

## SIGNATURE ROUTING LOG

**General Information:**

Proposal Type: Course  Program  Other  *new*

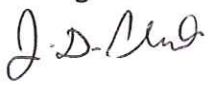



Proposal Name<sup>1</sup> (course prefix & number, pgm major & degree, etc.): GEO 261 Global Dynamics of health and Disease

Proposal Contact Person Name: Gary Shannon Phone: 7 1112 Email: gwshan00@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Geography Director of Undergraduate Studies	6/8/10	Jonathan Phillips / 7 6950 / jdp@uky.edu	
Geography, Chair (any cross-listing or affected) dpt, chair (any cross-listing or affected) dpt, chair	6/8/10	Sue Roberts / 7 2399 / sueroberts@uky.edu	
A&S Ed. Policy Cmte.	9/21/10	Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	
A&S Dean	9/21/10	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>2</sup>
Undergraduate Council	3/22/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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<sup>1</sup> Proposal name used here must match name entered on corresponding course or program form.

<sup>2</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## NEW COURSE FORM

### 1. General Information.

- a. Submitted by the College of: Arts and Sciences Today's Date: 5/18/2010
- b. Department/Division: Geography
- c. Contact person name: Gary Shannon Email: gwshan00@uky.edu Phone: 7-2931
- d. Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>: \_\_\_\_\_

### 2. Designation and Description of Proposed Course.

- a. Prefix and Number: GEO 261
- b. Full Title: Global Dynamics of Health and Disease
- c. Transcript Title (if full title is more than 40 characters): \_\_\_\_\_
- d. To be Cross-Listed<sup>2</sup> with (Prefix and Number): \_\_\_\_\_
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

2 Lecture \_\_\_\_\_ Laboratory<sup>1</sup> 1 Recitation \_\_\_\_\_ Discussion \_\_\_\_\_ Indep. Study  
\_\_\_\_\_ Clinical \_\_\_\_\_ Colloquium \_\_\_\_\_ Practicum \_\_\_\_\_ Research \_\_\_\_\_ Residency  
\_\_\_\_\_ Seminar \_\_\_\_\_ Studio \_\_\_\_\_ Other – Please explain: \_\_\_\_\_

- f. Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES  NO   
If YES: Maximum number of credit hours: \_\_\_\_\_  
If YES: Will this course allow multiple registrations during the same semester? YES  NO
- i. Course Description for Bulletin: This course is an introduction to health and disease from a geographical perspective. It provides an introduction to globalization; global health; epidemiology; the immune system; major pandemics of the 20th and 21st Centuries; and, global attempts to confront current and future pandemics. Connections are made to medicine, nursing, public health and related fields. Fulfills the Global Dynamics requirement of Gen Ed.
- j. Prerequisites, if any: none
- k. Will this course also be offered through Distance Learning? YES<sup>4</sup>  NO
- l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. Will this course be taught off campus? YES  NO

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

### 4. Frequency of Course Offering.

- a. Course will be offered (check all that apply):  Fall  Spring  Summer
- b. Will the course be offered every year? YES  NO   
If NO, explain: \_\_\_\_\_

### 5. Are facilities and personnel necessary for the proposed new course available?

YES  NO 

If NO, explain: \_\_\_\_\_

### 6. What enrollment (per section per semester) may reasonably be expected? 126

### 7. Anticipated Student Demand.

- a. Will this course serve students primarily within the degree program? YES  NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES  NO   
If YES, explain: Fulfills the Gen Ed Global Dynamics requirement.

### 8. Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

### 9. Course Relationship to Program(s).

- a. Is this course part of a proposed new program? YES  NO   
If YES, name the proposed new program: \_\_\_\_\_
- b. Will this course be a new requirement<sup>5</sup> for ANY program? YES  NO   
If YES<sup>5</sup>, list affected programs: \_\_\_\_\_

### 10. Information to be Placed on Syllabus.

- a. Is the course 400G or 500? YES  NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

- b.  The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

<sup>5</sup> In order to change a program, a program change form must also be submitted.

Department of Geography  
College of Arts and Sciences  
University of Kentucky

Syllabus

**GEO 261.xxx (previously taught as A&S 300.228)**  
**GLOBAL DYNAMICS OF HEALTH AND DISEASE**

Professor Gary W. Shannon  
Office: POT 14xx  
Preferred contact: Email  
gwshan00@uky.edu  
859-257-1112

Office hours: During this summer semester, I will be off-campus. Therefore, all communication will be via email. With the exception of Saturday and Sunday, I will check my e-mail on a regular basis and attempt to respond within two days.

**A note:**

**This course is designed for the general student body and those of you especially interested in health and disease. It provides an introduction to globalization; global health; epidemiology; the immune system; major pandemics of the 20<sup>th</sup> and 21<sup>st</sup> centuries; and, global attempts to confront current and future pandemics. As such, it is especially valuable for those students exploring and considering majoring in possible academic and professional futures in health-related careers in medicine, nursing, public health and related fields. However, these are not pre-requisites for a successful learning experience.**

**Introduction**

“We cannot wall ourselves off from the world and hope for the best, nor ignore the public health challenges beyond our borders. An outbreak in Indonesia can reach Indiana within days, and public health crises abroad can cause widespread suffering, conflict, and economic contraction.”  
President Barack Obama (2009)

“I still believe, regardless of any economic pundit’s point of view, that it is impossible to achieve the globalization of economics unless there is a globalization of health as well.” C. Everett Koop (Former US Surgeon General) (2001)

These statements by President Obama and C. Everett Koop underscore the importance of understanding the global dynamics of health and disease in an era of globalization. And, in doing so, they underscore the importance of this course.

The rationale behind this course dedicated to globalization of health and disease are three fold:

- Globalization is reshaping the social geography within which we might strive to create health or prevent disease. The determinants of health – be they SARS virus or an established preference for fatty foods – are accompanying us in our global mobility. Driven by economic liberalization and changing technologies, the phenomenon of rapid

international “access” is likely to dominate to an increasing extent the unfolding experience of human disease and wellbeing.

- Globalization is fraught with potential benefits and problems. Therefore, understanding globalization as a subject matter itself needs certain benchmarks and barometers of its successes and failings. Health is one such barometer. As an indicator of social infrastructure and social welfare, it can be used to either sound an alarm or give a victory cheer as our interconnectedness hurts and heals diverse populations around the globe.
- In as much as globalization affects health, in turn, it is also true that health and disease affects globalization as exemplified by the existence of quarantine laws and devastating economic effects of HIV/AIDS pandemic.

G. Martin (2005) “Globalization and Health” in *Globalization and Health* (V.1):1

### Course Overview

As the 20<sup>th</sup> Century drew to a close we became acutely aware that globalization of trade, commerce and travel has had serious implications vis-à-vis local and global patterns of health and disease. Today, no State, acting alone, can insulate itself from major health hazards. The determinants of health (pathogens, air, food, water, even lifestyle choices) do not originate solely within national borders. Health threats spread from and to neighboring countries, regions and continents, sometimes slowly and other times with alarming rapidity. Emerging and re-emerging infectious and contagious disease epidemics, once confined to local areas, now spread rapidly across the globe with dramatic human, economic and political consequences.

### Course Goals

Within this context, the course has several general goals, namely to:

- Facilitate a critical understanding of health, disease, illness and society;
- Understand globalization and its relation to health and disease;
- Examine major historic and contemporary issues in global health;
- Promote an understanding of how geography as a discipline contributes to understanding health and disease;
- Inform students of their place in a global society and the unavoidable interconnection with events occurring in distant places as they pertain to the health and disease experiences; and,
- Within the context of the course, improve writing, communication, critical thinking, and analytic skill

It is important for students to learn that globalization and the globalization of health and disease is not necessarily a recent phenomenon, but that within the past several decades, the increased scale and rate of globalization has altered significantly the time and space within and across which these processes occur. Historically, for example, globalization in trade and commerce as well as diffusion of Anthrax and Bechet's Disease (a chronic disturbance of the immune system) can be traced back to the "Old Silk Road" beginning in the 2<sup>nd</sup> Century BCE, which extended from central China to the eastern Mediterranean. Over this same land route and an associated sea route, the plague or "Black Death" slowly emerged out of central Asia in the early 14<sup>th</sup> Century and, over the course some twenty years traveled to Europe, killing over one-third of its population

within five years. The face of Europe was radically changed as families were torn apart, villages deserted, the balance of power between feudal lords and peasants shifted, belief in God was strengthened while the absolute power of the Church was questioned, the latter setting the stage for the Reformation some 150 years later. This is an early example of the *Global Dynamics of Health and Disease* the focus of this course.

As in all courses, time constraints limit both the number and the depth of topics we can consider. Therefore, a selection of what are considered the most representative and interesting contagious and infectious diseases will be included. In this course, we will examine through readings, lecture, videos, and papers/projects, the spatial-temporal diffusion and the resulting global and regional dynamics of health and disease, i.e., the impacts and response to actual and potential natural and man-made diseases of the 20<sup>th</sup> and 21<sup>st</sup> Centuries. Examples include: the “Spanish Influenza” of 1918-1920; the continuing HIV/AIDS pandemic – perhaps traceable to chimpanzees/orangutans in Central Africa; Bovine Spongiform Encephalopathy – better known as “Mad Cow Disease” – the result of British cattle feeding on meal comprised in part of sheep (or human) remains contaminated with a rogue protein; and Severe Acute Respiratory Syndrome (SARS) – (possibly) derived from a food delicacy in Southeastern China and spreading rapidly around the world from a single victim in a Hong Kong hotel. Today, national and international governing bodies around the world are increasingly concerned as to the world’s ability to cope with new emerging as well as re-emerging natural and “man-made” diseases.

The course content may be modified as necessary to reflect and accommodate the emergence of a new global threat to health that may occur.

A necessary component of *Global Health and Disease Dynamics* will be initial instruction in fundamental concepts and terms to be used throughout the course. You will be introduced to basic concepts, principles, and issues surrounding Globalization. Also, basic epidemiologic concepts and terms such as incidence, prevalence, reservoir, host, vector, incubation period and en-, epi- and pandemic. Important also is the epidemiological transition and its historic and global patterns. We will examine why we get sick and why we don't by learning the basic structure, components and operations of our immune system. Students will learn (a) basic concepts of infectious disease epidemiology; (b) the relationship between an infectious agent to its host and environment; (c) different modes of transmission; and, (d) the role of vaccination and other control measures in preventing disease diffusion.

Particular attention will be directed toward the spatial and temporal review and analysis of health and disease including but not limited to basic geographic/epidemiologic theory and modeling (hierarchical -, contagious-expansion-and relocation-diffusion), distance decay functions. The beginning of modern epidemiology will be illustrated through John Snow's 1854 classic investigation of the cholera outbreak in the Golden Square area of London, to the current use of Geographic Information Systems in disease mapping and spatial epidemiology.

### **Learning Outcomes**

1. Demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world.
2. Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

3. Demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.
4. Demonstrate an awareness of major elements of non-US cultures and societies, and its relationship to the 21<sup>st</sup> century context.
5. Demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.
6. Demonstrate an understanding of societal, cultural, and institutional change over time, cross-national and comparative issues and power and resistance.

**Required Text:** There is no required text for this course. Course Readings will be derived from appropriate articles and chapters that will be made available through the Distance learning library Service (see below) or through hyperlinks to the materials.

**Grade Scale:** TBA (Point totals for all quizzes/tests/assessments not yet determined)

**Grade Assignment Percentages:** 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; Less than 60% =E

**Class Time and Location:**

This is an on-line course. Please go to MyUK and log into Blackboard using your LINK BLUE username and password. Much of your study time will be involved with materials and information made available on Blackboard. Additionally, you will spend considerable time on assessments related Blackboard material. You should plan on one or two hour's daily working with the material on Blackboard and assessments.

**Minimum Technology Requirements:**

In order to participate in this course, you will need access to a computer with the minimum hardware, software and internet configuration described at this site:

<http://wiki.uky.edu/blackboard/Wiki%20Pages/FAQs.aspx>.

Note: Firefox is the recommended Internet browser for the course. The use of Internet Explorer is NOT recommended for use with Blackboard.

If you experiences technical difficulties with accessing course materials, the Customer Service Center may be able to assist you. Their hours are 7am-6pm Monday through Friday. You may reach them at 859-257-1300 or by email at [helpdesk@uky.edu](mailto:helpdesk@uky.edu). Please also let me know that you are having problems.

The Teaching and Academic Support Center (TASC) website (<http://www.uky.edu/TASC/>) offers additional information and resources that can promote a successful distance learning experience. They may also be reached at 859-257-8272.

**Required books** may be purchased from the following stores. (**None required for the course**).

Kennedy Bookstore, 405 S. Limestone, (606) 252-0331 or 1-800-892-5165, or go to the website: <http://www.kennedys.com> Wildcat Text Books, 563 S. Limestone, (606) 225-7771, or go to the website: <http://www.wildcattext.com> UKBookstore 106 Student Center Annex, phone (606) 257-6304 or 1-800-327-6141, or go to the website: <http://www.ukbookstore.com>

#### **Distance Learning Library Services:**

As a Distance Learning student you have access to the Distance Learning Library services at <http://www.uky.edu/Libraries/DLLS>. This service can provide you access to UK's circulating collections and can deliver to you manuscripts or books from UK's library or other libraries. The DL Librarian, Carla Cantagallo, may be reached at 859257-0500, ext 2171, or 1-800-828-0439 (option #6) or by email at [dlservice@email.uky.edu](mailto:dlservice@email.uky.edu). For an interlibrary loan visit: [http://www.uky.edu/Libraries/linpage.php?lweb\\_id=253&lilib\\_id=16](http://www.uky.edu/Libraries/linpage.php?lweb_id=253&lilib_id=16).

#### **Disabilities/Medical Conditions**

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

#### **Academic integrity, cheating & plagiarism policy:**

Consult the University of Kentucky *Student Rights and Responsibilities* regarding the steps for addressing unresolved academic issues.

All assignments, projects, and exercises completed by students for this class must be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment.

Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to penalties outlined in Sections 6.3.1 & 6.3.2 [This site also has information on plagiarism.]

#### **Procedure for reporting and following up with instructor on missed deadlines or online sessions due to illness, UK-related activities, and other circumstances:**

The following circumstances will be considered for excused tardiness in completing assignments:

- Personal and family illness/crises required University of Kentucky activities, technical difficulties.

You are required to complete the assignments including the assessments according to the schedule provided. Late assignments will not be accepted except under the following conditions:

- For missed deadlines due to illness as well as required university-activities, you must provide written documentation. Students should provide a schedule of UK activities that may delay submission beyond the assigned completion date.
- For missed deadlines due to "technical difficulties" you must document the problem with the professor.



**Student conduct, interaction:**

Students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log into the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in required class activities.

**Unresolved academic issues:**

Consult the UK Consult the University of Kentucky *Student Rights and Responsibilities* regarding the steps for addressing unresolved academic issues.

**Course Outline****Week 1****Module 1A: Globalization: Principles, Prospects, Pros and Cons**

We frequently hear the terms “globalization,” “global community,” and the like. But, what exactly do they mean? This module presents definitions of globalization, provides discussion of its personal, social, cultural and economic dimensions and impacts as well as differing opinions as to its value.

**Learning Objectives:**

- Define and describe the principles and concept of globalization
- Describe the history of globalization
- Evaluate the
  - Economic impact of globalization
  - Social impact of globalization
  - Cultural impact of globalization
  - Political impact of globalization
- Assess the impact of globalization on your daily life
- Describe the major arguments for and against globalization

**Week 2****Module 1B: Globalization and Health**

Today, we are witnessing the emergence of new and re-emergence of diseases. This module reviews the relevance of globalization to these diseases; and, their sometimes unprecedented global diffusion.

**Learning Objectives**

- Define Global Health
- Identify the Millennium Global Health Goals
- Identify examples of past, present and futures infectious diseases
- Identify basic opportunities and obstacles to control infectious diseases
- Evaluate the impact of globalization on health and disease
- Identify geographic differences in the types of diseases found in various global regions

**Week 3****Module 1I: Fundamentals of Epidemiology**

In order to prevent and limit the spread of disease it is crucial that we understand fundamentals of disease origin and mode of transmission. In order to prevent and limit the spread of disease it is crucial that we understand its origin and mode of transmission. This Module introduces some basic concepts, terminology and approaches to the study of the origin, diffusion and distribution of disease from the perspective of epidemiology

### **Learning Objectives**

- Define key concepts of infectious disease epidemiology
- Explain the relationship of an infectious disease agent to its host and environment
- Describe the different modes of transmission
- Describe the stages in the epidemiological transition and identify changes in the major “killer diseases” that have occurred as societies evolve
- Describe the need for additional changes in the epidemiological model in light of new and re-emerging contagious infectious diseases
- Identify the role of globalization in the importance and spread of new and re-emerging contagious and infectious diseases

### **Week 4**

### **Module III: The Epidemiological Transition**

In developed countries the major "killer diseases" have changed over the past century while in developing countries these diseases remain relatively unchanged or are changing slowly. It is important to first understand the Demographic Transition Model. This Module examines both the Demographic Transition Model as well as the Epidemiologic Model that identifies changes in the "killer diseases" and reasons suggested for this transition.

**Learning Objectives:**

- Identify the factors, stages and population characteristics of the Demographic Transition Model
- Identify the stages in Epidemiological Transition Model and the major "killer diseases" associated with each stage
- Describe the need for additional changes in the Epidemiological Transition Model in light of new and re-emerging infectious and contagious diseases
- Identify the role of globalization as it pertains to the spread of new and re-emerging infectious and contagious diseases

**Week 5**

**Module IV: The Immune System and Disease**

Our body is under constant threat and attack by etiologic (disease causing) agents such as viruses, bacteria, protozoa, etc. This Module examines our body's immune system and explains why and how we get sick and why and how we don't when etiologic agents enter our body.

**Learning Objectives**

- Identify the parts of the body that produce cells to protect us from disease
- Identify the major cells of our immune system and their role in protecting us from disease
- Describe the major entities that cause infectious and contagious diseases
- Describe how vaccinations and immunizations are used to protect us against disease

**Module IV: Case Studies – Global Contagious and Infectious Diseases**

Upon completion of this module, for each of the pandemics presented, you should be able to:

**Week 6**

**Module V: Contagious Diseases**

During the past century the world has witnessed two major pandemics that of 1918 Influenza and the continuing HIV/AIDS. This Module examines the causes, origins, diffusion and consequences of these contagious diseases. Our focus is on the 1918 Influenza pandemic and the current global HIV/AIDS pandemic.

**Learning Objectives for Module V and VI**

- Identify the major characteristics of the disease agent for each pandemic including
  - Source
  - Systems
  - Impact on victims
- Identify theories pertaining to the origin and diffusion of major pandemics
- Describe and evaluate the methods used to combat pandemics
- Where appropriate, identify the reasons for the end of pandemic
- Evaluate the global human and economic impact of each pandemic

**Week 7**

**Module VI: Case Study: Infectious/Contagious Diseases**

In this module we continue our study of diseases with global impact, namely Severe Acute Respiratory Syndrome (SARS) and Mad Cow Disease (Bovine Spongiform Encephalopathy)

**Learning Objectives (see Module V)**

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**Week 8**

**Module VII: Confronting Globalization and Health and Disease**

**Learning Objectives**

- Identify issues facing attempts to address emerging infectious diseases
- Identify structural (economic, social, medical) obstacles to resolving global health and disease problems
- Identify constraints facing health systems as they attempt to achieve Millennium Development Goals

**General Education Course Submission Form**

**Date of Submission:**

1 June 2010

**1. Check which area(s) this course applies to.**

Inquiry - Arts & Creativity

Composition & Communications - II

Inquiry - Humanities

Quant Reasoning - Math

Inquiry - Nat/Math/Phys Sci

Quant Reasoning - Stat

Inquiry - Social Sciences

Citizenship - USA

Composition & Communications - I

Citizenship - Global

**2. Provide Course and Department Information.**

Department: Geography

Course Prefix and Number: GEO 261

Credit hours: 3

Course Title: Global Dynamics of Health and Disease

Expected Number of Students per Section: 126

Course Required for Majors in your Program? No

Prerequisite(s) for Course? none

This request is for (check one): A New Course

An Existing Course

**Departmental Contact Information**

Name: Gary Shannon

Email: Gwshan00@uky.edu

Office Address: 1457 POT

Phone: 7-2931

**3. In addition to this form, the following must be submitted for consideration:**

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

**4. Signatures**

Department Chair: [Signature]

Date: 6/1/2010

Dean: Anna R. K. Bosch

[Signature]

Date: 6/1/10

College Deans: Submit all approved proposals electronically to:

**Sharon Gill** [Sharon.Gill@uky.edu](mailto:Sharon.Gill@uky.edu)

Office of Undergraduate Education

## **GEO 261 Required Narrative**

a. *how the course addresses the learning outcomes of one of the four areas of General Education*

The course directly addresses the learning outcomes of the "Global Dynamics" requirement. There do not appear to be any separately specified learning outcomes for area IV Citizenship, so please see below.

b. *how the course addresses the learning outcomes identified in the appropriate course template*

1. Demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world.
2. Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.
3. Demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.
4. Demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. However, this does not preclude a studied examination of the historical evolution of such issues, or an emphasis upon one prominent time period.
5. Demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.
6. Demonstrate an understanding of at least two of the following, as they pertain to the subject matter of the course: a) Societal, cultural, and institutional change over time; b) Civic engagement; c) Cross-national and/or comparative issues; d) Power and resistance

The course directly addresses learning outcomes #1, #5, #6a and #6c. The global geography of health and disease will be introduced in the context of globalization. The significant differences in health and disease will be related to inequality and to aspects of human diversity when relevant (#1). The dynamics of health and disease leads to an emphasis on global flows and linkages (#5). As the syllabus shows, change over time is a very important aspect of the course and there are many comparisons across space -- since this is a geography course (#6a and #6c). The issues raised in #2 and #3 are addressed inasmuch as health and disease are matters about which societies can make decisions and policy. Healthcare/medical policy is discussed in many of the modules. #4 is not addressed through a case study of particular place. Rather, the connections between places over time are stressed (see syllabus).

c. *evidence of active engagement of students in the course*

The course will be run with weekly discussion sections (with 21 students maximum in each). These are structured to enable an array of formats to engage students. There will be a variety of interactive sessions, ranging from discussion of a particular reading to debates to role playing exercises. It may be possible to use skype or other VOIP systems to hold conversations between students and experts and practitioners in various locations. This has been piloted in other introductory Geography courses.

*d. general description of the type of assignment(s) that can be extracted from the course for assessment of the General Education program.*

The final assignment will be worth at least 15% of the course grade as specified in the Guidelines for Course Designers for this requirement. This will be a paper on a specified facet of global health and disease—one that brings together a variety of information from different kinds of sources and expects the student to engage in a critical geographical analysis presented in a clear and well-written format. Complete details, including the grading rubric will be given to students ahead of time.