



Ecampus Sample Syllabus

NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus [Schedule of Classes](#) for more information.

Course Name: Disease and Society

Course Number: **MB 330**

Credits: 3

Credits: **3** (This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.)

Prerequisites: None

Instructor name: Dr. Jan Spitsbergen, DVM, Ph.D.

Instructor email: jan.spitsbergen@oregonstate.edu

Instructor phone: cell 541-905-6808

Link to instructor bio or website <http://microbiology.science.oregonstate.edu/jan-spitsbergen>; <http://zfin.org/cgi-bin/webdriver?Mlval=aa-persview.apg&OID=ZDB-PERS-971201-1>; https://www.researchgate.net/profile/Jan_Spitsbergen

Course Description

This course examines interactions between race, gender, economic status, social class and disease in the U.S. and worldwide. We will consider both historical patterns of disease and current disease problems.

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Tel: 800-667-1465

Communication

Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. The instructor will reply to course-related questions and email within 24-48 hours.

Technical Assistance

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the [OSU Computer Helpdesk](#) online.

Learning Resources

Recommended Textbook

- [Reimagining Global Health: An Introduction by Paul Farmer, 2013](#) [electronic resource, OSU library]. U. of California Press. First 4 chapters are required reading. The remaining chapters are a resource for specific interest areas of individual students.

Additional Textbooks

- [When People Come First](#) [electronic resource, OSU library]: Critical Studies in Global Health by Joao Biehl, 2013. First 2 chapters provide an overview of the history and politics of global public health efforts. The remaining chapters discuss particular health issues. Princeton University Press.
- Betrayal of Trust: the Collapse of Global Public Health by Laurie Garrett, 2000. Hyperion.
- Infections and Inequalities: The Modern Plagues by Paul Farmer, 1999. University of California Press.
- How to Write and Publish a Scientific Paper, 8th Edition by Robert A. Day and Barbara Gastel, 2016. Greenwood Press, Westport Connecticut.

Online Writing Lab

- (<http://cwl.oregonstate.edu/owl.php>) as part of the Oregon State University Writing Center which will give students online feedback on a work in progress.

Podcasts

- Paul Farmer podcast [Poverty and Disease](#)
- [Defeating Global Poverty and Disease](#); Podcast by Ross Buckley

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Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (<http://osubeaverstore.com/> or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas. This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

Measurable Student Learning Outcomes

Overall Difference, Power and Discrimination Learning Objectives

1. Explain how difference is socially constructed
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

Learning Objectives, Unit 1 (Weeks 1 and 2), Historical Perspectives on Disease and Epidemiology

1. Explain the germ theory of disease
2. Analyze the history of epidemiologic studies and the documentation of factors contributing to disease outbreaks
3. Explain host factors which influence disease susceptibility including social and economic status, age, gender, nutrition, genetic background, concurrent infections
4. Explain the role of zoonoses in emerging infectious diseases

Learning Objectives, Unit 2 (Weeks 3 and 4), Poverty and Disease, Global and Domestic

1. Critically evaluate the influence of social class and economic status on patterns of disease globally and in the U.S
2. Analyze the factors which would be most practical and effective to change in order to reduce selected diseases

Learning Objectives, Unit 3 (Weeks 5 and 6), Gender and Disease

1. Define the effects of gender on disease patterns in the U.S. and other countries
2. Provide examples of the influence of education and social and economic status of women on disease patterns

Learning Objectives, Unit 4 (Weeks 7 and 8), Ethnicity and Disease

1. Provide examples from the U.S. and other cultures illustrating the adverse effects of low social status of ethnic minorities on health status

Learning Objectives, Unit 5, (Week 9), Factors Influencing Emergence of Antimicrobial Drug Resistance

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1. Explain the role of low socioeconomic status on patterns of treatment and prevention of infectious diseases
2. Explain the factors influencing emergence of multiply resistant TB in prison populations

Learning Objectives, Unit 6 (Week 10), Strategies for Improving Public Health Status in Disadvantaged Groups, Cultures and Countries

1. Discuss the pros and cons of disease eradication efforts when they culminate in ceasing vaccination against the target disease
2. Critically evaluate innovative, proactive approaches for intervention to improve public health in the U.S. and globally
3. Suggest best practices for publically and privately funded programs targeting global public health problems

Bacc Core / Slash Course /

- **Baccalaureate Core**

This course emphasizes Writing Skills and Perspectives in the areas of history, medicine, anthropology and public health which are key goals of the Baccalaureate Core.

MB 330, Disease and Society, fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

Evaluation of Student Performance

Short Essays 2 short essays X 100 possible points = 200

Online Discussion 10 essays or projects and participation in Discussion Forum X 50 possible points per essay/project with discussion = 500 points

Total Possible Points=700

Grading

658 and above A	560-587 B-	469-489 D+
630-657 A-	539-559 C+	448-468 D
609-629 B+	518-538 C	420-447 D-
588-608 B	490-517 C-	

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Course Content

Please note that there is much published information about health disparities and domestic and global public health. The Reading Assignment List provides reference material for students. Students are expected to choose 2 or 3 key content references to study for short essays, projects or Discussion Forums each week. **STUDENTS ARE NOT EXPECTED TO READ ALL OF THE REFERENCES PROVIDED.** They are expected to choose areas that interest them and pursue those focus areas.

Week	Topic	Reading Assignments	Learning Activities
1	Historical Perspectives on Disease and Epidemiology	<p>A. Basic information about Koch’s Postulates and the germ theory – Linked in Weekly folder</p> <p>B. References for Assignment 1 – Linked in Weekly folder</p> <p>C. C. Suggested References for Discussion Forum - Linked in Weekly folder</p>	<p><u>A. Assignment 1</u> Cholera outbreak in Haiti. Post essay by 5 PM PT June 27.</p> <p><u>B. Week 1 Discussion Forum</u> “Disease outbreak and agencies” Due: Wed June 24 by 5pm PT. Students will respond to content or give constructive suggestions or praise to at least 2 of your peers by Monday June 27 at 11 PM PT.</p>
2	Historical Perspectives on Disease and Epidemiology	<p>A. <i>Guns, Germs and Steel</i> by Jared Diamond (Chapter 11—Lethal Gift of Livestock; about zoonoses)</p> <p>B. Cohn SK, Jr., Weaver LT. 2006. The Black Death and AIDS: CCR5-Delta32 in genetics and history. QJM 99: 497-503.</p> <p>C. http://qjmed.oxfordjournals.org/content/99/8/497.full.pdf+htm</p>	<p><u>A. Assignment 2--Student Investigation of Zoonotic Diseases</u> – Due July 6 by 5pm PT.</p> <p><u>B. Week 2 Discussion Forum</u> “Social, economic and host factors which influence susceptibility to disease” Due Wed. June 29 by 5pm PT. Students will respond to content or give constructive suggestions or praise to at least 2 of your peers by Wednesday July 6 by 11PM PT.</p>
3	Poverty and Disease,	A. Reimagining Global Health: An Introduction by Paul Farmer	<u>Week 3 Discussion Forum</u>

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	Domestic and Global	B. When People Come First: Critical Studies in Global Health by Joao Biehl	Ways in which poverty increases disease. By Wednesday July 6 at 5 PM please post a commentary of 200-400 words evaluating the ways in which poverty increases a disease of your choice. Students will respond to content or give constructive suggestions or praise to at least 2 of your peers by Monday July 11 at 11 PM.
4	Poverty and Disease, Domestic and Global	A. Robert Wood Johnson Foundation B. Journal References on Community Health Worker Model in the U.S. and Globally C. Preparing an Effective Powerpoint Presentation – For the discussion board.	<u>Discussion Forum, Week 4</u> Prepare a Powerpoint lecture proposing an intervention to mitigate a specific public health problem. Due: Wed July 13 by 5pm PT. Students will respond to content or give constructive suggestions or praise to at least 2 of your peers by Monday July 18 at 11 PM.
5	Gender and Disease	A. Book Chapter B. Journal Articles C. <u>Preparing a News Article</u> D. Example News and Analysis Article on Public Health from the journal Science	<u>Discussion Forum Week 5</u> Write a News and Analysis article focusing on the influence of gender on a disease of your choice in the format of the journal Science. Due: Wed July 20 by 5pm PT. Students will respond to content or give constructive suggestions or praise to at least 2 of your peers by Monday July 25 at 11 PM.
6	Gender and Disease		<u>Discussion Forum Week 6</u> Suggest an intervention to mitigate disease for a selected disease in a setting

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			<p>of your choice in which disease prevalence differs by gender.</p> <p>Due: Wed July 27 by 5pm PT. Students will respond to content or give constructive suggestions or praise to at least 2 of your peers by Monday August 1 at 11 PM.</p>
7	Ethnicity and Disease	<p>A. Historical Examples of Health Disparities Based on Race and Racial Discrimination in Health Care Systems</p> <p>B. Tuskegee Study</p>	<p><u>Discussion Forum Week 7</u></p> <p>What lessons can we learn from the legacy of colonial medicine, the Tuskegee Syphilis study, and the Kalaupapa leper colony in Hawaii?</p> <p>Due: Wed August 3 by 5pm PT. Students will respond to content or give constructive suggestions or praise to at least 2 of your peers by Monday August 8 at 11 PM.</p>
8	Ethnicity and Disease	<p>A. Current Examples of Health Disparities Based on Race</p>	<p><u>Discussion Forum Week 8</u></p> <p>Critically evaluate the role of Community Health Care Workers in efforts to reduce health disparities related to race and ethnicity.</p> <p>Due: Wed August 10 by 5pm PT. Students will respond to content or give constructive suggestions or praise to at least 2 of your peers by Monday August 15 at 11 PM.</p>
9	Role of Poverty and Low Economic Status in Emergence of	<p>A. Emergence of Drug Resistance, General References.</p> <p>B. Drug Resistant TB and other Diseases</p>	<p><u>Discussion Forum Week 9</u></p> <p>Discuss approaches to reduce drug resistance in the U.S. or globally.</p> <p>Due: Wed August 17 by 5pm PT. Students will respond to</p>

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	Drug Resistance		content or give constructive suggestions or praise to at least 2 of your peers by Monday August 22 at 11 PM.
10	Strategies for Improving Public Health Status in Disadvantaged Cultures and Countries	A. Could Monkeypox Take Over Where Smallpox Left Off? B. Emerging Epidemics: Anne Rimoin Hunts Monkeypox in the Congo River Basin [Video] C. Some surprising findings in the global effort to eradicate polio	<u>Discussion Forum Week 10</u> Discuss the pros and cons of disease eradication campaigns. <u>Assessment Method</u> Post a 400-500 word essay by Wed of week 10 Due: Wed August 24 by 5pm PT. Students will respond to content or give constructive suggestions or praise to at least 2 of your peers by Monday August 29 at 11 PM.

Course Policies

Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second post or constructive peer review for classmates by the following Monday at 11 PM.

Incompletes

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

Statement Regarding Students with Disabilities

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Accommodations are collaborative efforts between students, faculty and [Disability Access Services \(DAS\)](#) with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the [Office of Student Conduct: Information and Regulations](#).

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Avoiding Academic Dishonesty](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

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Conduct in this Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#).

Tutoring

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

OSU Student Evaluation of Teaching

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.