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


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 class relies on student-centered, student-directed Socratic learning. The professor provides a detailed roadmap in Canvas to guide the students’ exploration of specific focus areas of their choice within the framework of general topics. This class is not recommended for students who prefer lecture-based learning or traditional multiple choice exams. Evaluation of students is based on projects including short essays, Powerpoint presentation, News Reports and web-based discussion with other students. Students must enjoy researching topics using relevant book chapters, scientific manuscripts and high quality news reports, not just Wikipedia and Google searches.

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 any errors or problems while in your online course, contact 24-7 Canvas Support through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the IS Service Desk 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


Online Writing Suite (http://writingcenter.oregonstate.edu/online-writing-lab) 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

**Note to prospective students**: Please check with the OSU Bookstore for up-to-date information for the term you enroll ([http://osubeaverstore.com](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**

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
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

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Short Essays</td>
<td>2 short essays X 100 points = 200</td>
</tr>
<tr>
<td>Online Discussion</td>
<td>10 essays or projects and participation in Discussion Forum X 50 possible points per essay/project with discussion = 500 points</td>
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Total Possible Points=700

Grading

- 658 and above A
- 560-587 B-
- 469-489 D+
- 630-657 A-
- 539-559 C+
- 448-468 D

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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. Note that the newest references are only in Canvas, not on the syllabus.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignments</th>
<th>Learning Activities</th>
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</table>
| 1    | Historical Perspectives on Disease and Epidemiology | A. Basic information about Koch’s Postulates and the germ theory – Linked in Weekly folder  
B. References for Assignment 1 – Linked in Weekly folder  
C. Suggested References for Discussion Forum - Linked in Weekly folder | A. Assignment 1  
Cholera outbreak in Haiti.  
Post essay by 11 PM PT  
Monday of week 2.  
B. Week 1 Discussion Forum  
“Disease outbreak and agencies”  
Initial Post Due: Wed week 1 at 5pm PT.  
Students will respond to content or give constructive suggestions or praise to at least 2 of your peers by Monday week 2 at 11 PM PT. |
| 2    | Historical Perspectives on Disease and Epidemiology | A. *Guns, Germs and Steel* by Jared Diamond (Chapter 11—Lethal Gift of Livestock; about zoonoses)  
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Materials</th>
<th>Discussion Forum</th>
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</table>
| 3    | Poverty and Disease, Domestic and Global | A. Reimagining Global Health: An Introduction by Paul Farmer  
B. When People Come First: Critical Studies in Global Health by Joao Biehl | Week 3 Discussion Forum  
Ways in which poverty increases disease. By Wednesday of week 3 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 of week 4 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. | Discussion Forum, Week 4  
Prepare a Powerpoint lecture proposing an intervention to mitigate a specific public health problem. Initial Post Due: Wed of week 4 by 5 pm PT. Students will respond to content or give constructive suggestions or praise to at least 2 of your peers by Monday of week 5 at 11 PM. |
| 5    | Gender and Disease | A. Book Chapter  
B. Journal Articles  
C. Preparing a News Article | Discussion Forum Week 5  
Write a News and Analysis article focusing on the |
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<th><strong>D. Example News and Analysis Article on Public Health from the journal Science</strong></th>
<th>influence of gender on a disease of your choice in the format of the journal Science. Initial Post Due: Wed of week 5 by 5pm PT. Students will respond to content or give constructive suggestions or praise to at least 2 of your peers by Monday of week 6 at 11 PM.</th>
</tr>
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<tr>
<td>6</td>
<td>Gender and Disease</td>
<td>Discuss the influence of gender on a disease of your choice in the format of the journal Science. Initial Post Due: Wed of week 5 by 5pm PT. Students will respond to content or give constructive suggestions or praise to at least 2 of your peers by Monday of week 6 at 11 PM.</td>
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</table>
| 7 | Ethnicity and Disease | **A. Historical Examples of Health Disparities Based on Race/Ethnicity and Racial or Cultural Discrimination in Health Care Systems**  
**B. Colonial Medicine, Tuskegee Study, Kalaupapa Leper Colony, Marshall Islands Nuclear Tests** | Discuss the influence of gender on a disease of your choice in the format of the journal Science. Initial Post Due: Wed of week 5 by 5pm PT. Students will respond to content or give constructive suggestions or praise to at least 2 of your peers by Monday of week 6 at 11 PM. |
| 8 | Ethnicity and Disease | **A. Current Examples of Health Disparities Based on Race/Ethnicity** | Discuss the influence of gender on a disease of your choice in the format of the journal Science. Initial Post Due: Wed of week 5 by 5pm PT. Students will respond to content or give constructive suggestions or praise to at least 2 of your peers by Monday of week 6 at 11 PM. |

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| 9 | Role of Poverty and Low Economic Status in Emergence of Drug Resistance | A. Emergence of Drug Resistance, General References.  
B. Drug Resistant TB and other Diseases | Discussion Forum Week 9  
Discuss approaches to reduce drug resistance in the U.S. or globally.  
Initial Post Due: Wed of week 9 by 5pm PT. Students will respond to content or give constructive suggestions or praise to at least 2 of your peers by Monday of week 10 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 Rimoïn Hunts Monkeypox in the Congo River Basin [Video]  
C. Some Surprising Findings in the Global Effort to Eradicate Polio  
D. Balancing the Importance of Universal Primary Health Care with Disease Eradication Campaigns | Discussion Forum Week 10  
Discuss the pros and cons of disease eradication campaigns.  
Assessment Method  
Post a 400-500 word essay by Wed of week 10. Initial Post Due: Wed August 30 by 5pm PT. Students will respond to content or give constructive suggestions or praise to at least 2 of your peers by Monday of week 11 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
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials
If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct
Student conduct is governed by the university’s policies, as explained in the Student Conduct Code. 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.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, 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.

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 and Writing Assistance
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.

The Oregon State Online Writing Lab (OWL) is also available for students enrolled in Ecampus courses.

Student Evaluation of Courses
The online Student Evaluation of Teaching system opens to students the Monday of dead week and closes the Monday following the end of finals. Students receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the online learning experience for future students. Responses are anonymous (unless a student chooses to "sign" their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.