THE OHIO STATE UNIVERSITY

COLLEGE OF PUBLIC HEALTH

PUBHLTH 7000-0010 (3593)– Public Health in Developing Countries

3 credit hours – Spring 2026

Course instructor:	Obianuju Genevieve Aguolu, MBBS, MPH, PhD Clinical Assistant Professor, Division of Epidemiology, College of Public Health
Degree, Area, Institution, Date	MBBS | Nnamdi Azikiwe University, Anambra, Nigeria | 2004 PhD in Epidemiology | Kent State University, Kent, OH | 2018
Class Day:	Wednesdays
Class Time:	5:15 PM - 7:05 PM
Class Location:	Synchronous Online - Join Zoom Meeting https://osu.zoom.us/j/94224101382?pwd=8j9bQ5eq9G2FXfFCq9ZPybBxawwTgQ.1 (Meeting ID: 942 2410 1382; Password: 153470)
E-mail:	aguolu.1@osu.edu
Office Location:	346 Cunz Hall
Office Phone Number:	(614)292-3438
Instructor's Student Office Hours:	Thursdays: 2:00 PM to 3:00 PM
Book appointment with me via:	*Book Student Office Hour with Dr. Aguolu (If the time for my Student Office Hour is not convenient for you, please schedule another time that is convenient for you using this link)*

Faculty Feedback & Response Time:
The following gives you an idea of my intended availability during the course:
- **Grading**: You can generally expect feedback within 10 school days.
- **E-mail:** I will reply to e-mails (sent via OSU email) within 48 hours on school days.

Grader:
Lamuel Bean bean.263@buckeyemail.osu.edu

Grader's Responsibilities:
The grader assigned to the course will assist with scoring assignments; however, final grades will be assigned by the professor. Any questions regarding grading should be directed to the professor and not the grader, but you may copy the grader in your email.

Primary Instruction Type:
Lecture

Course Delivery:
Hybrid

Course Description:
This course serves as a required course for Public Health students enrolled in the Graduate Interdisciplinary Specialization in Global Health (GISGH), and an elective course for non-Public Health students in the GISGH. The course is designed to apply core public health principles to global health problems, using a case-study approach.

For each topic, we will conduct an in-depth examination of a public health issue in a particular region of the developing world. There will be weekly homework assignments, a take-home midterm examination, and written assignments culminating in a final project.

Class Format:
This is a course for graduate students across all health sciences and for graduate students from non-health disciplines who are interested in global health. It is online. We will draw from a diversity of disciplines and literatures, gaining an overall understanding of key public health issues in low-income regions. Students will be responsible for reading the assigned chapters and research articles.

Course Prerequisites:
PUBHLTH 6000; open to all graduate and professional students with registration priority for students enrolled in the GISGH. Not open to students with credit for PUBHLTH 7000.

Course Goals and Learning Objectives:
1. To understand the challenges and opportunities for measurement of public health in low-income regions
2. To understand the interrelatedness of the several disciplines with which we consider public health in low-income regions (epidemiologic data, interventions, policy, environment)
3. To develop specific skills needed to conceptualize and write a research proposal

By the end of the semester, students should be able to:
- collaborate with multidisciplinary groups to recognize and evaluate public health issues and develop strategies for intervention;
- develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served;
- demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities;
- apply the core functions of assessment, policy development, and assurance in the analysis of global public health problems and their solutions;
- apply basic principles of ethical analysis to issues of public health practice and policy;
- apply epidemiologic principles to investigate the distribution of risk factors and disease in the population to improve public health.

Core MPH Epidemiology Competency
EPI 1. Apply epidemiological methods to the measurement of disease and determinants of health
EPI 2. Analyze and interpret epidemiologic data
EPI 3. Evaluate epidemiologic evidence for public health practice and policy
EPI 4. Identify ethical, legal, and social issues in epidemiologic research
EPI 5. Communicate epidemiologic information to diverse audiences

Required texts:
1. Scrambling for Africa: AIDS, Expertise, and the Rise of American Global Health Science Johanna Tayloe Crane. Cornell University Press, 2013.
2. Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic Julie Livingston. Duke University Press. 2012.
3. Reimagining Global Health: An Introduction. Edited by Farmer, Kim, Kleinman and Basilico. University of California Press, 2013.

Additional Readings: In addition to the assigned book(s), students will be expected to read selected chapters and articles from the peer-reviewed literature. Chapters and articles will be available electronically through the OSU library and the links will be posted on the Carmen site.

Credit hours and work expectations:
This is a 3-credit-hour course. According to Ohio State bylaws on instruction (https://go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average. You should plan to spend between 8 and 12 hours each week on this course and to log-in multiple times per week to the site on Carmen.

Time Management:
University rules stipulate that a student can expect to spend a minimum of 3 hours per week on a course for each credit hour. Workload will vary from week to week. The plan below is intended as a rough guide to help you plan your time accordingly. In a typical week, you can expect your time to be spent as follows:
• 160 minutes - in class (lecture and discussion)
• 0.5 hour - completing online quizzes
• 3.5 hours - assigned readings
• 2 hours - working on assignments

Carmen:
There is a Carmen site for this course: https://carmen.osu.edu. All course materials are available via Carmen. You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:
• Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (https://admin.resources.osu.edu/buckeyepass/adding-a-device)
• Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
• Download the Duo Mobile application (https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service
If none of these options meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format:
Mode of delivery: This course is delivered 100% in person through face-to-face instruction with lectures, videos, readings, assignments, and quizzes and will consist of two meetings each week. Attendance is mandatory. Topics are divided into modules, and each module will last either 1 or 2 weeks. During most weeks, the format will be: 1) two in-person lectures; 2) readings from the course textbook, peer-reviewed literature, or government reports; 3) videos that supplement the lectures; 4) short quizzes and assignments; and 5) small-group peer-reviewed journal article discussions. Prior to coming to class, students should prepare for class by completing the required readings and videos as well as generating questions for discussion. During class, we will discuss the topic of the week and select a peer-reviewed journal article(s). Each module will describe the requirements and

expectations for that week and can be used as a guide in scheduling your time. You can access each module from the start of the week. Pay close attention to due dates (these can be found in the Syllabus tab or course calendar on Carmen and will also be listed in each module). I have tried to be consistent in scheduling due dates.

Pace of Activities:
Each module starts on **Monday at 12:00 AM (ET)** and runs through **Sunday at 11:59 PM (ET)**. Students are expected to manage their time effectively and complete the following activities each week:

- **Monday:** Weekly content becomes available, including assigned readings and videos, and assessments.
- **Wednesdays:** Mandatory online in-person lectures.
- **Wednesday at 11:59 PM:** Students must have critically engaged with the weekly readings and videos on Carmen.
- **Friday at 11:59 PM:** Quizzes**,** assignments, and peer discussion responses due. Students must respond thoughtfully to at least two classmates' post to foster dialogue and deeper understanding.
- **Weekend (Optional):** Students may continue discussion board conversations, review materials, or explore additional resources provided. Grace period (48 hours) may apply in some assignments. Always check the course announcements and Carmen for due dates of each assignment.

Most announcements will be made during class; I will occasionally use 'Announcements' in Carmen to communicate any changes to course policies or other urgent information. Please familiarize yourself with the Notification Preferences in Carmen (under Account) so that you can control how Carmen communicates with you. The default settings in Carmen may not be optimal for you. Please think about how you want the technology to function and adjust the settings to fit your preferences. If you need help with this, there are OSU instructional technology resources that can assist.

Class Policies

- **Academic Decorum.** This course is a space for respectful, critical engagement with complex health issues. All interactions, whether in discussion boards, group assignments, or written submissions, and emails, must reflect academic integrity, intellectual curiosity, and mutual respect. Disruptive, dismissive, or offensive comments will not be tolerated and may result in disciplinary action in accordance with university policies.
- **Cell Phone Use Policy.** To maintain a focused and respectful learning environment during lectures, the use of cell phones in class is strongly discouraged. Please keep your phones on silent or vibrate mode and avoid using them unless it is an emergency or directly related to the class activity. Frequent or distracting use of cell phones, such as texting, browsing social media, listening to music, watching videos, or taking calls, may disrupt your learning and that of your classmates. If cell phone use becomes a persistent distraction, you may be asked to put your phone away or leave the classroom. Thank you for helping create an engaging and respectful classroom atmosphere**.**
- **Attendance and participation requirements:**
  1. **Importance of Attendance**. Regular attendance is expected for all class meetings. Your presence is essential for your learning, your peers' learning, and maintaining a respectful and intellectually diverse environment. Missing class frequently will make it difficult to fully engage with course materials and discussions.
  2. **Attendance Thresholds & Grade Impact**
     - **Up to 2 absences** (excused or unexcused) – no penalty.
     - **3–4 absences** – participation grade reduced by **5 points**.
     - **5–6 absences** – participation grade reduced by **10 points**.
     - **More than 6 absences** – participation grade reduced by **20 points** and may trigger an academic alert.

Note: Extended absences for documented illness and emergencies, or official university activities will be handled individually and do not count toward these limits.

3. **Excused vs. Unexcused Absences**.
   Excused absences include:
   • Documented Illness or medical emergencies
   • Religious holidays or observances (must follow University policy by notifying the instructor via email within the first 2 weeks of the semester)
   • Documented participation in official university events (e.g., athletics, academic conferences)
   • Bereavement or family emergencies (with documentation)

4. **Excused Absence and Emergency Policy**. If you are unable to meet course deadlines due to illness, a personal emergency, or other legitimate and documented circumstances, please contact the instructor **as soon as possible** to request an extension or alternative arrangements. To be considered for an excused absence or late submission, you must provide appropriate documentation within **one week of the original due date**. Acceptable documentation may include:
   • A medical note from a licensed healthcare provider
   • A letter from a licensed mental health professional or campus counselor
   • Verification from the Office of Student Life or the Dean of Students
   • Legal or court documentation
   • Official notice of bereavement or family emergency
   • Documentation of military service or university-approved obligations
   • All requests will be reviewed on a case-by-case basis. Please note that **unexcused absences, late notifications, or undocumented requests may not be accommodated**.

   Documentation **must** be submitted along with your email request to be granted. Unfortunately, exceptions cannot be made beyond this policy, as consistency and fairness for all students must be upheld. Unexcused absences are those without prior notification or documentation.

5. **Tardiness and Leaving Early**. Arriving more than **10 minutes late** or leaving class early **twice** counts as **one absence**. Frequent tardiness may affect your grade as important announcements are made at the beginning of the class. Please let me know in advance if you anticipate being late or needing to leave early.

6. **Participation Expectations.** This course is committed to fostering **intellectual diversity** and respectful engagement with all viewpoints. Your participation grade is based on:
   • Being prepared for class
   • Contributing to discussions with thoughtful comments or questions
   • Listening attentively and respectfully to others
   • Completing in-class activities and group work

7. **Extended Absences**. If you expect to be absent for **more than one week due to documented extenuating circumstances (serious, unforeseen, and unavoidable events)**, notify me as soon as possible so we can arrange ways for you to stay engaged with the course.

8. **Respectful Learning Environment**. This classroom is a space for open, rigorous, and respectful inquiry. Disruptive behavior, side conversations, or refusal to engage respectfully may result in being asked to leave class and will impact your participation grade.

Ongoing Personal or Health-Related Challenges:
Your well-being is important. If you are experiencing ongoing difficulties (e.g., chronic illness, mental health concerns, caregiving responsibilities), you are encouraged to:
• Notify the instructor early to discuss possible academic adjustments
• Utilize university support services (e.g., counseling, health services, academic advising)

- Submit documentation to support any formal accommodation requests

Timely and respectful communication is essential. I am here to support your success while upholding course expectations.

Written Assignments & Group Projects – Late Submission Policy
- A **48-hour grace period** is allowed after the original due date with no penalty.
- After the grace period, late assignments will receive a **50% deduction per day** (unless an excused extension is granted).
- Assignments submitted **more than 48 hours past the grace period** will **not be accepted** without prior instructor approval or valid, documented emergencies.

Missed Assignments:
Missed assignments receive zero unless an extension is approved in advance or extenuating circumstances are documented.

Group Projects
Collaborative work is a cornerstone of public health education, reflecting the interdisciplinary and community-based nature of real-world public health practice. Addressing complex health challenges requires input from diverse perspectives, making **teamwork, communication, leadership, and conflict resolution essential skills** for future professionals.
Group projects in this course are designed to:
- Promote critical thinking and evidence-based problem-solving
- Foster cultural competence and civic responsibility
- Provide practical experience in analyzing data, evaluating interventions, and working collaboratively across disciplines.

Expectations for Group Work
- **Equal Contribution:** All group members are expected to participate actively and contribute equitably.
- **Peer Evaluation:** Individual contributions will be assessed through peer evaluations, which may impact your final grade.
- **Conflict Resolution:** Communication issues or group conflicts must be reported to the instructor **as early as possible** to allow for timely intervention.
- **Individual Work Requests:** Students may not opt out of group assignments to work individually unless they receive prior approval from the instructor due to documented circumstances.

Group work is an opportunity to develop professional skills that are crucial for success in public health settings. Please approach it with commitment, respect, and a spirit of collaboration.

Respect for Diversity
Our classroom community values diverse identities, perspectives, and lived experiences. This includes but is not limited to differences in race, ethnicity, nationality, age, gender identity, sexual orientation, religion, disability status, language, and socioeconomic background.
- Students are expected to approach sensitive topics with care and respect.
- Discriminatory remarks or microaggressions will be addressed seriously and may lead to disciplinary action.

Communication Policy
- The **instructor will respond to emails within 48 hours** during school days.
- Use your university email account and include the course title in your subject line.

- Announcements will be posted weekly on Carmen. Students are expected to read all the instructor's communications in a timely manner. You should set Carmen notifications to send the announcements to your email to ensure you don't miss any.
- Be sure to check your "Other" inbox, Spam, or Junk frequently.
- When sending emails to the professor, be sure to check that you have the correct email address, no spelling errors, and that email was sent and did not remain in "Draft" or "Outbox" folder.

Extra Credit:
All extra credit opportunities (additional 2%) for this course are offered and completed during Week 1. These points will be factored into your final course grade. No additional extra credit will be available after this.

Final Grades:
Grades in this course reflect your performance throughout the term and are calculated based on the grading criteria stated in the syllabus. Please note that final grades will not be rounded up. I encourage you to review your scores and feedback in Carmen to better understand how your final grade was determined.

Credit hours and work expectations:
This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (e.g., instructor content and Carmen activities) in addition to 6 hours of homework/active learning activities (e.g., reading, assignment preparation and completion) to receive a grade of (C) average. You should plan to spend between 8 and 12 hours each week on this course and to log-in multiple times per week to the site on Carmen. Consistent participation is essential for success in this asynchronous course.

Prohibited Use of External Platforms
- Uploading course materials to platforms such as **Quizlet, Chegg, Course Hero, ChatGPT**, or similar websites is strictly prohibited and constitutes an academic violation.
- Sharing assignments, quizzes, or discussion content externally is considered **unauthorized distribution** and may lead to disciplinary consequences.

If you are unsure whether a particular tool or practice complies with course policies, please **ask your instructor before proceeding**.

Prerequisite Knowledge/Skills
To be successful in this course, you need to have the following competencies:
- Writing skills
- Basic word-processing skills
- Basic data analysis/statistical skills

Please contact your instructor (and advisor) if you feel you are not meeting some of these competencies.

Course Technology
Technology skills needed for this course
- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
Required equipment
- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection

- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software

- **Microsoft 365 Copilot (formerly Office 365)**
  All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.
- **Software**: SAS, or R. Students can download free Microsoft software and SAS Software from a link on the OSU Software Page at https://it.osu.edu/software while R software is freely available online https://www.r-project.org/

Required Supplies

To successfully complete the course on the Carmen platform, you will need the following:

- Access to a computer that:
  - meets the OSU minimum hardware and software specifications
  - is connected to the Internet.
-     The latest version of Adobe Reader, which is available for free at
  http://get.adobe.com/reader/
-     The latest version of Microsoft Office Word or Office 365, which is available for free to
  Augusta University students via https://it.osu.edu/software

APA style of citation is required for this course. It is recommended that you have access to an APA manual, to assist you in formatting your references/citations for the discussions, assignments, and research project.

- For APA tutorials, please refer to http://www.apastyle.org/manual/.
- For a quick overview of APA formatting and style guide, please visit: https://guides.osu.edu/citation.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** http://it.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Copyright Statement

This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy

Given that the learning goals of this class include developing your ability to use writing to articulate your scientific findings, and building your awareness of issues related to publishing and scientific writing, the use of generative artificial intelligence (GenAI) tools such as Copilot or ChatGPT, writers' aids like Grammarly, or translation platforms such as Google Translate is not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's Academic Integrity policy and Code of Student Conduct because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the Committee on Academic Misconduct.

Office of Student Life: Disability Services
The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodation, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodation so that they may be implemented in a timely fashion.

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

Mental Health Services
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.

Religious Beliefs or Practices Accommodations
Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodation within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodation confidential.
With sufficient notice, instructors will provide students with reasonable alternative accommodation with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodation can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are

strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

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

Academic Misconduct
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

Intellectual Diversity
Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems
A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in Faculty Rule 3335-8-23, the CPH Graduate Student Handbook, and the CPH Undergraduate Student Handbook. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct
The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve 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 Civil Rights Compliance Office:
Online reporting form at http://civilrights.osu.edu/,

Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:
- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Assignments/Assessments
This course will be evaluated through quizzes, a midterm exam, reflection assignments, peer-reviewed journal discussions, a group project paper and group presentations. Specific instructions for the format and grading criteria of the assignments and projects will be provided. Check the Carmen website for further details. Due dates for the projects are listed on the course schedule.

Grading
The concentration competencies will be assessed through a variety of assessments.

Grading Scale

A	**93 to 100**	Outstanding work that reflects mastery of the material and the ability to apply it
A-	**90 to <93**	Excellent work that reflects mastery of the material
B+	**87 to <90**	Good work that reflects mastery of most of the material
B	**83 to <87**	Good work that reflects mastery of some of the material
B-	**80 to <83**	Good work that reflects mastery of a few aspects of the material
C+	**77 to <80**	Mediocre work that reflects familiarity with, but not mastery of the material
C	**73 to <77**	Mediocre work that reflects familiarity with most of the material
C-	**70 to <73**	Mediocre work that reflects little familiarity with the material
D+	**67 to <70**	
D	**60 to <67**	
E	**Below 60**	

Summary of Course Assessments & Due Dates - Your evaluation in this course is weighted as follows:

Assessment Components	Title	Points (each)	TOTAL	Weight	Due Date
Extra Credit (2)	**Introduce Yourself**	**10**	20	1%	**01/16**
	Syllabus Quiz				**01/16**
Participation & Engagement (7)	**Module 1**	**10**	70	5%	**01/23**
	Modules 2 & 3				**02/06**
	Modules 4 & 5				**02/27**
	Modules 6 & 7				**03/13**
	Modules 8 & 9				**04/03**
	Modules 10 & 11				**04/17**
	Modules 12 & 13				**05/01**
Weekly Assignments (7)	Guided Reading Worksheet: **Sustainable Development, Good Governance, & Data**	**10**	70	30%	**01/30**
	Reflection Essay: **Ethical Research in Low-Income Settings**				**02/06**
	Reflection Essay**: Scrambling for Africa**				**02/20**
	Reflection Essay: **Mental Health**				**03/06**
	Guided Reading Worksheet: **Neglected Tropical Diseases**				**03/27**
	Reflection Essay: **Cancer In Botswana**				**04/03**
	Guided Reading Worksheet**: Maternal Mortality**				**04/10**
Midterm Exam		**100**	100	20%	**03/13**
Fulbright Project (10)	*Introduction of the Fulbright Grants; Consider Options for Fulbright Project*		380	45%	**01/23**
	First Project Brainstorm	**10**			**01/30**
	Initial Project Description & List of Possible Sources	**40**			**02/06**
	Introduction to Personal Statements, Letters of Recommendation, and Statement of Affiliation				**02/27**
	Annotated Bibliography	**50**			**02/27**
	Personal Statement	**30**			**03/06**
	Context Paper	**40**			**03/27**
	Statement of Affiliation	**30**			**03/27**
	Fulbright Draft Proposal for Peer Feedback	**10**			**04/03**
	Written Peer Review and Critique for Draft Proposal	**40**			**04/10**
	Submit Video Presentations of Fulbright projects (Pecha Kucha Slides)	**30**			**04/24**
	Final Fulbright Portfolio and Reflection Paper (graded)	**100**			**05/01**
TOTAL			640	100%	

Descriptions of Course Assessments

The assessments in this course are intentionally structured to evaluate content mastery, analytic reasoning, application of epidemiologic principles, communication skills, and scholarly engagement. Students will demonstrate competencies through quizzes, examinations, written analysis, discussion-based learning, and a final project integrating research and synthesis.
Detailed instructions will be provided on Carmen.

Module Participation (5%): You will complete the Participation Assignment using the rubric that will be provided to assess your participation and engagement for the modules. You will be asked to reflect on the course content and write briefly about challenges, goals, and concerns. I will review your self-assessment and post your participation score on Carmen. You will keep all your points if you meet the expectations (complete all course activities by due date) in the module. You will lose **all** points if you do not complete **all** course activities by due date.

Weekly assignments (30%): Students will receive a worksheet or short writing assignment to complete as homework each week. Each worksheet has questions pertaining to the week's reading and other outside sources relevant to the topics to be covered that week. You may work in groups to discuss the readings and worksheet assignment. However, each student should complete his/ her own worksheet in his/her own words and turn in an electronic copy to the instructor on Carmen.

Midterm Exam (20%): There will be a take-home midterm exam. Students will have four (4) hours to complete the exam from the time they download it. Students must work alone on the exam. This will be made **available on Mar 2, 2024, at 8:00 AM and will be due on Mar 10, 2024, at 11:59 PM**. It will be on the materials we will cover in the first half of the course. This includes the **lecture notes**, **readings (text and journal articles),** and **films**. Once you click on the link to download the exam, your time starts to count, and you will have four (4) hours to complete it.

Fulbright Project (45%): The final project will be completed in the style of a Fulbright proposal. The work will be done in steps, with peer and instructor feedback. Students will receive instruction on each step early in the semester, and students should begin considering the topic of the research project at the outset of the course. The instructor will provide detailed guidance about the format of the paper and presentation.

Participation & Academic decorum: Your engagement with the material (or lack-there-of) affects the experience of other students in the course.

Course Outline and Schedule – PUBHLTH 7000, Spring Semester 2024

Week	Date	Topics	Course Materials to Read	Assignments	Assignment Due Dates
Module 1: Introduction to Public Health in Developing Countries					
1	Jan. 12, 2026	Goals of PH7000 Approaches to public health in low-income regions Definitions of key concepts	**READ** • Getting Started (Carmen) • Course syllabus **WATCH** • What is Public Health? (5:33 minutes) • How to save lives in developing countries | Ziad Obermeyer | TEDxHarvardCollege (11:45 minutes)	Introduce yourself and upload your photo	Jan. 16, 2026
				Syllabus Quiz	Jan. 16, 2026
2	Jan. 19, 2026 Guest Lecture: Katie Blocksidge, MA, MLIS Associate Professor Head, Research and Education Services	Self-guided learning	**READ** • Purchase course books & begin reading. • Consider options for Fulbright project. • **Fulbright**: Introduction of the Fulbright Grants; Consider options for Fulbright project **WATCH** • The Basics of Citing and Referencing in APA 7th Edition (6:54 minutes) • In-Text Citations Made Easy: APA 7th Edition Format (16:21 minutes)	Download Citation Software and Write-N-Cite for Your Word Document *(not graded)*	**January 20, 2026**
				Participation and Engagement Assignment: **Module 1**	January 23, 2026
Module 2: Sustainable Development and Good Governance					
3	Jan. 26, 2026	Governance and leadership: Sustainable Development Goals and good governance Goals of Fulbright project	**READ** • RGH Ch 1: Intro: A Biosocial Approach to Public Health. • Pan & Zhang (2020). From fighting COVID-19 pandemic to tackling sustainable development goals: An opportunity for responsible information systems research • Haffeld (2013) Sustainable development goals for global health. Reproductive Health Matters. 21(42):43-49 • Sheng, Yap Kioe. What is Good Governance? United Nations Economic and Social Commission for Asia and the Pacific	**Guided Reading Worksheet:** Sustainable Development, Good Governance, Data (GROUP)	Jan. 30, 2026
				Fulbright: Project Brainstorm	Jan. 30, 2026

Week	Date	Topics	Course Materials to Read	Assignments	Assignment Due Dates
			WATCH • The world we want: Sustainable Development Goals. • What is Good Governance? • **Want to help Africa? Do business here** (19:54 minutes)**:** TED Talk given by Ngozi Okonjo-Iweala.		
Module 3: Data Sources for Global Health Research					
4	Feb. 2, 2026	Measurement: Data sources for global disease surveillance • Disability Adjusted Life Year metric. • Burden of disease in low-income regions	**READ** • IHME. Global Burden of Disease. • Visit interactive website: https://vizhub.healthdata.org/gbd-compare/ **WATCH** • IHME | GBD 2019 | World Health Organization (WHO) Introduces Global Burden of Disease Study 2019	Participation and Engagement Assignment: **Modules 2 &3**	Feb. 6, 2026
				Fulbright: Initial project description & list of possible sources	Feb. 6, 2026
Module 4: Research Ethics in Lower Income Countries					
5	Feb. 9, 2026	Ethical frameworks applied to research in low-income regions	**READ** 1. RGH Chapter 9: Values and Global Health 2. Simon et al. (2007). Ethical challenges in the design and conduct of locally relevant international health research. 3. Reid, C., Calia, C., Guerra, C., Grant, L., Anderson, M., Chibwana, K., Kawale, P., & Amos, A. (2021). Ethics in global research: Creating a toolkit to support integrity and ethical action throughout the research journey. Research Ethics, 17(3), 359-374. https://doi.org/10.1177/1747016121997522 **WATCH** • Research Ethics | Ethics in Research (7:12 minutes)	**Reflection Essay:** Ethical Research in Low-Income Settings	Feb. 13, 2026

Week	Date	Topics	Course Materials to Read	Assignments	Assignment Due Dates
			• What is public health ethics and why is it important? (6: 21 minutes) • How does public health ethics differ from medical ethics? (2:05 minutes)		

Module 5: Scrambling for Africa

Week	Date	Topics	Course Materials to Read	Assignments	Assignment Due Dates
6	Feb. 16, 2026	Working with in-country researchers, government, and non-governmental organizations on public health problems	**READ** 1. Scrambling for Africa: Intro & Chapters 1-3 2. **Fulbright:** Introduction to Personal Statements, Letters of Recommendation, and Statement of Affiliation **WATCH** 1. Global Health Partnerships: Check Your Privilege at the Border | Lisa V. Adams | TEDxDartmouth	**Reflection Essay:** Scrambling for Africa	Feb. 20, 2026
7	Feb. 23, 2026	HIV in Africa, considering research in its historical context	**READ** 1. Scrambling for Africa: Chapters 4-5 & Conclusion **WATCH** 1. HIV Research: Seeking Solutions in Africa 2. History of HIV/AIDS in Africa 3. ANNOTATED BIBLIOGRAPHY | APA FORMAT | (14:48 minutes)	**Fulbright:** Annotated Bibliography	Feb. 27, 2026
				Participation and Engagement Assignment: **Modules 4 & 5**	Feb. 27, 2026

Module 6: Less Visible Illnesses - Mental Health

Week	Date	Topics	Course Materials to Read	Assignments	Assignment Due Dates
8	Mar. 2, 2026	Less visible illnesses: Mental health	**READ** • RGH Chapter 8: The unique challenges of mental health and MDRTB. Critical Perspectives on Metrics of Disease • (Koschorke, 2014). Experiences of stigma and discrimination of people with schizophrenia in India.pdf • (Rathod et al., 2017). Mental Health Service Provision in Low- and Middle-Income Countries. Health Services Insights, 10, 1178632917694350. https://doi.org/10.1177/117863291769 4350 **WATCH** • Dixon Chibanda. (2017). Why I train	**Reflection Essay:** Mental Health	Mar. 6, 2026
				Fulbright: Personal Statement *(graded)*	Mar. 6, 2026

Week	Date	Topics	Course Materials to Read	Assignments	Assignment Due Dates
			• grandmothers to treat depression (12:24 minutes) • Vikram Patel. (2013). Mental health for all by involving all (10:22 minutes)		
Module 7: Agency, Tuberculosis, & Poverty					
9	Mar. 9, 2026 **Guest Lecture:** Amyn Malik, M.P.H., Ph.D., M.B.B.S. Asst. Professor UTSW Medical Center, TX	Agency, Tuberculosis, & Poverty	READ • Clare Bambra. (2022). Pandemic inequalities: emerging infectious diseases and health equity • RGH Chapter 8: The unique challenges of mental health and MDRTB. Critical Perspectives on Metrics of Disease WATCH • TBD Media Group. (2023). KNCV: Striving Towards a World Free of TB and Improving Global Health (6:41 minutes)	Participation and Engagement Assignment: **Modules 6 & 7**	Mar. 13, 2026
				TAKE HOME MIDTERM EXAM	Mar. 13, 2026
OSU Spring Break 2026 is from Monday, March 16 to Friday, March 20, 2026					
Module 8: Big consequences from Chronic Morbidity - Neglected Tropical Diseases					
10	Mar. 23, 2026	Big consequences from chronic morbidity: Neglected Tropical Diseases	READ • Akinokun et al. (2021). The status of neglected tropical diseases amidst COVID-19 in Africa: Current evidence and recommendations. • George et al. (2023). Addressing neglected tropical diseases in Africa: a health equity perspective WATCH • The International Society for Neglected Tropical Diseases. (2021). Rethinking neglected tropical disease diagnostics to achieve elimination (Dr Katie Gass,	**Fulbright:** Context Paper	Mar. 27, 2026
				Fulbright: Statement of Affiliation	Mar. 27, 2026
				Guided Reading Worksheet: Neglected Tropical Diseases (GROUP)	Mar. 27, 2026

Week	Date	Topics	Course Materials to Read	Assignments	Assignment Due Dates
			TFGH) • How to Rid the World of Neglected Tropical Diseases, 2010. (2:14 minutes) https://www.youtube.com/watch?v=4-eXjKlCeCA		
Module 9: Knowledge And Priorities: Cancer in Botswana					
11	Mar. 30, 2026	Knowledge and priorities: Cancer in Botswana	**READ** • RGH Chapter 11: Global Health Priorities for the Early Twenty-First Century • Livingston, J. (2012). Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic **WATCH** • Cancer Care in Botswana Part 1 (20:15 minutes): https://www.youtube.com/watch?v=4qE2wbUWDMw • Prof. Mayosi speaks on the outcomes of Forum 2012 (07:16 minutes): http://youtube.com/watch?v=DMu_8L8UOCQ • Hans Rosling and the magic washing machine (8:58 minutes): https://www.youtube.com/watch?v=BZoKfap4g4w	**Fulbright:** Draft Proposal for Peer Feedback	Apr. 3, 2026
				Reflection Essay: Cancer in Botswana	Apr. 3, 2026
				Participation and Engagement Assignment: **Modules 8 & 9**	Apr. 3, 2026
Module 10: Equity and Harm-Reduction Models - Maternal Mortality					
12	Apr. 6, 2026	Equity and harm-reduction models: Maternal mortality	**READ** • Gopal K. Singh. (2021). Trends and Social Inequalities in Maternal Mortality in the United States, 1969-2018 • GBD 2015 Maternal Mortality Collaborators. (2016). Global, regional, and national levels of maternal mortality, 1990-2015: a systematic analysis for the Global Burden of Disease Study 2015 • Karolinska A, et al. (2010). Lost opportunities for effective management of obstetric conditions to reduce maternal mortality and severe maternal morbidity in Argentina and Uruguay, International Journal of Gynecology and	**Fulbright**: Written Peer Review and Critique for Draft Proposal	Apr. 10, 2026
				Guided Reading Worksheet: Maternal Mortality (GROUP)	Apr. 10, 2026

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Week	Date	Topics	Course Materials to Read	Assignments	Assignment Due Dates
			Obstetrics. 110(2): 175–180. • (Ronsmans & Graham, 2006). Maternal Mortality: Who, when where, and why https://www.sciencedirect.com/science/article/pii/S014067360669380X?via%3Dihub **WATCH** • L. Lewis Wall and Women's Reproductive Health in Developing Countries (3:53 minutes) • A Walk to Beautiful		
**Module 11: Fulbright Proposal Writing**				
13	Apr. 13, 2026	Fulbright Proposal Writing	• Work on your Fulbright Project	Participation and Engagement Assignment: **Modules 10 & 11**	Apr. 17, 2026
**Module 12: Making A Change - Application of Program Planning and Intervention**				
14	Apr. 20, 2026	Making A Change - Application of Program Planning and Intervention Student Fulbright project presentations (Pecha Kucha)	**READ** • Yotebieng et al., (2016). Conditional cash transfers and uptake of and retention in prevention of mother-to-child HIV transmission care: a randomized controlled trial • Yotebieng, M. et al. (2017). Conditional cash transfers improve retention in PMTCT services by mitigating the negative effect of not having money to come to the clinic **WATCH** 1. (2018). Program planning, implementation and evaluation in public health.	**Fullbright:** Submit Video Presentations of Fulbright projects (Pecha Kucha Slides)	Apr. 24, 2026
**Module 13: Finals Week**				
15	Apr. 27 to May 5, 2026	**Last Day of Regularly Scheduled Classes Monday, April 27, 2026 Final Examinations from Wednesday, April 29, To Tuesday, May 5, 2026.**		**Fulbright:** Final Fulbright Portfolio and Reflection Paper *(graded)*	May 1, 2026

Week	Date	Topics	Course Materials to Read	Assignments	Assignment Due Dates
				Participation and Engagement Assignment: **Modules 12 & 13**	May 1, 2026

Note: This syllabus is subject to further change or revision, as needed, to best realize the educational goals of the course. Necessary revisions will be announced on Carmen or on course materials with fair prior notice.

Alignment of Core MPH Competencies in Epidemiology

	Core MPH Epidemiology Competency	Weekly Assignments		Midterm Exam	Participation & Engagement	Fulbright Project
		Reflection Essays	Guided Reading Worksheets			
1.	EPI 1. Apply epidemiological methods to the measurement of disease and determinants of health	X	X	X		X
2.	EPI 2. Analyze and interpret epidemiologic data		X	X		X
3.	EPI 3. Evaluate epidemiologic evidence for public health practice and policy	X	X	X		X
4.	EPI 4. Identify ethical, legal, and social issues in epidemiologic research	X	X	X		X
5.	EPI 5. Communicate epidemiologic information to diverse audiences	X	X		X	X