

New Learning Community Proposal 2021-2022

1. **Learning Community Title:** Planes, plagues, and politics: What's globalization got to do with public health?

(Note: Consider your audience of incoming first-year students and select a creative title)

2. **First Linked Course**

Department and Course: Health and Human Performance, HEAL 215 Intro to Public Health

Faculty Member: Dr. Sarah Maness

3. **Second Linked Course**

Department and Course: International Studies, INTL 100, Intro to International Studies

Faculty Member: Dr. Kristen McLean

4. Semester Offered: Fall 2021

Signature of First Faculty Member

 _____ Date: 10/26/20

Signature of Department Chair/ Program Director

 _____ Date: 10/26/2020

Signature of Second Faculty Member

 _____ Date: 10/26/2020

Signature of Department Chair/ Program Director

 _____ Date: 10/27/20

5. Course Description (Please limit to 120 words):

Note: This description is for the review committee and will also be used in the online FYE course listings. Description should link two courses.

The goal of this learning community is to further students' understanding of globalization and its relationship to public health. This is especially important as the world becomes increasingly interconnected, and as the challenges associated with the prevention and containment of public health problems continue to grow, as evidenced by the current Covid-19 pandemic.

In HEAL 215 students will learn the basic tenets and applications of public health, including the history of public health, an overview of core disciplines, and current events and issues, within the context of a global perspective. In INTL 100 students will learn about global political, economic, and cultural connections by examining topics such as migration, environmentalism, human rights, economic inequality, and global health.

6. How many students would be in this Learning Community?

Note: If the classes are of different sizes, either a cohort will be necessary in one class, or we will need to negotiate sizes. Discuss this with your department chair.

We expect to have 24 students in this learning community.

7. Suggested Peer Facilitator:

The Peer Facilitator that we have nominated for this class is Sydney Eiland.

- Please nominate a student(s) you believe will be a good role model for students in your FYE course. You will be working closely with this student so it's best if you know them.
- Consider the following requirements as you select your nominees:
 - Student must be an undergraduate student in good academic standing.
 - Student must successfully complete TEDU 205 (Exploring Leadership: Building Peer Facilitation Skills) at least one semester prior to working as a PF.
 - Student will be required to lead a Synthesis Seminar (FYSS 101), hold 2 weekly office hours, attend a weekly team meeting, and meet with faculty while working as a FYE PF; averaging 5 hours per week for \$10 per hour.
- If you are teaching in the Fall, we will need a name(s) by November 15. If you are teaching in the Spring, we will need a name(s) by March 15.

If you do not provide us with a name by the deadline, we will assign an experienced Peer Facilitator to you.

8. How will you address FYE Learning Outcomes in your seminar?

The Synthesis Seminar, taught by a Peer Facilitator, will address and assess the first Learning Objective. First-Year Seminar courses are expected to incorporate aspects of Learning Objectives 2 and 3 as they relate to the particular discipline(s) that the seminar focuses on. *Beneath each Learning Objective, please provide information that indicates how these outcomes will specifically be addressed in the course, including the type of assignments that may be used and how these assignments will be assessed.* While a syllabus is not required for the proposal, a detailed description will greatly assist the Faculty review committee.

Learning Objective 1: Campus Resources

By the completion of their First-Year Experience course, a student will be able to...

- *Identify and use the appropriate academic resources and student support services at College of Charleston. These would include the library, information technology, the Center for Student Learning, the Career Center, and other appropriate academic resources, student support services, and cultural resources;*

Learning Objective 2: Information Literacy

By the completion of their First-Year Experience course, a student will be able to...

- *use appropriate tools and search strategies for identifying particular types of information specific to the discipline*
- *evaluate the relevance, quality, and appropriateness of different sources of information*
- *recognize and classify the information contained within a bibliographic citation.*
- *access and use information ethically and legally*

How will Learning Objective 2 be addressed in your course?

Learning Objective 2 will be addressed in HEAL 215 by use of written assignments in units discussing Chronic and Infectious disease which require students to utilize health databases (PsycINFO, PubMed) to select a health issue and utilize academic sources with citations to support how it is a public health issue in a specific country or region. Students will be given instruction on APA style and how to include in text citations as well as format a reference list.

Learning Objective 2 will be addressed in INTL 100 via two assignments. In one, students will be responsible for delivering a presentation on a current event of interest. In the other, students will conduct a written, primary source analysis of a United Nations speech. For both assignments students will be expected to conduct research to identify relevant peer-reviewed scholarly work, in addition to government documents, organizational reports, and newspaper/magazine articles from reputable sources. They will additionally be required to construct a formal bibliography and to properly cite sources in-text according to the Chicago Manual of Style.

Learning Objective 3: Integrative Learning

Faculty will use writing, speech, or media in innovative ways to achieve integrative learning by students. By the completion of their First-Year Experience course, a student will be able to...

- *Use appropriate critical thinking skills and problem-solving techniques in appropriate disciplinary contexts*
- *Make connections across disciplines and/or relevant experiences*

How will Learning Objective 3 be addressed in your course?

Learning Objective 3 will be addressed in HEAL 215 in multiple ways, one of which is viewing the film “And the Band Played On” and completing a written assignment that discusses how the core functions of public health are demonstrated in the movie. In addition, students will connect their public health knowledge to international studies by learning about how infectious diseases spread globally, as well as focusing on specific international public health crises, such as COVID-19 and the 2014 Ebola Epidemic in West Africa.

INTL 100: In the written, primary source analysis alluded to above, students will view a speech by the United Nations Secretary-General Antonio Guterres to the 40th session of the UN Human Rights Council (HRC40), highlighting what he considers to be the most pressing human rights issues of our time. The assignment requires that students analyze the speech in light of topics and themes covered in the course, including the role that globalization processes have played in contributing to public health crises, including the Covid-19 pandemic and the 2014-2015 West African Ebola outbreak. In the second assignment, which requires students to deliver a presentation on a current event of interest, students will have the opportunity to assess a variety of media sources to understand salient contemporary issues related to themes such as global migration, human rights, global health, and the environment. Students will work in groups to present their analysis- drawing upon information and skills learned in both classes.

In addition to the individual course assignments both courses will also engage students in cross-disciplinary, integrative learning by hosting an event related to the West African Ebola epidemic, in which students will apply concepts learned from both courses. Specifically, the instructors of HEAL 215 and INTL 100 plan to host Gregg Mitman, Professor of History of Science, Medical History, and Environmental Studies at the University of Wisconsin-Madison, at the College of Charleston. Mitman is an award-winning author, filmmaker, and teacher whose scholarship explores the changing relationships between people and environments over time. His documentary film, *In the Shadow of Ebola*, tells the intimate story of a family and a nation struggling against the Ebola outbreak in Liberia, and includes a focus on the ripple effects – food insecurity, an overwhelmed medical infrastructure, and economic isolation. We plan to host Dr. Mitman for a viewing and panel discussion of the film as part of this Learning Community. The event would be made open to the public and other first-year-experience students would be encouraged to attend.

9. Please provide a list of 3-5 books and readings that would be appropriate for first-year students that you may use in your course. *Briefly, describe the reasoning for your choices.*

Readings for HEAL 215 may include excerpts from the following books:

- Farmer, P. (2013). *To repair the world: Paul Farmer speaks to the next generation*. University of California Press: Los Angeles.
- Garrett, L. (1994). *The coming plague*. Farrar, Strauss, & Giroux: New York.
- Johnson, S. (2006). *The ghost map: The story of London's most terrifying epidemic- and how it changed science, cities, and the modern world*. Riverhead Books: New York.
- Quammen, D. (2012). *Spillover: Animal infections and the next human pandemic*. W. W. Norton & Company: London.
- Rawlence, B. (2016). *City of thorns: Nine lives in the world's largest refugee camp*. Picador: New York.

INTL 100 uses a number of chapters from the following textbooks:

- Steger, Manfred. 2017. *Globalization: A Very Short Introduction*. Oxford University Press.
- Snarr, Michael T., and D. Neil Snarr, eds. 2016. *Introducing Global Issues, 6th Edition*. Lynne Rienner Publishers.

These readings are chosen to provide students with a range of perspectives from the different subfields that comprise the field of International Studies. Articles assigned that deal specifically with public health issues include the following, among others:

- Nunn, N. and N. Qian. 2010. "The Columbian Exchange: A History of Disease, Food, and Ideas." *Journal of Economic Perspectives* 24(2): 163-188
- Brown et al. 2006. "The World Health Organization and the Transition from 'International' to 'Global' Public Health" *American Journal of Public Health* 96(1): 62-72
- Labonté et al. 2011. "The Growing Impact of Globalization for Health and Public Health Practice" *Annual Review of Public Health* 32: 263-283.

10. Please describe what types of writing assignments (general or discipline-specific) might be incorporated into your course. We would encourage you to incorporate a variety of writing assignments into your courses. If you are planning to assign a larger research paper for the end of the course, we recommend scaffolding in pieces of the assignment throughout the semester. *Please indicate how these assignments would connect with your course material.*

The writing assignments for HEAL 215 include a number of written online discussions which involve students thinking critically about weekly topics and to respond to other student responses to facilitate learning. Students also submit an essay based on HIV/AIDS and its relationship to the core functions of public health. Lastly, students engage in a media project in which they create a campaign in support of a given public health issue. This project may include a short film, social media campaign, or photo essay in addition to written text explaining the development of the campaign.

The writing assignments for INTL 100 include a primary source analysis of a UN speech that highlights the most pressing human rights issues of our time. As described above, the assignment requires that students analyze the speech in light of topics and themes covered in the course, including the role that globalization processes have played in contributing to public health crises. In addition to this final paper assignment, students are also expected to contribute written online discussion posts throughout the course of the semester. In this assignment students are expected to actively engage in course material by posing questions, explaining relevant concepts and themes, and offering examples. Students may reflect on assigned readings, lectures, films and audio materials, in addition to their own experiences.