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OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 2/3/2016

Current Prefix and Number: CPH - College of Public Health, CPH 955 PLAGUES AND POLITICS

Other Course:

Proposed Prefix and Number: CPH 755

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: PUBLIC HEALTH

b. Department/Division: Public Health

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Andrea Perkins

Email: andrea.perkins@uky.edu

Phone: 218-2021

Responsible Faculty ID (if different from Contact)

Name: Jim Holsinger

Email: jwh@uky.edu

Phone: 323-6314

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: PLAGUES AND POLITICS

Proposed Title: Same

c. Current Transcript Title: PLAGUES AND POLITICS

Proposed Transcript Title: Same

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

SEMINAR: 3

Proposed Meeting Patterns

SEMINAR: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course provides the opportunity to link the political aspects of national and international epidemics and diseases, while understanding the responsibility of the US Public Health Service for developing and implementing policies and procedures for dealing with them.

Proposed Course Description for Bulletin: Same

2j. Current Prerequisites, if any: Enrollment as a DrPH student or permission of the instructor

Proposed Prerequisites, if any: None

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ALHAYS0|Andrea L Perkins|CPH 955 CHANGE College Review|20160128

SIGNATURE|ZNNIKO0|Roshan N Nikou|CPH 955 CHANGE Graduate Council Review|20160322

Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Upload File

ID	Attachment
Delete 6186	CPH 755 001 Plaques and Politics Spring16 JHolsing
Delete 6187	Course change cover memo 2-3-16.doc

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:		CPH - College of Public Health CPH 955 PLAGUES AND POLITICS	Proposed Prefix & Number: (example: PHY 401G) <input type="checkbox"/> Check if same as current	CPH 755
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, ex 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the addition or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		PUBLIC HEALTH		Submission Date: 2/3/2016
b. Department/Division:		Public Health		
c.* Is there a change in "ownership" of the course?				
<input checked="" type="radio"/> Yes <input type="radio"/> No If YES, what college/department will offer the course instead? <input type="button" value="Select..."/>				
e.* Contact Person Name:		Andrea Perkins		Email: andrea.perkins@uky.edu Phone: 218-2021
* Responsible Faculty ID (if different from Contact)		Jim Holsinger		Email: jwh@uky.edu Phone: 323-6314
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval		OR <input type="checkbox"/> Specific Term: ²
2. Designation and Description of Proposed Course.				
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed change affect DL delivery.				
b. Full Title:		PLAGUES AND POLITICS		Proposed Title: * Same
c. Current Transcript Title (if full title is more than 40 characters):		PLAGUES AND POLITICS		
c. Proposed Transcript Title (if full title is more than 40 characters):		Same		
d. Current Cross-listing:		OR		

	<input checked="" type="checkbox"/> N/A		Currently ² Cross-listed with (Prefix & Number):	none	
Proposed – ADD³ Cross-listing (Prefix & Number):					
Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern					
Current:	Lecture	Laboratory ⁵	Recitation	Discussion	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar 3	Studio	Other: Please explain:		
Proposed: *	Lecture	Laboratory ⁵	Recitation	Discussion	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar 3	Studio	Other: Please explain:		
f.	Current Grading System:		Graduate School Grade Scale		
	Proposed Grading System:*		<input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input checked="" type="radio"/> Graduate School Grade Scale		
g.	Current number of credit hours:	3	Proposed number of credit hours:*	3	
h.*	Currently, is this course repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES:	Maximum number of credit hours:			
	If YES:	Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> No
i.	Current Course Description for Bulletin:				
	This course provides the opportunity to link the political aspects of national and international epidemics and diseases, while understanding the responsibility of the US Public Health Service for developing and implementing policies and procedures for dealing with them.				
*	Proposed Course Description for Bulletin:				
	Same				
j.	Current Prerequisites, if any:				
	Enrollment as a DrPH student or permission of the instructor				
*	Proposed Prerequisites, if any:				
	None				
k.	Current Supplementary Teaching Component, if any:			<input type="radio"/> Community-Based Experience	

		<input type="radio"/> Service Learning <input type="radio"/> Both
	<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, explain and offer brief rationale:	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES ² , list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you <i>must include the differentiation</i> between under graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading course for graduate students. (See SR 3.1.4.)

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

**UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH**

**Course Syllabus
CPH 755-001 | Plagues and Politics
Spring 2016 |**

CPH Room 115; Friday and Saturday 8:00am-5:00pm

Friday – 9 -10 AM CPH 202 (Course Introduction) January 15 2016
Friday – 8:00 AM – 5:00 PM CPH 115 (Seminar) February 5, 2016
Friday - Saturday – 8:00 AM – 5:00 PM CPH 115 (Seminar) March 4-5, 2016
Friday – Saturday - 8:00 AM – 5:00 PM CPH 115 (Seminar) April 8-9, 2016

Contact information

Instructor: James W. Holsinger, Jr., M.D., Ph.D.
111 Washington Avenue, Suite 107
Lexington, KY 40506-0003
Telephone: 859-323-6314
E-mail: JWH@uky.edu
Office Hours: By appointment |

Course description

This course will engage in reading, projects, lectures and/or discussions to address current topics of special interest or concern in public health. May be repeated to a maximum of 6 semester hours.

Course rationale:

Masters and Graduate Certificate students will acquire a core understanding of the political issues facing senior public health practitioners. A variety of disease outbreaks are utilized to understand how various political responses have occurred historically in an effort to understand the ramifications of such political engagement. |

Course prerequisites

Enrollment in a Public Health degree program or consent of instructor.

Course Objectives/Student Learning Outcomes and related UKCPH Competencies

Program Level Outcomes	Course/Student Learning Outcomes
1. Collaborating and partnering is the ability to select, recruit, and work with a diverse range of global health stakeholders to	1. Integrate the political aspects and science of national and international public health plagues and epidemics. 2. Engage students in understanding the mission

<p>advance research, policy, and practice goals, and to foster open dialogue and effective communication.</p> <p>2. Program management is the ability to design, implement, and evaluate global health programs to maximize contributions to effective policy, enhanced practice, and improved and sustainable health outcomes.</p> <p>3. Socio-cultural and political awareness is the conceptual basis with which to work effectively within diverse cultural settings and across local, regional, national, and international political landscapes.</p>	<p>of the US Public Health Service, placing it in its historical and modern context.</p> <p>3. Use critical thinking skills to solve public health plagues and epidemics case studies.</p> <p>4. Develop public health professionals in understanding public health management and practice.</p> <p>5. Interpret and apply research toward the solution of public health political issues.</p> <p>6. Prepare students for careers as leaders, thinkers, and teachers in the public health field.</p>
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Textbooks and Other Materials

1. MacNeill, William H. Plagues and People. New York: Anchor Books, 1998. (Chapters 3, 5, and 6)
2. Farmer, Paul. Infections and Inequalities: The Modern Plagues. Berkeley, CA: California, 1999. (Chapters 2).
3. Johnson, Steven. The Ghost Map, New York: Riverhead Books, 2006. (Pages 111-138, 159-230).
4. Ellis, John H. Yellow Fever and Public Health in the New South. Lexington, KY: Kentucky, 1992. (Chapters 1, 3-4).
5. Rosenberg, Charles E.: The Cholera Years. Chicago: Chicago, 1987. (Introduction, Chapters 1-3, 12).
6. Evans, Richard J. Death in Hamburg, 2005. New York: Penguin Books. (Chapter 4).
7. Barry, John M. Great Influenza: The Epic Story of the Deadliest Plague in History, New York: Viking Penguin, 2005. (Parts 2, 6, Afterword).
8. Neustadt, RE and Fineberg, HV. The Swine Flu Affair: Decision-Making on a Slippery Slope. Washington: USGPO, 1978 (Chapters 1, 4, 8, 12).
9. Pepin, Jacques. The Origins of AIDS. Cambridge: Cambridge, 2011. (Chapters 1-7).
10. Epstein, Helen. The Invisible Cure. New York: Farrar, Straus, and Giroux, 2007. (Chapters 3, 6-8).
11. Abraham, Thomas. Twenty-first Century Plague: The Story of SARS. Baltimore, Johns Hopkins, 2007 (Chapters 2,4).
12. Willrich, Michael. Pox: An American History, Penguin, 2011. (Prologue, Chapters 7-8).
13. Henderson, D. A. and Preston, Richard. Smallpox- the Death of a Disease: The Inside Story of Eradicating a Worldwide Killer. Amherst, NY: Prometheus Books, 2009. (Chapters 1-2).
14. Oshinsky, David M. Polio: An American Story, Oxford: Oxford University Press, 2005. (Chapters 1, 2, 7).
15. Mnookin, Seth. The Panic Viruses. New York: Simon & Schuster, 2011. (Chapters 6, 8-11).

*Books to be assigned for book reviews, presentation, and leading seminar discussion.

Course requirements and learner evaluation

Course grades

Course grades will be based upon evaluation of the following activities:

100-90=A

89-80=B

79-70=C

Book review:

Each student will be assigned a book and write a 10 page (double-spaced, 12 pt. type, one-inch margins) book review using the CPH955 Book Review rubric and the Holsinger Writing and Grading Rubric. This paper is due by midnight October 12, 2014, and should be electronically transmitted to the instructor at jwh@uky.edu.

25% of final grade.

Topic presentation and class leadership:

Each student will present the material in the book reviewed during the appropriate seminar discussion using power point slides and appropriate handouts, which are due to the instructor 48 hours prior to each student's presentation. In addition to presenting the material contained in the assigned book, each student will consult a minimum of five additional sources in developing their presentation and as background for leading the class discussion on the assigned topic.

25% of final grade.

Participation in seminar discussion

This course is a seminar not a lecture course. Individual learner participation is critical to the learning process. This is not a course where you can sit back and listen. Discussion and debate of readings and case studies is essential, and will be measured by the instructor evaluating the quantity and quality of your participation.

25% of final grade.

Integrative paper dealing with modern plagues and epidemics:

Each student will prepare a 15 page paper integrating the readings as well as the key learning points uncovered during the seminar as applied to a potential plague or epidemic using the CPH955 Integrative Paper Grading rubric and the Holsinger Writing Rubric. The topic selected must be approved in advance by the instructor by December 1, 2014. This paper is due by midnight, December 14, 2014, and should be electronically transmitted to the instructor at jwh@uky.edu. Papers will be graded and returned to the student electronically.

25% of final grade.

Reading report

Each student will complete a reading report on all required reading submitting the percentage of each book read with their final integrative paper. Reading Report is due by Midnight, December 14, 2014.

Instructor expectations

1. I expect you to attend every class session. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions.
2. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.

3. I expect you to actively participate in the discussions. This is not the type of class where you can "sit back and listen."
4. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of the grade for written work.
5. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
6. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
7. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
8. I require that each learner will utilize the *APA Publication Manual* as a guide for writing papers for this course and the grading rubric will be based on its precepts. |

Academic Policies

It is the student's responsibility to be informed concerning all regulations and procedures required by the program of study, College or the University. Students should become familiar with the Undergraduate Bulletin or the Graduate School Bulletin as appropriate. Academic disputes will be evaluated against these policies. This serves as formal notification of academic policies.

Students and faculty can locate the College of Public Health and University policies at:
<http://www.uky.edu/publichealth/student-resources/academic-policies>

Policies that are available include:

- Academic Integrity
- Accommodations Due to Disability
- Religious Observances
- Inclement Weather
- Excused Absences Policy
- Verification of Absences
- Student Resources

A hard copy of the policies will be provided by the Office of Academic Affairs upon request by the student.

Late work policy

No work will be accepted after the date and time assigned without permission of the instructor.

Course schedule and topics

January 15, 2016 Course Introduction

February 28 Book review due

Seminar:

February 5 History of Plagues and Epidemics (Books 1, 2, 3)

March 4 Yellow Fever and Cholera (Books 4, 5, 6)

March 51 Influenza (Books 7, 8)

April 8 AIDS and SARS (Books 9, 10, 11)
April 9 Smallpox and Polio (Books 12, 13, 14, 15)

May 1 Integrative paper and reading report due

Book Assignments:

Book Number	Presenter
1	Holsinger
2	Holsinger
3	Courtney
4	Seals
5	Abdelwadoud
6	Burke
7	Barker
8	Quesinberry
9	Stewart
10	Gwinn
11	Barber
12	Watts
13	Reese
14	Weber
15	Sloas

CPH 755 001 SEMINAR IN PLAGUES AND POLITICS

DR. JAMES HOLSINGER

WRITING AND GRADING RUBRICS

HOLSINGER LANGUAGE USAGE REQUIREMENTS

Concise Rules of APA Style Page No.	Grading Elements	Comments
pp. 31-47 pp. 147-148	A. Punctuation 1. Used correctly 2. The Word “and” and the ampersand are used correctly 3. Punctuation correctly placed with quotations marks	
pp. 8-19 pp. 9-11 pp. 8-9 pp. 11-13 p. 57 pp. 39-42	B. Grammar 1. Subject-verb agreement 2. Proper voice (active vs. passive) and person used 3. Pronouns unambiguous and congruent 4. Plurals correct 5. Appropriate hyphenation of terms	
pp. 42-47 pp. 43-46 pp. 33-34, 145	C. Capitalization 1. Correct capitalization of words in titles and headings 2. Capitalization following a colon	
pp. 59-65 p. 59 pp. 82-83	D. Use of Numbers 1. Numbers less than 10 expressed in words 2. Tables numbered correctly	
pp. 51-58 p. 52 pp. 51-52	E. Abbreviations 1. Term spelled out the first time it is used, with abbreviation placed in parentheses after it 2. Abbreviations used sparingly and appropriately	
pp. 59-60 pp. 59-60 p. 60	F. Seriation 1. Elements in a series numbered if lengthy or complex 2. Elements identified by lowercase letters and use of commas, semicolons, or colons 3. Paragraphs in a series separated with Arabic numerals	
p. 19 pp. 5-6 pp. 6-8 pp. 17-19 p. 6 pp. 38-42	G. Language Usage 1. Language appropriate for the audience 2. Nonbiased language used 3. Contractions avoided 4. Colloquial expressions, slang, and jargon avoided 5. Language clear, concise, precise and unambiguous 6. Parallel construction 7. Proper word choice 8. Correct spelling 9. Tone appropriate to the content and the assignment	
pp. 5-6	H. Sentence and Paragraph Structure 1. Sentences well-constructed, with consistently strong, varied structure 2. Paragraphs well structured	

HOLSINGER FORMAT REQUIREMENTS

Concise Rules of APA Style Page No.	Writing Mechanics
pp. 26-29	A. Text <ol style="list-style-type: none"> 1. Times New Roman 12-point font used 2. Document double-spaced throughout 3. Margins at least 1 inch on all sides 4. Paragraphs indented 5 spaces 5. Headings and subheadings properly formatted 6. No end-of-line hyphenation 7. Only one space after punctuation 8. No bold type used for emphasis 9. Italics used instead of underlining
	B. Content Pages <ol style="list-style-type: none"> 1. Title page 2. List of Tables and List of Figures included, if necessary 3. Page numbers correctly sequenced 4. First page of text includes title centered at top of page 5. Sections of text follow one another without break 6. Headings as needed
	C. Quotations <ol style="list-style-type: none"> 1. Quotations with fewer than 40 words incorporated into text and enclosed with quotation marks 2. Quotations of 40 or more words properly indented
	D. Tables and Figures <ol style="list-style-type: none"> 1. Numbered separately and properly labeled 2. Mentioned in the text before they are shown 3. Placed on separate page following their descriptions
pp. 125-137 pp. 177-180 pp. 136-137 p. 136 p. 162	E. In-Text Citations <ol style="list-style-type: none"> 1. All outside ideas properly cited 2. Citations complete and properly formatted 3. Electronic sources properly cited 4. Personal communications cited in text only 5. Page numbers included for direct quotations 6. Indirect or secondary sources properly cited
pp. 139-141 p. 149 p. 138	F. References <ol style="list-style-type: none"> 1. Reference List and Appendix each begin on a new page 2. Hanging indent is used for each reference in Reference List 3. References in correct alphabetical order with author's initials 4. Electronic references properly cited and formatted 5. Format of references conforms to APA requirements 6. In-text and Reference List citations correspond

How to Write a Book Review

©Joel B. Green, Ph.D.

Adapted by Permission by James W. Holsinger, Jr.

Introduction: Staying Engaged in Your Reading

Graduate study generally involves regular reading of key books and ongoing, critical, and personally engaged interaction with that material. Given the busy-ness of our lives, during the semester, you will probably find yourself having to read at various levels — *mostly* “critically and personally engaged,” but *sometimes* less so. If you need to scan some chapters rather than “drink deeply,” this is to be expected; if you find yourself scanning major sections of a book, or otherwise falling behind in the reading, then yellow or red flags ought to be waved. Are you giving yourself adequate time to interact with this material, to evaluate its importance, and to integrate it into your understanding of the requirements of public health practice?

Some questions to ask yourself as you read:

- < What is the main thesis argued in this text? What is the overall aim of this book? What form do(es) this text’s central argument(s) take?
- < What does this text assume? Are these assumptions acknowledged and/or supported?
- < Do you see points of contact between this book or writer and others with which you have interacted in this course? Other books or writers you know?
- < How helpful is this writer/book for your study in this course? What models for public health reflection and/or practice might arise from this material? How might this material inform the public health practices you know or in which you have been involved?
- < Would you encourage someone else to read this book, or part of this book? Who? Why?

Writing Book Reviews

1. Primary Matters. By way of exposing students to alternative viewpoints and in order to foster critical thinking, I assign book reviews of 10 pages, typed, double-spaced, using 12-point Times New Roman font with one-inch margins (or approximately 2500 words in length). Check the course syllabus for specifics on length.

Reviews should develop along two avenues. First, the review should indicate a thorough knowledge of the book as a whole, read on its own terms. This part of the review might be thought of as a summary, in a sense, of the entire volume but with an eye to several important questions, including: What is the book’s fundamental aim? Central theme(s)? Presuppositions? Method(s)? Second, the review should engage the book critically and personally. Does the book accomplish its aim? Is the book understandable? Are its assumptions defensible? Is its argument cogent? How has the reading of this book shaped you? In what way, if at all, do you regard this

as an important book? Whenever possible, you should situate your critique of the book within the larger discussion of the subject.

(2) References. Usually, a book review will refer to only one book — namely, the book being reviewed. In this case, the heading for the review should include your name, followed by the relevant bibliographical information. Thus:

Jane Doe. Review of David M. Oshinsky, *Polio: An American Story* (Oxford: Oxford University Press, 2005).

As with any written assignment, book reviews should include proper referencing of direct citations. This is most easily accomplished in a book review by in-text notes. For in-text notes, the proper form to follow would be (page). Thus:

According to the author, “Indeed, what made Rivers so valuable to Basil O’Connor was his ability to recruit the cream of the academic laboratories for the gathering polio crusade” (59).

Notice that quotation marks, not italics, are used to set off the citation. Notice also that the in-text reference comes after the second set of quotation marks but before the final period.

In some cases, a review will include references to other books as well. If your book review refers to books in addition to the book being reviewed, use the same heading as before, but change the form of your in-text notes and add a complete bibliography. In this case, the proper form to follow for in-text notes is (Author’s last name date, page). Thus:

According to the author, “Indeed, what made Rivers so valuable to Basil O’Connor was his ability to recruit the cream of the academic laboratories for the gathering polio crusade” (Oshinsky 2005, 59).

For the bibliography, follow the following form.

Oshinsky, David M. 2005. *Polio: An American Story*. Oxford: Oxford University Press.

On all questions of style, refer to the *Publication Manual of the American Psychological Association* (5th ed.; Washington, DC: American Psychological Association, 2001).

Remember when writing a book review, or any other written assignment at for me that I have adopted a policy on inclusive language.

(3) A Possible Outline. Book reviews come in many forms. One outline (but hardly the only one) that is quite effective is the following (remember that the relative length of each section will depend on the overall length of the assignment):

The Beginning (2 or 3 paragraphs)

Identify the author and her book. Situate the book in a larger context or discussion. State the book’s primary contribution.

State the book’s primary aim(s) and approach.

The Middle — Part 1 (5-6 pages)

Provide a brief outline of the book. Sketch the book's contents, taking care to represent the substance of the book on its own terms. Give your implied reader (that is, the person who has not read this book but who wants to be introduced to it) a generous accounting of the main threads of the book's argument. Be sure that you deal with the whole book—and not only your favorite part or with the material you found least or most compelling.

The Middle — Part 2 (4-5 pages)

Engage the book critically and personally. For possible avenues into the sort of critical reflection expected at the graduate level, see the questions outlined above, under the headings "Staying Engaged in Your Reading" and "Primary Matters."

The End (1 paragraph)

Write a conclusion—not to the book, but to your book review. Sum up the importance and/or liabilities of this book for your reader.

(4) Grading. My assumption in grading book reviews is that more is anticipated of a critical review at the graduate level than at the undergraduate. I assume that you should be able to manage communicating the substance of the book (that is, "The Middle — Part 1") with relative ease. If you introduce the book well, deal competently with the content of the book, and conclude your review appropriately, this will earn your review a grade in the "B" range. When I assign a review a grade of "B+" or higher, this is because these basics are covered *and*, to varying degrees, the review has impressed me with its attention to critical engagement, its independence of thought, its creativity of reflection, and the like. This usually relates to what I have called "The Middle — Part 2," but it can also relate to how well the book is positioned in the wider conversation ("The Beginning" and "The End").

I treat seriously a number of issues related to *presentation*: style, format, proper spelling, proper grammatical usage, and so on.

- < Presentation is factored into the grade of this and all written assignments.
- < First, second, and even third drafts of written assignments are often *not* suitable for submission.
- < I would strongly urge you to use but not to trust your spell-checker.
- < There is no substitute for careful and repeated proofreading, including proofreading by a friend (if you can recruit one to help you in this way!).
- < I do make allowances for persons whose first language is not English.

Evaluation of Book Review

NAME -

1. **Quality of Writing.** Concise, linguistically, grammatically and stylistically correct, coherent and clear. Student's paper uses MLA (Modern Language Association) in Slade for form and style.

0 ---- 1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 ---- 8 ---- 9 ---- 10

2. **Understanding and Engaging Texts.** Evidences clear grasp of main ideas in the texts assigned.

0 ---- 1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 ---- 8 ---- 9 ---- 10

3. **Critical Reflection on Texts.** Able to reflect on strengths and weaknesses of the text. Perceives authors presuppositions. States areas of disagreement with authors.

0 ---- 1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 ---- 8 ---- 9 ---- 10

4. **Overall Assessment of Paper.** Evidences depth of insight and perception. Able to make connections and discern relationships between issues. Clearly and compellingly reasoned and communicated.

0 ---- 1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 ---- 8 ---- 9 ---- 10

Grade for Paper:

NAME:

1. Visual Aids: Appropriate number of slides, Readable, One Topic per Slide, Appropriate Amount of Detail per Slide, Appropriate Figure and Table Titles, Professional Look.

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

2. Organization: Title, Outline, Logical Sequence, Complete Summary.

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

3. Technical Content of Slides: Sufficient Detail Provided, Appropriate Use of Tables and Figures.

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

4. Oral Delivery: Proper Speed, Answers Questions, Audience Contact, Voice Level.

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

5. Effective Use of Time: Rate Consistent, Effective Duration, Time for Questions.

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

6. Education Value: Breadth of Knowledge Demonstrated, Depth of Knowledge Demonstrated, Presentation Value, Appropriate Insights.

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

7. Overall Assessment of Oral Presentation:

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

Grade for Presentation:

NAME:

1. **Quality of Writing.** Concise, linguistically, grammatically and stylistically correct, coherent and clear.

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

2. **Quality of Research.** Evidences appropriate breadth of research in relation to subject. Most salient resources included. Appropriate insights gleaned.

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

3. **Contextual Situation.** Description of situation sets the context well for what follows.

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

4. **Analysis of Issues.** Helpful, probing assessment of various issues involved. Clearly indicated which ones will be focused upon.

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

5. **Theoretical Reflection.** Included salient points at issue and/or historical sources related to subject. Included a variety of theoretical disciplines. Interacted with sources.

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

6. **Application.** Application clearly flowed out of Theoretical Reflection. Made pertinent applications. Reflected upon resistance points.

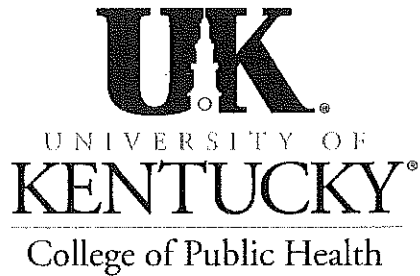
0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

7. **Overall Assessment of Paper**

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

Grade for Paper:

Grade for Course:



MEMORANDUM

TO: Graduate Council

FROM: Dr. James Holsinger, Jr.
Faculty, Department of Preventive Medicine & Environmental Health

SUBJECT: Major course change proposal – CPH 955 to CPH 755

DATE: February 3, 2016

CPH 955 was originally created as a DrPH doctoral seminar in 2008. During the past four years as the number of Graduate Certificate in Global Health students has increased, students have requested to take the course as the College of Public Health elective required in the Certificate program. In order for Graduate Certificate and Master's students to apply the course to their graduate programs, the course has been taught with a CPH 778 Special Topics in Plagues and Politics section at the same time as the CPH 955 section has been taught in order for Master's and Global Health students to receive credit for it as an elective.

Changing the course number to CPH 755 will allow Doctoral, Master's and Graduate Certificate students to all take the course without having to run two sections of the course simultaneously.

Please feel free to contact me if further information about these changes is required.