 – 10 days. Feedback may appear in a written, audio, or video format.

E-mail

I will reply to e-mails within 24 hours, Monday through Sunday, unless otherwise noted via a course Announcement.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: Required Zoom Synchronous Course**

Each module is self-paced; therefore, you may log in as frequently as necessary to complete the necessary module activities and assignments by the due dates indicated in Carmen and the Course Calendar. Students are expected to participate fully in all module activities.

- **Office hours: OPTIONAL**

Office hours will occur via Carmen Zoom.

- **Participation in module assessments: REQUIRED**

Participating in module assessments is required and must be completed by the due dates and times assigned in Carmen.

Based on university policy, for each course credit hour, students are expected to spend one hour in a classroom setting and two additional hours outside the classroom dedicated to course studies. Accordingly, for a 3-credit hour, 16-week term, synchronous online course, students are expected to dedicate approximately nine hours per week to completing the various module activities—this includes the reading of texts, viewing of online videos and narrated lectures, writing guide exercises, studying course materials, participation in weekly discussions, and completing all course assessments.

Discussion and communication style 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:** When participating in weekly discussions or communicating with your instructor via email, use appropriate “Netiquette” (see below).
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe. Remember that sarcasm doesn't always come across online. Failure to act respectfully and professionally with your peers or instructor will result in a grade deduction.
- **Citing your sources:** For all writing assignments and weekly discussions, please cite your sources to support your claims. Please consult the Student Resources module on Carmen to determine how to cite sources correctly.
- **Backing up your work:** Consider composing your academic and discussion posts in a word processor, where you can save your work and then copying into the Carmen discussion.

Netiquette¹

Virginia Shea wrote “Netiquette,” which is available online at <http://www.albion.com/netiquette/book/>. Netiquette is a code of behavior for using the internet. Your language demonstrates your personality, age, locality, and attitude. Please follow the proper online etiquette when completing all course assessments and communicating with your instructor via email.

Avoid using all caps.

Using all capitalization to compile your words is ineffective—when communicating online, it is equivalent to screaming. In addition, it confuses the eye and makes it difficult to focus.

Avoid dramatic punctuation

While you can use the exclamation mark (!) to show excitement, do not solely rely on it. It is often hard to tell if an exclamation mark is negative excitement or positive excitement. Try using word choice and syntax to help convey your feelings rather than a single keystroke.

Understand that word choice counts

Please consider word choice when composing your discussion posts and assignments. One word can change an entire statement. Avoid offensive language and flaming. Flaming is a form of verbal abuse when you intentionally attack or disparage someone.

Use proper grammar and spelling. Always refrain from e-speak

If u rite liek this u will drvie prof P crrrrrrrazy lol. :) Typos and basic spelling mistakes will happen. However, using e-speak to communicate in an academic setting is unacceptable. It affects your credibility, confuses the reader, and will result in loss of points. Please ensure your academic writing, including any communication with your instructor, uses proper grammar,

¹ Virginia Shea, *Netiquette*. Albion Books, 1994.

spelling, and punctuation.

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 another student's work, submission of work from another course, 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.

In addition, OSU had made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that the submitted final papers will become part of the OSU database.

Please contact me if you have any questions about the above policy or what constitutes academic misconduct in this course.

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)

Acceptable and Unacceptable Uses of AI

Students are expected to generate their own work in this course. Submitting content that has been generated by someone other than yourself or that was created or written by a computer application or tool, including artificial intelligence (AI) programs such as ChatGPT and Google Bard, outside of the acceptable uses outlined below constitutes a violation of the Ohio State University Code of Student Conduct. Specific examples of acceptable and unacceptable uses of AI tools in this course are highlighted below.

The use of generative AI tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Fine-tuning your research questions
- Finding information/sources on your topic (although multiple tools should be used for this purpose)
- Organizing your thoughts and ideas into a paper structure
- Suggesting counterarguments or objections; and
- Checking grammar and style.

The use of generative AI tools is NOT permitted in this course for the following activities:

- Impersonating you in classroom contexts, including using these tools to compose discussion board prompts, answer quiz questions, or complete other assignments.
- Drafting a thesis statement.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments and
- Other uses that are determined to represent abuse of course policy.

The use of AI for allowable tasks, including both benefits and shortcomings, is discussed throughout the semester. You will also be asked to acknowledge any use of AI in writing assignments when you turn them in. You will not be penalized for allowable uses, and this policy is intended to prepare you for real-world situations in which acknowledgment of the use of AI is expected. If you have any questions about a specific use of AI for a course assignment, please contact your instructor for more information.

Additionally, you are responsible for the content of all work that you submit. AI tools tend to fabricate information to meet user-supplied prompts, including (but not limited to) misrepresenting research findings and creating imaginary sources. Any work turned in with false information will receive a grade deduction based on the

assignment rubric and may be subject to penalty under Ohio State's Code of Student Conduct, depending on the severity of the infraction.

Accommodations for accessibility

Requesting accommodations

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

504 Plan-Related Accommodation Requests

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting your instructor, please contact the Office for Disability Services at [614- 292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This course requires use of CarmenCanvas (Ohio State's learning

management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please email cop-digitalaccessibility@osu.edu or email your instructor for assistance.

Religious Accommodations

Ohio State's policy is to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith, religious, or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Title IX

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

Commitment to a diverse and inclusive learning environment

The Ohio State University is committed to building and maintaining a community that reflects diversity and improves opportunities for all. All

Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. 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 or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin

Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614--292--5766, and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

If you are a BSPS student in need of non-crisis support, please reach out to the College of Pharmacy Office of Student Services at 614-292-5001 OR connect with Dr. Shawn Levstek, College of Pharmacy's Embedded Counselor. Any College of Pharmacy student may contact Dr. Levstek directly via email (levstek.4@osu.edu), and he will offer you an initial counseling session via Zoom to initiate services. During this meeting, he will address your current concerns and mental health needs in addition to collecting background information and assessing your history of concerns. He will also discuss future treatment options with you and can connect you with other resources as well where appropriate. If any students have questions or concerns, please email Dr. Levstek directly.

Classroom Safety

The Ohio State University holds in high regard the health and safety of faculty, staff, students, and visitors. It is the policy of the University to provide a loss-control program that protects employees from occupational injuries and illnesses, protects University property from loss and damage, and protects the environment. Operational procedures as developed by University safety organizations will be implemented and enforced by all University department/administrative units consistent with the State of Ohio Public Employees Risk Reduction Program.

Copyright

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 the course.

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

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 (Traditions, Cultures, & Transformations)

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)

The course examines different viewpoints and approaches to medicine and pharmacy through different societal and institutional viewpoints (e.g., eclectics versus allopathic) Additionally, the course examines the rise of pharmacy through the power-authority complex to examine the major drivers of change for society and culture **(e.g., big pharma lobbying for statins as preventative medicine for heart attacks, corruption in cancer treatments)**. Finally, the course will cover major paradigm shifts in approaches in the field of pharmacy and medicine (as pharmacy emerges out of medicine). Course readings will center on changes in historical, epidemiology, and cultural factors as they relate to the rise of pharmacy/pharmaceutical sciences.

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.	<p>This course will build skills needed to engage in critical and logical thinking via the examination of specific instances of authority, medical paradigm shifts practice, and in cultural perceptions of pharmacognosy and pharmacy as modern pharmaceuticals evolved out of botanic medicine.</p> <p>Students will engage with the material through developing critically considered questions, class discussions that dissect those questions, and a multiply step assignment that culminate in an argumentative research paper.</p>
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	<p>The course assignments require students to engage with scholarly materials so that they develop a broad understanding about the evolution of drugs from botanicals to pharmaceuticals. The final argumentative research paper requires students to intersect course materials with additional scholarly sources about a topic of their choosing that concerns one of the course’s key topics.</p>
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	<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 understand the professional maturation of pharmacy as it intersected with medicine, authority and structure.</p>

	<p>Each of the modules contains lectures that discuss the medicalization of American medicine and pharmacy emerged out of the cultural and social reflections of the nineteenth century. Additionally, each module will incorporate films or a guest lecture to increase student perspective and broaden their understanding about the impact power and authority have on the profession of pharmacy.</p> <p><u>Reading</u> All materials are available on Carmen Canvas at no cost to the students. I utilize OSU Libraries access to MUSE (John Hopkins University), University Scholarship Online, Hathi Trust, and similar databases of primary and secondary resources. Additionally, I have resources published by the National Library of Medicine, and other significant medical organizations.</p> <p><u>Discussions</u></p> <ul style="list-style-type: none"> • Students will participate in weekly synchronous Zoom discussions that focus on specific module topics. Weekly discussions are meant to help students use information critically and analytically and discuss controversial topics in a productive and respectful manner. • Discussions include posting a discussion question or a response to a posed discussion question that critically engages the week’s material and provokes conversation during the class Zoom session.
<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><u>Final Project</u></p> <p>There are 3 checkpoint assignments:</p> <ol style="list-style-type: none"> 1. Students will submit a selected topic and thesis statement for the first checkpoint. 2. An annotated bibliography of sources, correctly formatted in APA citation formatting for the second checkpoint. 3. A rough draft of the paper for the third checkpoint. <p>In 2500-words to 3000-words students analyze an aspect of the impact of the struggle for authority impacted the field of pharmacy. The final project is a cumulative response paper, which must discuss the construction of the field of pharmacy as it intersects as it intersected with medicine, authority and structure.</p> <p>Students must use at least 4-different materials (two of which need to be reading materials, while the other two may be films, or PowerPoint lectures) from this course and, 3-primary sources, which students independently research, and two outside secondary sources that connect the course material with the primary sources.</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>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</p>
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p><i>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.</i></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 Traditions, Cultures, & Transformations

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 engage in **a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society**.

GOAL 4: Successful students will engage in **a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures**.

	Course activities and assignments to meet these ELOs
<p>ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p>War is catapults medicine forward. General George Washington required his troops be vaccinated against smallpox, which helped legitimate the practice for the American people.</p> <p>The American Civil War impacted medicine in multiple ways, including igniting the divergence of medicine and pharmacy, and transitioning medicinals from botanics to pharmaceuticals.</p> <p>Module 7 focuses on an immature medical system coping with the American Civil War’s devastating injuries and illnesses, and how the crisis propelled pharmacy into a separate discipline from medicine. Students will learn about the nineteenth century physician Francis Peyre Porcher. He is a representative example because his career spanned from 1847 to 1893, which coincides with the divergence of pharmacy from medicine. Furthermore, he was a physician during the war, and he wrote a renowned botanic compendium.</p>

<p>ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>In Module 8, students will learn about the discovery of germ theory and the prominent scientists and physicians who discovered the cause of many deadly diseases. While Lister, Koch, and Pasteur were not pharmacists, they did help launch the field of pharmacy into the next level of development. With the discovery of the cause, germs, microbes, fungi, and parasites, the cure could be discovered or developed. Thus, the field of pharmacy expanded with evolution of antitoxins, vaccines, sulpha drugs, antibiotics, and antifungals. Students will learn about Lister, Pasteur, Koch, and the preventatives and curatives developed as a result of their discoveries.</p>
<p>ELO 3.3 Examine the interactions among dominant and sub-cultures.</p>	<p>In Module 1, Students will learn about the authority-power construct and its impact on the evolution of botanicals to pharmaceuticals.</p>
<p>ELO 3.4 Explore changes and continuities over time within a culture or society.</p>	<p>In Module 10 and 11, students will learn how cancer and chemotherapy solidified pharmaceuticals as a therapeutic practice of chemicals rather than botanicals. Students will examine how pharmacy evolves in response to cancer care.</p>
<p>ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>In Module 5, students will learn about the medicalization of American medicine and pharmacy emerged out of the cultural and social reflections of the nineteenth century. The struggle for authority in nineteenth-century American medicine was not limited to unbiased scientific research, methodology, or strict evidence-based medicine. The acquisition of legitimacy and authority during the professionalization process of nineteenth-century health care by allopathic physicians, sacrificed sectarianism at the altar of professionalism, so that the allopathic physicians could gain authority over medicine and pharmacy.</p>
<p>ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<p>In module 14, students will consider the impact of boom of pharmaceutical development in the 1980s-'90s due to regulation repeals in the Reagan administration. Furthermore, the materials will examine the value of pharmaceutical development and therapeutic benefits. The module will conclude with conversations about the pharmaceutical industry's ethics and the resulting impact on trust and mistrust among various social and cultural groups. For example, the mistrust of pharmaceuticals by minority groups based on past unethical clinical trials. The discrimination and hostility against the Gay community which delayed the development and then the exorbitant costs of antiviral drugs to treat HIV/AIDS.</p>