

SYLLABUS
Impact of Infectious Diseases on Culture, Society and Health,
MUSE 1850-006
Fall 2023

Course Description: This course will explore the impact of infectious microbial diseases on human behavior, society, politics, and health. Using scientific, philosophical, and historic perspectives, students in the course will examine the cause and effect of infectious diseases and develop an understanding of how diseases have impacted or been affected by migration, climate change, vaccines, research, diagnostics, politics, and behavior. Each week students will discuss a disease that has significantly shaped human life to understand how humans have dealt with past epidemics and how that has caused social, ethical, and political disruptions and lead to changes in lifestyle and public health measures. Students will also examine attempts to identify and control sources of infections and the measures needed to ensure that past mistakes are not repeated for similar situations in the future.

Class Details

Class Location: JWB 333, 11:50 AM to 1:10 PM Monday

Instructor: Naina Phadnis, Ph.D. (*She, her, hers*)

Email: naina.phadnis@utah.edu

Instructor's Office: Biology 227

Course Structure: The course will focus on nurturing intellectual and social interactions among students, promoting interactions with university faculty or their work and help students learn logical and respectful intellectual dialogue and communication. Using cooperative learning strategies, each week students will engage in readings, discussions, reflections, and activities centered around course topics. By generating and maintaining an environment that promotes and nurtures free and comfortable expression of ideas along with thoughtfully designed guided assignments, almost all class sessions will involve one or more of the following components:

- a. Guided intellectual discussions and interactions between students and the instructor.
- b. Exploration of work by faculty at the University of Utah by either examining their research or having them visit our class and interact with students.
- c. Guest lectures by senior students at the University on their experiences related to the topics.
- d. Active learning exercises centered on developing written, oral, and analytical skills.
- e. Metacognition and reflection

Class Modality: This course will be held **in-person**. Except in cases of ADA accommodations or quarantining due to COVID-19 exposure or infection (or another infectious illness), you will be expected to attend class in person and complete assignments and exams in person. Changes to this policy are up to the discretion of the instructor.

Required Texts: All assigned materials will be available electronically on Canvas under Weekly Modules. These resources should be read/watched prior to coming to our weekly class session.

COURSE REQUIREMENTS

ATTENDANCE and PARTICIPATION will be the primary criteria for the Credit/No Credit for this class. Credit will be granted based on the following criteria:

- 1. Regular attendance is mandatory.** You will be required to **arrive on time and attend the full session** to receive credit for this class. If you arrive late or leave early, it will count as a tardy and two tardies equal an absence. **Each student is permitted TWO “free” absences.** If you miss more than two sessions, contact your professor immediately. 85% attendance is required to get credit for this class. In case of illness-related hindrances or other extenuating circumstances on your attendance which affects your attendance to fall below 85% please notify the instructor to make necessary arrangements to make accommodations. Documentation of such restrictions or illnesses may need to be provided to get accommodations. Given the attendance requirement of this course, I cannot guarantee that all requests of adjustments will be granted to allow non-attendance however I will try to do my best to help you learn and complete the course.
- 2. Preparation and participation are key for this class.** Come to each class prepared to discuss the assigned readings and activities. Bring your notes, and comments to class.

Course Disclaimer: The syllabus is not a contract. Please note that I may modify the course to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas. This class discusses human infectious diseases and thus certain topics, and images may make you feel uncomfortable. Please show respect, empathy and understanding for the people suffering from these diseases by avoiding immature and disrespectful behaviors during class discussions. Words pertaining to sexual intercourse will also be mentioned in context of sexually transmitted infectious diseases. I will warn students before class when sexually explicit content is going to be discussed.

Course Schedule:

A tentative schedule and course plan is provided below. The schedule may change depending upon availability of some resources etc. Students will be notified of any changes ahead of time.

Week	Topics
1 8/21	Introduction to the course: a. Course learning outcomes and design b. introduction to microbes and pathogens c. a brief look at human-microbe interactions
2 8/28	Making the invisible visible Fighting against dogmas, germ theory and the golden age of microbiology No class 9/4 for Labor day
3 9/11	Blue Death: Cholera and the birth of epidemiology, waste-water treatment, and quarantine practices.
4 9/18	The Bite of the Blight: The great hunger and its consequences on politics and immigration. Explore the impact of climate change on diseases.
5 9/25	Black Death: Role of pathogens in Biowarfare and Trade
6 10/2	Syphilis and the Tuskegee Experiment: Racism and Misconduct in Medicine Fall break no class 10/9
7 10/16	Tuberculosis: When consumption was chic. Impact of a disease on beauty and fashion.

8 10/23	Smallpox: The speckled monster that led to development of vaccination.
9 10/30	Polio: A scientific rivalry, a vaccine race, and its influence on vaccine hesitancy
10 11/6	HIV and AIDS: A story about medical activism Watch parts of the documentary: how to survive a plague
11 11/13	Malaria and Yellow Fever: Controlling disease vectors
12 11/20	Disease doctors: Tracing infectious diseases
13 11/27	Pandemics: Past, Present and Future
14 12/4	Course reflections

At the end of this course students should be able to.....

- Know major pathogens, their features and use basic microbial nomenclature and terminologies.
- Appreciate that majority of microbes are vital, useful, or harmless but the few that do cause disease have a huge impact.
- Explain with examples the reasons leading to the rise of preventable and/or curable diseases.
- Provide examples of societal impacts of infectious diseases.
- Argue for the importance of an educated public to combat and control infectious disease.
- Read articles about infectious diseases in books and online media and be able to discern dubious news from scientifically sound claims using scientific reasoning.
- Apply course concepts to understand disease patterns in their own community.
- Analyze data from research papers on the topics discussed and understand key findings.
- Learn about research opportunities at the university and connect with faculty and students.

Support for Students:

A. Online Resources: All course materials and readings will be made available on canvas. Details of where to find all these resources will be shown to you on the first day of class. All materials for this course are copyrighted. Please do not distribute or share course resources without instructor permission.

B. Instructor Office Hours: The needs of my students are my number one priority. Students can set up appointments to meet via zoom or in-person with me. Please freely contact the instructor by email with questions or to set up appointments to meet. Please give the instructor 24 hours to respond to email questions. The instructor will also be available 5 minutes before and after class to answer any quick questions. Do NOT email the instructor via canvas. Email directly at naina.phadnis@utah.edu. Please put MUSE in the subject line so I can give preference to your email. Be professional in your communications with me and always sign your name so I know who wrote to me.

C. Health and Wellness Accommodations: Your health and wellness are just as important to me as your learning. I understand that students may have to miss class occasionally or may be impacted by an illness. If you fall sick or are facing a mental health crisis or have personal responsibilities that need your time, please contact the instructor as soon as you can to make accommodations. I will do my best to accommodate your needs. Please know that all class resources will be posted to canvas for you to have access to if you happen to miss class.

Course Policies

Attendance & Punctuality: *First day of this class is Monday August 21st and last day of THIS class is Wednesday December 6.* The University expects regular attendance at all class meetings. Students are expected to acquaint themselves and satisfy the entire range of academic objectives and requirements as defined by the instructor. Please contact the instructor for any missed quizzes/exams, ideally before the due dates. I will try to do my best to accommodate your requests if it is sincere and feasible.

Missed class: Try your best NOT to miss class as that is a primary component to earn credit. In case of missed class due to a serious illness a doctor's note will be required.

Online Participation: *Students* are expected to log in and check canvas **every week** for posted announcements and assignments. Students are also strongly advised to set up notifications for canvas, so they do not miss any important notifications.

Learning Environment: I am committed to making our classroom, canvas discussions and our interactions as inclusive and respectful as possible. Mutual respect, civility, and the ability to listen to others are crucial to this course. Respectful participation in all aspects of the course will make our time together productive and engaging. Any online activity for this course including ZOOM interactions, discussion threads, emails and canvas are all considered equivalent to the classroom and student behavior within those environments shall conform to the student code. Specifically:

A. Posting photos or comments off topic in a classroom are still off-topic on any online platform including social apps like discord. Off color language and photos are NEVER appropriate.

B. Using angry or abusive language is called flaming and is not acceptable and will be dealt with according to the student code.

C. Do not use ALL CAPS in your online course interactions, except for titles since it is an equivalent of shouting online, as is overuse of punctuation marks such as exclamations!!!!!! And question marks?????

D. Course e-mails and other online course communications are part of the classroom and as such are University property and subject to the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.

Use of Electronic Devices and Equipment Failure: It is your responsibility to maintain your computer, broadband internet access, video camera, laptop, clicker or cell phone equipment in order to participate in the course. *Equipment failures will NOT be an acceptable excuse for absences or missing assignments.* Please do not use your electronic devices during class for non-course related activities because it disrupts your attention and the class. The instructor holds the right to ask you to leave the classroom for such behavior.

Canvas and Zoom literacy expectations: Students are expected to be computer literate and Canvas and zoom navigation skills are expected.

Course Drop Policy: The drop and withdrawal policy is the same as the University of Utah policy. **August 25** is the last day to drop with no tuition and no notation on the transcript. **September 15** is the last day students can withdraw, but tuition will be assessed. Contact the registrar or see the academic calendar for more information.

Incompletes: University policy allows assignment of a grade of incomplete (I) if 20% or less of the course work remains unfinished. I will consider assigning an "incomplete (I)" only under EXCEPTIONAL circumstances unrelated to academic performance.

Wellness: I understand that these are unusual and stressful times. Personal concerns such as family illness, financial worries, stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive. Your physical and mental wellness is very important to me. Please seek the necessary help and support for such issues. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. <http://www.wellness.utah.edu> . Current information about the university's response to COVID-19 can be found at: <https://coronavirus.utah.edu/> and: <https://returntocampus.utah.edu/>. In order to help monitor the spread of COVID-19 and respond appropriately, the university requests that faculty, students and staff complete a reporting form if they have received a positive COVID test result. The university will not release personal information collected from this form.

Academic misconduct: Although I acknowledge that due extenuating life circumstances you may face temptations and stresses, but cheating is never the solution. I will do my best to reduce such stresses and temptations, but they also cannot be completely avoided. Your instructor is available to help you through this time and you should reach out for course support. I want you to understand that **cheating or plagiarism is not a victimless crime, and it results in severe inequities for other students at our university**. All suspected cases of academic misconduct will be dealt with according to rules in the student code, University policy 6-400(V). By accepting admission to the University, you have agreed to abide by the University rules provided to you in the student handbook. Take note of B 2 a, b, and c. Cheating and plagiarism are serious offenses and can result in failing a class, a note in your record or being expelled. Here is the link <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

Compliance with ADA Regulations: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, Phone (Voice/TDD): (801) 581-5020, email: info@disability.utah.edu. CDS will work with you and the instructor to plan for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services. If you would like to request academic accommodations due to a disability, please contact Disabled Student Services. **If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for class.** As soon as you make me aware of your needs, I can work with you and the Center for Disability Services to help determine appropriate accommodations. I will treat any information about your disability with the utmost discretion. Your success in this class is important to me. We can work together to meet both your needs and the needs of this course.

Accommodations Policy: I do not grant content pedagogical accommodation requests as the course content fulfills legitimate pedagogical goals.

Discrimination and Harassment policies: I have zero tolerance for any discriminatory or harassing behavior. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or Office of the Dean of Students, 270 Union Building, 801-581-7066. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS). Please see Student Bill of Rights, section E <http://regulations.utah.edu/academics/6-400.php>

Safety Policy: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against

other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Diversity / Inclusivity Statement: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Names/Pronouns: Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If I am mispronouncing your name or not using the correct pronoun, please let me know. It is very important to me that all my students feel included and comfortable in this course.

Veterans Center: If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

English Language Learners: If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.