

Vaccine Discussions

IDH 2930 Course 23258 Section # 0173

CLASS MEETINGS:

Monday, 8th period (3:50)

Online: <https://ufl.zoom.us/j/94826070863?pwd=N0FWMnlwQ2xYSzgwUDR3dW9vZHpWQT09>

COURSE WEBSITE:

E-Learning (Canvas) website: <https://elearning.ufl.edu/>

REQUIRED TEXTBOOKS:

Anti/Vax: Reframing the Vaccine Controversy. Bernice L. Hausman (2019)

INSTRUCTORS:

This is a team-taught course. You are welcome to contact any of us via our information below or through Canvas messaging. If you email us directly, please use your “.ufl” account and include your name in the body of the email. We’re all located in the Health Science Center Library (Communicore Building), and we will be happy to meet with you upon request.

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COURSE DESCRIPTION:

This class will use the book *Anti/Vax: Reframing the Vaccine Controversy* to explore the different dimensions of the vaccine controversy, to develop an understanding of what differing sides of the controversy believe and why and, perhaps, how the controversy has developed over time, from the earliest responses to vaccination (or even variolation in the 18th century) to the reasons why groups support or oppose vaccination today. The goal of this approach is see how exploring these approaches in a neutral matter can help advance understanding and conversation.

SCHEDULE OF TOPICS AND ASSIGNMENTS*:

Date	Topic	Readings- please complete assigned readings by the date listed
August 31st	<ol style="list-style-type: none">1. Intro to the class2. Review of syllabus and class expectations3. Talk about vaccination	No readings
September 7 th	<ol style="list-style-type: none">1. NO CLASS	NO CLASS
September 14 th	<ol style="list-style-type: none">1.	Required reading: Introduction, Chapter 1, and Chapter 2

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		<p>In Class Video: -An evening with Bernice Hausman, Author of Anti/Vax: https://www.youtube.com/watch?v=e6pHQSv1bSg</p>
September 21 st	1.	<p>Required Reading: -Chapter 3 In class video: -Pro-Vaccine vs Anti-Vaccine Middle Ground Episode: https://www.youtube.com/watch?v=WQptarOLSBU&app=desktop</p>
September 28 th	1. Podcast Discussion	No reading for today!
October 5 th	1.	<p>Required Reading -Chapter 4 In class video: -Why we need to fight misinformation about vaccines: https://www.ted.com/talks/ethan_lindenberger_why_we_need_to_fight_misinformation_about_vaccines/up-next?language=en</p>
October 12 th	1.	<p>Required Reading: -Chapter 5 In class video: -Why rumors about vaccines spread-and how to rebuild trust: https://www.ted.com/talks/heidi_larson_why_rumors_about_vaccines_spread_and_how_to_rebuild_trust/up-next</p>
October 19 th	1.	<p>Required Reading: -Chapter 6 In class video: -Why I changed my mind on vaccinations: https://www.youtube.com/watch?v=tL-zwrXVcHw&app=desktop</p>
October 26 th	1. Discussion of historical research and Reflection 2	No reading for today!
November 2 nd	1.	<p>Required Reading: -Chapter 7 In class video: -Why parents fear vaccines:</p>

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		https://m.youtube.com/watch?v=ggtkzkoI3eM
November 9 th		Required Reading: -Chapter 8 In class video: -The science of anti-vaccination: https://www.youtube.com/watch?v=Rzxr9FeZf1g
November 16 th	1.	Required Reading: -Chapter 9 In class video: -The vaccine war: https://www.youtube.com/watch?v=VPOrnU3Imxl
November 23 rd	1.	Required Reading: -Chapter 10 and conclusion
November 30 th	1.	Required Reading: -Begin final presentations (2-3 minutes each)
December 7 th		-Finish final presentations (2-3 minutes each) Have a wonderful break!

*Spontaneity clause: The topics discussed on a particular day may be subject to change, depending on current events, and student and faculty interests.

CLASS FORMAT:

This course is designed to be interactive and discussion-based. Class sessions will focus on discussion of the assigned chapters/pages and related materials, potentially including supplementary readings, videos, and other materials. Class time will not be limited to discussion and potentially will include other activities, while there will be required out of class special events. Various written assignments and the final project give you an opportunity to reflect further on course materials, learn about and extend what you have learned in class.

Requirements:

- Read, attend, and participate in class discussion
- Select a podcast that they will follow throughout the course of the semester and write a midsemester and end of the semester reflection paper on (0.5-1 double-spaced pages in length).
- Conduct a short presentation on an historical aspect relating to vaccination controversy/controversies or development that is especially interesting. Presentations should be no more than 3-5 minutes in length and can be presented via any medium the presenter chooses (i.e. PowerPoint/Prezi, Verbal presentation, Written brief presentation)
- Complete a project that can either
 - **a) involve** personal or creative reflections on the novel or some other aspect of mental health/illness. This project can take virtually any form that is approved by the instructor. In the past students have written poems, done artwork, performed a song, rewritten a chapter from a different perspective,

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created a short podcast, the sky is the limit! The creative portion is accompanied by a short 200 word reflection on how the creation of the project impacted you and how it connects to the material from the course.

- **b)** Go deeper in research into a specific topic, disease, condition, or case covered within the book or an alternate topic approved by the instructor. The culmination of this research will be an academic research paper with a minimum of 500 words and 5 sources. Try to delve into the background behind something that fascinates or engages you.

Grading:

Students will be graded on the following criteria:

1. Attendance and participation in class (40 points)
2. Project (25 points)
3. Reflection/summary (0.5-1 pages double spaced) of podcast- one reflection paper total (20 points)
4. Present on an aspect of past discovery or controversy... (15 points)

***Completion of all requirements is needed for receiving a grade in the class.**

Attendance: Attendance in this course is mandatory. One absence will be allowed without a deduction of points; every absence beyond one will result in a reduction of 10 points from the final grade. One additional absence documented by a doctor's note can be made up through special write up.

Grade scale for class points awarded:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82

Criteria for academic research papers:

- Focus on a specific topic/question
- Minimum of 400 words
- 5 sources- one of which may be from existing class material, 4 must be from sources you research. Make sure these other sources are relevant and help you focus on the question you are addressing. One of these sources can be a website with a .edu , .gov, or .org ending. If a source is an ebook or digitized older book that will not count as a website. We will discuss further, and I am happy to discuss ideas.

Diversity and Inclusion Statement: We intend this course to be helpful and engaging for students of all diverse backgrounds and perspectives and that your learning needs are served in and out of class. It is our intent to present materials and activities that are respectful of diversity: age, culture, disability, ethnicity, gender identity, nationality, race, religion, sexuality, and socioeconomic status. Your suggestions are encouraged and appreciated.

It is our goal to make all class materials and assignments accessible to everyone, using the principles of universal design for learning.

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Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the instructor when students request accommodation. Specifically, if you require specific academic accommodations, please avail yourself of the resources of the Disability Resource Center (<https://disability.ufl.edu/>, 352-392-8565) and discuss this with us as soon as possible in the semester.

Academic Honesty: All students sign the following statement upon registration at the University of Florida: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." As instructors for this course, we fully support the intent of the above statement and will not tolerate academic dishonesty.

Student Responsibility: Students are responsible for understanding all course policies and for accessing all course materials on the UF E-Learning Website through the URL listed above. All assignments should be submitted through the website and in hard copy when requested. Students are also responsible for checking their UF e-mail account for course notifications and for communicating with the instructors related to any situation that may hinder his or her progress or participation in the course.