



## TROPICAL DISEASES IN AFRICA, B1309 2021 SYLLABUS

### Class times

- Lectures: Monday, Wednesday 4:15 – 5:45 PM. Remote.
- Discussion sections: Thursday 12:15PM, 2:15PM, 4:15 PM. Remote. Begin in Week 2.

### Course Modality

This is a REMOTE course, which means that, unlike WEB courses, we will meet during scheduled class meeting times. Both the lectures and discussion sections will be live Zoom sessions, to promote interaction and engagement with the material. A recording will be made available after each lecture. Some for-credit activities will occur during lectures (e.g., quizzes) to encourage attendance. Make-up policies are given below.

### Instructors

- Janis C. Weeks, Professor Emerita of Biology; Member, African Studies Program, [jweeks@uoregon.edu](mailto:jweeks@uoregon.edu)
- Denver Ncube, [denvern@uoregon.edu](mailto:denvern@uoregon.edu)
- Kelsey Schultz, [kschult7@uoregon.edu](mailto:kschult7@uoregon.edu)
- Michael Sidikpramana, [msidikpr@uoregon.edu](mailto:msidikpr@uoregon.edu)
- Aspen Jones, BULA/BPT, [aspenj@uoregon.edu](mailto:aspenj@uoregon.edu)

### Assigned materials

- Books/readings
  1. Readings posted on Canvas website (as pdfs or urls)
  2. Textbook: *Parasitic Diseases*, 7<sup>th</sup> Edition, by Despommier, Griffin, Gwadz, Hotez & Knirsch. Free download from “Parasites without Borders” website (download the High Resolution version). <https://parasiteswithoutborders.com/books/>. Or, you can find this on our Canvas site.
  3. Textbook: *Forgotten People, Forgotten Diseases: The Neglected Tropical Diseases and their Impact on Global Health and Development*, 2<sup>nd</sup> Edition, 2013 (Hotez)
  4. *The Hot Zone: A Terrifying True Story* (Preston)
- Films/videos shown in class or viewed out of class
- Lecture and readings from guest lecturer(s)
- Prof. Weeks’ PowerPoint presentations posted on the course website. To promote active listening and engagement during lectures, ppt files will be posted following lectures.

### Course Goals. My goals for students in this class are:

- To understand biological and medical aspects of major infectious and parasitic diseases of Sub-Saharan Africa.
- To understand basic principles of infectious disease, parasitology and epidemiology.
- To appreciate the impact of socioeconomic factors on health and healthcare delivery in Africa.
- To appreciate that, despite current challenges, the diverse peoples of Africa are resourceful, resilient and on an upward trajectory.
- To develop a foundation of concepts and skills to facilitate further learning, thinking, appreciation, action and/or careers in the area of global or public health.

## Evaluation and grading

The final grade is computed as follows. Exams are open book (see below).

- 35%, midterm exam
- 45%, final exam [35% new material (= "Midterm #2") plus 10% cumulative material]
- 20%, quizzes, homework, book and/or film critiques and other assignments.

Questions regarding exam scoring should be addressed first to the individual who graded the question. If the question was graded incorrectly with respect to the official answer key, it will be corrected by the grader. Any other grading issues should be discussed with Prof. Weeks.

## SCHEDULE (subject to change)

Week	Date	Lecture	Discussion Section
1	Jan	4 The African continent; parasite/host relationships	None
		6 Protozoal diseases	
2		11 Protozoal diseases, cont'd.	CDC Yellow Book
		13 Protozoal diseases, cont'd.	
3		18 No class, Dr. Martin Luther King Day	TBA
		20 Neglected Tropical Diseases (NTDs); Nematode diseases	
4		25 Nematode diseases, cont'd.	TBA
		27 Nematode diseases, cont'd.	
5	Feb	1 Trematode diseases	None
		3 <b>Midterm exam</b>	
6		8 Emerging infectious diseases (EIDs)	TBA
		10 Viruses; Viral Hemorrhagic Fevers (VHFs)	
7		15 Viral Diseases, cont'd.	TBA
		17 Viral Diseases, cont'd.	
8		22 Guest lecture by Rob Gertler, M.D.	<i>Hot Zone</i> critique due
		24 Viral Diseases, cont'd.	
9	March	1 Other diseases	TBA
		3 TAST (Trans-Atlantic Slave Trade) & disease migration	
10		8 TAST & disease migration	TBA
		10 Theory of demographic transition; The future	

TBA: to be arranged

Final Exam: Thursday, March 18, 2:45 - 4:45 PM.

## Learning in the time of COVID

The COVID-19 pandemic has been intensely challenging in so many ways, for every single one of us. Your instructors are committed to providing the best possible learning experience, within the framework of online class sessions and physical distancing. Some topics in this course, such as Emerging Infectious Diseases, are exceptionally relevant right now as we experience a pandemic due to a novel virus.

This course has been taught for many years, but Winter term 2021 is the first offering with a completely remote format. Professor Weeks and the other instructors appreciate your understanding and patience with any glitches that may occur, and we encourage feedback on how we might improve your learning experience. As the university community adjusts to teaching and learning remotely during COVID-19, course requirements, deadlines, testing and grading percentages may be subject to change. In all cases, we will err on the side of flexibility to accommodate impacts of the pandemic on individuals and our learning community. As discussed below, please talk to the instructors about your situation so we can work together to help you succeed.

Even without a pandemic, university life can be complicated. Students may feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships or need help navigating challenges in their life. The instructors are here to provide help and support and to direct you to resources on campus. If an instructor or instructors believe you may benefit from additional support, we will (privately) express our concerns, the reasons for them, and refer you to resources that might be helpful. We do not need to know details of what might be bothering you, but seeking help is a courageous thing to do—for yourself and those you care about. Here are two campus resources.

[University Health Services](#) help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](https://counseling.uoregon.edu) or by calling 541-346-3227 (anytime that UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

## Communications

Emails, either through Canvas or an email app, are our preferred mode of communication. All course information and content will be provided on our Canvas website. The syllabus, reading lists, readings, homework assignments, etc., will be posted under “Files.” Other Canvas features will be utilized as appropriate. Announcements and emails are archived on the site and automatically forwarded to your UO email address, and/or can reach you by text. Check and adjust your settings under Account > Notifications. Due dates for assigned readings and homework will be posted on Canvas. Before emailing a member of the teaching staff with a question, please check whether the information you seek is in the syllabus or on the website. If you contact one of us with a question, we will try to respond within one business day. We will attempt to provide feedback on assignments within one week.

## Office Hours and Questions

Each instructor will host “live” Office Hours via Zoom each week and you may arrange meetings outside the scheduled times via email request. The days/times and Zoom links for each instructor’s Office Hours are posted elsewhere on the website. There will also be a running discussion forum on Canvas called “Class Questions and Answers” for the entire group to ask and answer. Students are also encouraged to study in groups (consistent with social distancing).

We encourage you to take advantage of Office Hours. Talking with you about the course material is a true pleasure and benefits your learning. Are you confused or excited about something? Wondering how what you’re learning relates to current events, career choices, or other classes? Want to discuss your travels—or plans to travel—in regions of the world relevant to this course? We’re also interested in how you’re doing in these difficult times—are you having a tough week? Having troubling with some aspect of the course? Weekly Office Hours may have multiple students in the Zoom session but we are always available to meet individually for more privacy. We will do whatever we can to help you succeed.

## **Class attendance, assignment policies, extra credit**

Students are expected to attend all classes, although attendance will not be taken. Real-time engagement with the material enhances learning and it is to your benefit to attend. The Zoom lectures will be recorded and posted on the course website, but discussion sections will not be recorded. Quizzes given in lectures cannot be made up. Homework assignments for Discussion sections are due by the specified deadline, regardless of whether a student will miss section that day. 10% will be subtracted for each 24-hour interval that an assignment is late. Make-up or early exams will not be given, and the final cannot be rescheduled. Having said all this, Prof. Weeks will offer flexibility, especially given the context of remote learning during a pandemic. Please get in touch if you have a question.

Extra credit is not offered. However, students whose exam scores increase by  $\geq 5\%$  between the midterm and final exams will have 3% added to their end-of-term percentage. For example, assume that student X earns an 82% on the midterm and 90% on the final. Assume their final percentage for the term is 91%. Because their exam scores improved by  $\geq 5\%$ , the final percentage for the term will be adjusted to 94%.

## **Technical Requirements and Zoom etiquette**

Zoom sessions will be hosted on our Canvas website. Log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID to access our website. If you have questions about accessing and using Canvas, visit the [Canvas Support page](#). Canvas and Technology Support also is available by phone or live chat here: 541-346-4357, [livehelp.uoregon.edu](https://livehelp.uoregon.edu)

If you face Internet access challenges, some companies are offering free access during this challenging time. To learn more about options visit Information Services' [web page on going remote](#). Students experiencing low connectivity on Zoom should consider turning their video off or might consider selecting "phone call" rather than "computer audio" when joining a meeting (dial in using the number that appears, with passcode and participant ID; it will link your audio and video seamlessly, but you'll be using your cell network for audio rather than your internet bandwidth). Here is a list of best practices using Zoom:

- Please test your video and audio prior to joining a live class session. You can learn more about testing your audio and video by visiting the [UO Service Portal](#).
- Try to be on time when the class starts. It can be distracting to have participants join late.
- All of us occasionally need to hide video, but know that seeing your faces is rewarding and definitely helps the energy level of the instructors. So, when you can, please show your face! That said, you will never be required to have your video on.
- Note that if your video is on, others can see you and your surroundings. Try to find a quiet setting without lots of noise or busy activities in the background. Please minimize distractions like eating or multitasking.
- When speaking, use a headset or speak closely to your computer microphone so that others can hear you. If you have video on, try to look at your camera, not the screen, when you are contributing.
- Mute your audio when you are not actively contributing. We will automatically mute everyone in lectures. When contributing, avoid making other noises such as typing or eating or having side conversations with others who might be present with you.
- Use chat to pose questions or offer insights "on the side" while others are contributing. The chat can be read by all and should reflect a high standard of respect for our class community.
- For help and troubleshooting with Zoom, visit the [UO Service Portal](#).

## **Names and pronouns**

Class rosters are provided to instructors with students' legal names. We will gladly honor your request to be addressed by an alternate name or gender pronouns. Please advise the instructors early in the quarter (or before) so that we may address you properly.

## Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. The [UO Basic Needs Resource Guide](#) includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

## Classroom courtesy

Open inquiry, freedom of expression, and respect for difference are fundamental to a comprehensive and dynamic education. We are committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities. Classroom courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Our classroom is a learning environment, and as such should be a safe, inclusive and respectful place. Being respectful also includes using preferred pronouns for your classmates. Disrespecting fellow students or combative approaches, tones and/or actions are not acceptable. Please make the instructors aware if there are classroom dynamics that impede your (or someone else's) full engagement.

## Guidelines for Remote Class Participation

Students will sometimes meet in small discussion groups, in Zoom breakout rooms. You will be expected to contribute to class discussion via Zoom Chat and, potentially, live audio (video is optional). Here are some guidelines on how best to participate, which will boost your learning and increase enjoyment of the class.

- **Participate and Contribute:** Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.
- **Use Proper Netiquette:** Please use good "net etiquette": identify yourself with your real name and use a subject line that clearly relates to your contribution. Write or speak in the first person when sharing your opinions and ideas but when addressing other students or discussing their ideas, use their names (e.g. "I think age is an important factor in malaria mortality but also think Jamal is correct that nutritional state is important, too"). Respect the privacy of your classmates and what they share in class. Understand that we may disagree and that exposure to other people's opinions is part of the learning experience. Good netiquette also means using humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context. In addition, your language should be free of profanity, appropriate for an academic context, and exhibit interest in and courtesy for others' contributions. Be aware that typing in all capital letters indicates shouting. Certain breaches of netiquette can be considered disruptive behavior.
- **Interact Professionally:** Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments. Moreover, seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one's own tendencies (e.g., Do I dominate discussions? Do I say too little?). You may be grouped with students you do not know in breakout rooms; if so, introduce yourself and practice good teamwork, which is a valuable life skill.
- **Help Everyone Learn:** Our goal is to learn together by learning from one another. As we move forward during this challenging time, it is important that we work together and build on our strengths. Not everyone is expert in remote teaching/learning, meaning we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and

advice from others. No one should hesitate to contact the instructors to ask for assistance or offer suggestions that might help us learn better.

### **Best practices using Canvas Discussion**

- Use subject lines that clearly communicate the content of your post (e.g., “Can someone tell me how long symptoms last during malaria?”; “Prohibiting funerals during Ebola outbreaks—cruel and unnecessary?”)
- Write clearly and concisely and be aware that humor or sarcasm often doesn’t always translate in an online environment.
- Be supportive and considerate when replying to others’ posts. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.
- Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
- Try to use correct spelling and grammar and proofread your submissions. After submitting, use the edit feature to make corrections and resubmit (don’t create a new or duplicate post that corrects your error).
- Instructors will monitor discussions. We encourage students to answer each others’ questions but are happy to help when needed.
- Contribute and interact often!

### **Accessibility**

The University of Oregon is working to create inclusive learning environments. Please notify the instructors if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

### **Academic Integrity for Remote Learning**

The [University Student Conduct Code](#) defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. Prof. Weeks will report misconduct to the Office of Student Conduct and Community Standards, and consequences can include failure of the course. In our remote class, I will ask you to certify that your exams/papers are your own work. Exams are timed and Canvas automatically varies the questions students receive. We will adjust times to support students with accommodations through the Accessible Education Center. If a technological glitch disrupts your exam, don’t panic. Take a photo to document the error message you’re receiving and then email or phone an instructor.

Academic dishonesty includes cheating (“any act of deception by which a student misrepresents or misleadingly demonstrates that the student has mastered information on an academic exercise that the student has not mastered”) and plagiarism (“using the ideas or writings of another as one’s own.”). All work submitted in this course must be students’ own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases, images) must be properly acknowledged and documented.

During open-book exams, students may consult assigned readings and texts; the course website; personal notes and the internet in general. Students may not communicate or collaborate with other students during the exam by any means including physical proximity, phone, email, text, etc.

Students are encouraged to study together and may work on assignments in groups (consistent with social distancing) but unless specified otherwise, each student must submit her/his individual written work that does not duplicate others’ work.

### **Intellectual property and copyright**

The course website may contain copyrighted works that are included with permission of the copyright owner, or under exemptions provided by U.S. Copyright Law (Sections 110, and/or 107). Course materials (including photographs) may not be redistributed without the instructor’s permission.