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| Georgetown University, SCSBLHV-032-01: Biotechnology and Global Health Spring 2023 |



**Credits:** 3

**Dates:** Wednesday, January 11 - Saturday, May 13, 2023

**Location**: This course takes place online. Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the [Canvas Guide for Students](https://canvas.georgetown.edu/student-resources/).

**Instructor**: **William J. Buckley PhD MA**

**Professor Contact Information**: wjb22@georgetown.edu GU policy requires use of only official GU email. For this course, do not use Canvas inbox for email. Canvas inbox only uses “plain text”. Official GU email permits hyperlinks in communication from course content which assists effective learning.

**Virtual Office Hours:** Scheduled as needed. Look for announcements to find shared optimal time that works for everyone’s schedule. These times will be open and informal for student questions. Please notify me in advance if you would like to meet with me during office hours via Zoom.

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| **Course Description**   |

Wars killed a hundred million in the last century, while preventable illnesses killed a billion, or ten times as many. As clinical bedside care became increasingly "bio-medicalized" with technology and pharmaceuticals, a "procedural" pursuit of ethics energized a new discipline of “Bioethics” through Georgetown’s [Kennedy Institute of Ethics](https://kennedyinstitute.georgetown.edu/). These rejected Nazi medical experiments on prisoners, and four decades in the USA of not treating men of color for syphilis at [Tuskegee (1932-1972)](https://en.wikipedia.org/wiki/Tuskegee_syphilis_experiment).

Covid has infected about one in twelve worldwide killing 6.6 million. 4% of the world lives in the USA, who are one of six of all infected, and more than one of six among all dead. By 11/2023 a global COVID-19 pandemic brings [634 million infection cases, about 6.6 million deaths, almost thirteen billion vaccines given, 98m cases of infection in the USA with 1.2m deaths](https://coronavirus.jhu.edu/map.html).

What common tools help *your own* toolbox of skills? This course is different than other courses which examine *“*[*Ethics of Covid*](https://static.scs.georgetown.edu/upload/files/syllabi/term_202110/course_BLHS-063/section_01/BLHS_100_-_Ethics_of_Covid-19_Syllabus.docx)*,”*  *“*[*Political Theory*](https://static.scs.georgetown.edu/upload/files/syllabi/term_202130/course_BLHV-282/section_01/GU_BLHV282_01_Fall_2021_DRAFT_080221_rev_082620_071520_062920c_3_15-1_60.docx)*”* and [*“The Politics of Terrorism.”*](https://static.scs.georgetown.edu/upload/files/syllabi/term_202130/course_BLHV-274/section_01/BLHV274b_F21_Syllabus_080221_rev_0520.docx) This course in “Biotechnology and Global Health” explores a contemporary "biosocial" approach to reframing issues of health, medicine and research in society. Understandings of biotechnology, personal and global health, wellness and disease are related to considerations of social justice, race, class, ethnicity, gender, sexual orientation, gender nonconformity, diversity, culture and the environment.

Earlier “decision-based” guidelines are now being enhanced by bigger social issues of “policy” in biotechnology and global health. These include roles of social and environmental contexts in amplifying negative effects of disease interactions (“[syndemics](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736%2817%2930003-X/fulltext)” such as diabetes-depression and poverty).

This course also examines the benefits in patient care and public health that come from information engineering applied to the field of health care ([health informatics](https://en.wikipedia.org/wiki/Health_informatics)). We will discuss specific case studies, and national and global factors which interplay with economic, political and cultural systems. These in turn impact personal and social wellness, disease and health, including the COVID19 pandemic. We will survey these issues and seek to understand the intersections among “Biotechnology” and “Global Health.”

***PREREQUISITE OR CO-REQUISITE:******None***

***NOTE: This course meets either a Natural Sciences Core Area requirement or an International Relations concentration elective.***

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| **Course Learning Objectives**  |

Upon successful completion of this course, you will be able to:

1. *Explain key concepts, methods, and the relevance of basic biology, biotechnology, global health, and political-economic, sociocultural and technological frameworks of analysis in wellness, health care and global health concerns.*
2. *Identify how diverse biotechnologies and social sciences work together to understand global health.*
3. *Discuss specific cases and national and global factors which interplay with economic, political and cultural systems and in turn impact personal and social wellness, disease and health.*
4. *Develop critical and historical perspectives on global health, including their relationships to social justice, race, class, ethnicity, gender, sexual orientation, gender nonconforming, diversity and the environment.*
5. *Compare different health care systems and their impact on the health care of populations.*

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|  **REQUIRED COURSE READINGS**  |

**Textbooks/Videos/Digital/Audio:**

All course texts/videos/audios are provided free of charge online to all registered students. If students wish, they may choose to purchase any texts/videos/audios, but such purchase is not required.

(not a single text but readings are listed under each module)

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| **OVERVIEW OF COURSE STRUCTURE** |

## WEEKLY GRADED MODULES

This course consists of 14 modules, excluding the orientation module. Each module corresponds to approximately 1 week of study in this 15-week course. You should complete the Orientation module prior to beginning Module 1.

Each week a module is open for learning, except for Week 1 where you will have the Orientation module and Module 1 open. The later course modules are locked and will open on specific dates as you move through the course so that you can work on them. The modules and activities must be done sequentially and certain activities and assignments must be completed by certain dates. See the posted Weekly Schedule for details.

**What Must I Do as A Student?**

This course is highly interactive. You should read **required texts**; all **posted materials are free of cost** for registered students; online course readings, videos, podcasts, notes and outline materials are posted online. You should expect to spend more than 7-10 hours per week on the course. Follow GU CANVAS for the latest INSTRUCTIONS and versions of weekly readings and POSTS at [https://georgetown.instructure.com](https://georgetown.instructure.com/).

Each week, students do EIGHT **Items Online**:

1. review posted Introduction and learning goals,
2. watch posted video(s), listen to podcasts, review posted graphics and data visualizations,
3. read required course texts and read selected online posted readings,
4. complete any posted re-take-able quiz on assigned reading, optional for course credit but due by assigned deadlines
5. post a one-page essay (250-300 words) BY SUNDAY MIDNIGHT that answers selected assigned posted questions (at least two or more) about the readings and video(s) with required quotations and citations from readings and page citations,
6. post a “Muddiest Point” about assigned readings, with required apt quotations and page citations from assigned readings
7. post responses to at least TWO other peer student answers due by MIDWEEK WED MIDNIGHT with required apt quotations and page citations from assigned readings
8. and work on a self-chosen end of semester research project with the instructor.

Detailed instructions, outlines, transcripts and notes for all course materials are available online.

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| **Course Assignments** |

Your course grade will be based on your completion of the following activities and assignments. You will read full details about each of them in the Canvas course. Each assignment category will be weighted according to the percentages below.

**Where and How is My Work Graded, and Commented on?** **For your individual assignment Grades, see Canvas under**Grades**. Follow comments by Instructor and Peers on your weekly posted work in the Weekly**Discussion Board.

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| **Assignments** | **% of Grade** |
| **Final Research Paper** | **n/350 points= 35%** |
| **Weekly Postings:** Initial Post Due Sunday 11:59 PM Deadline: Two Peer Responses Due Tuesday before class. Each hour late drops one letter grade. n/5 x 14 weeks = total n/70 = total n/250Discussion fora provide you with a means to have conversations with your fellow learners and are reflective by nature. They allow you to read tests, write a thesis, and comment on others’ perspectives about the concepts you are learning and carefully consider a response, thus supporting critical thinking, including summaries and posted Essay.  | **n/250 points=** **25%** |
| Instructor End-of-term Grade **based on your Participation [Weekly Readings, Replies to Peers by Tues Class, Muddiest Points, Contributions to Course]** | **n/250 points= 25%** |
| **Peer Assessments Module 7 (10%) and Module 14 (10%) =n/200points** | **n/200 points= 20%** |
| **TOTAL (Inclusive of Extra Credit)** | **n/1050****points=****105%** |

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| **Grading** |

Each type of assignment has a detailed grading rubric that you will reference as you complete your assignments. I will grade all of your work using these grading rubrics. You can find them in the Canvas course.

Recall: Students need an overall GPA of 3.00 to be in “good academic standing”.

**WHAT COUNTS FOR GRADES?** Course Grades: Weighting and Scale

**Weighting Of Assigned Work** **(*How is different coursework weighed together as a final grade?*)**

* **25%** Class weekly postings: Sun midnight deadline ***(Each hour late drops one letter grade);*n/5x14weeks=total n/70=total n/250 points**
* **20%** Peer Review
* **35%** Final Paper ***(SUN MAY 01 MIDNIGHT Deadline. Each hour late drops one letter grade)***
* **25%** Instructor Grade based on your Participation (Includes Participation, Weekly Readings, Replies to Peers, Muddiest Points, Contributions to Course)

**TOTAL 105% on scale of 1050 points** *(=”****How is all my coursework measured/assessed together?”****)*

**Scale Of Grades: 105% on scale of 1050 points (=”According to what scale is my coursework measured/assessed *individually*?)**

* Instructor Discretion Point Value:[“Instructors determine the point value required for final grades in their course.”](https://static.scs.georgetown.edu/upload/kb_file/ay_20_21_rules-and-regs.pdf)  See “Grades and Grading”, 2020-2021 [SCS Academic Rules and Regulations](https://static.scs.georgetown.edu/upload/kb_file/ay_20_21_rules-and-regs.pdf) , pp 53-55.
* Grading in this course is determined by the following grading scale recommended from [GU CNDL template](https://docs.google.com/document/d/1BmhLC1sTFSFx_y6mXl9I2D2Y45riIhOoJaIE3dAC8VI/edit),

**Points and Letter Grades**

**93 - 100 % = A**

**90 - 92 % = A-**

**87 - 89 % = B+**

**83 - 86 % = B**

**80 - 82 % = B-**

**77 - 79 % = C+**

**73 - 76 % = C**

**70 - 72 % = C**

**67 - 69 % = D+**

**60 - 66 % = D**

**Below 60 % = F**

**LATE SUBMISSION POLICY: Hourly late penalties; no extensions, no substitutions, no “re-submissions,” no extra credit, no Incompletes.**

* As stated under “Grade Weighting,” Course Assignments (Weekly Postings, Final Paper) *drop one letter grade for each hour they are submitted online that are late*. This course does not have “extra credit” or “make up work” for course credit. There are no “substitutions,” “extensions,” “replacements,” “switches,” “exchanges,” or “Incompletes” for assigned work by posted deadlines stated in the syllabus. This course presumption is that *Incompletes* do *not* count for course credit (these can count as “failed assignments” or “no credit” or “Course Failure”). Emergency exceptions to ”Incomplete” are not automatic but reviewed on a case-by-case basis according to [GU SCS Student Handbook](https://static.scs.georgetown.edu/upload/kb_file/scs_rules_%26_regulations_academic_year_21-22.pdf?_gl=1*1iq6mwd*_ga*NjA3MjQyNDI1LjE2NDc4ODg3NzA.*_ga_N1DRN2W2NL*MTY1NzEzODc2MC45LjEuMTY1NzE0MTc5NC42MA..*_ga_C3ZTM8CX8F*MTY1NzEzODc2MC4yOC4xLjE2NTcxNDE3OTQuNjA.) guidelines (p57-59).

**How do I calculate the clearest measures of my progress and improvements towards a Final Grade?: Graded Weighting Of Individual Assignments (= “How many points/which grade does each assignment count for, towards my *final* grade?” or: “What must I achieve in each category, to receive which final grade?”)**

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| Percentage = Grade | Points on Assignment/**Research Paper= n/350** | Points on Assignment=**Posted Discussion=n/250** | Points on Assignment/ **Posted Discussion/Instructor Assessment of Participation= n/250** | Points on Assignment/**Peer Review= n/200** |
| **93 - 100 % = A** | **325 points+ /350** | **232.5 points+/250** | **232.5 points+/250** | **186 points +/200** |
|   |   |   |   |   |
| 90 - 92 % = A- | 315+ | 225+ | 225+ | 180+ |
|   |   |   |   |   |
| 87 - 89 % = B+ | 305+ | 217.5+ | 217.5+ | 174+ |
|   |   |   |   |   |
| 83 - 86 % = B | 291+ | 207.5+ | 207.5+ | 166+ |
|   |   |   |   |   |
| 80 - 82 % = B- | 280+ | 200+ | 200+ | 160+ |
|   |   |   |   |   |
| 77 - 79 % = C+ | 270+ | 192.5+ | 192.5+ | 154+ |
|   |   |   |   |   |
| 73 - 76 % = C | 255.5+ | 182.5+ | 182.5+ | 146+ |
|   |   |   |   |   |
| 70 - 72 % = C- | 245+ | 175+ | 175+ | 140+ |
|   |   |   |   |   |
| 67 - 69 % = D+ | 235+ | 167.5 | 167.5 | 134+ |
|   |   |   |   |   |
| 60 - 66 % = D | 210+ | 150+ | 150+ | 120+ |
|   |   |   |   |   |
| Below 60 % = F | 209 or less points/350 | 147.5 or less points /225 | 147.5 or less points /225 | 118 or less points /200 |
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**What Standards Assess My Learning? Grade Descriptions**= What do the individual and final grades mean as standards of assessment in this course?

**Letter Grading Descriptions adapted from**[**Georgetown SCS**](https://docs.google.com/document/d/1Cr3gLBclIjSriGsKmo512lqUG0Z6HMklSeJE-qrJeuo/edit)**follows:** Listed below are grades and their corresponding academic standards.

**A = 93-100 [+]%**

Clearly stands out as excellent work. An “A” grade work could be used as a model for other students to emulate. Shows excellent grasp of Instructions using a thesis statement (“This demonstrates…with evidence…), subject matter and conceptual integration. The written or oral presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Work responds in superior way to Instructor or peer recommendations for improvements. Additional input as evidence is provided, relevant to the subject, from required quotations, correctly cited quotations and outside sources or personal experience.

**A- = 90-92%**

Represents high quality performance. Follows Instructions carefully using a thesis statement (“This demonstrates…with evidence…), shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. The presentation is very well written and organized. Work has taken account of Instructor or peer recommendations for improvements. Additional input as evidence is provided, quoted and cited correctly, relevant to the subject, from outside sources or personal experience.

**B+ = 87-89.99%**

Represents very good work. Understands Instructions using a thesis statement (“This demonstrates…with evidence…), shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. The presentation is well written and organized. Work has taken account of many Instructor or peer recommendations for improvements. Additional input as evidence is provided, quoted and cited correctly, relevant to the subject, from outside sources or personal experience.

**B = 83-86.99 %**

Represents satisfactory work. Shows adequate level of thinking and analysis and comprehension of Instructions using a thesis statement (“This demonstrates…with evidence…). Standard of presentation, organization and appropriateness of application is adequate, but could be improved. Some level of additional input is provided, quoted and cited correctly. Some Instructor or peer recommendations for improvements have been used.

**B- = 80-82.99 %**

Work is below undergraduate level expectations, marginally passing; does not adequately comprehend Instructions about stating and using a thesis statement (“This demonstrates…with evidence…). Presentation is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application. Inadequate attention to Instructor or peer recommendations for improvements. For example, level of additional input can be improved, quoted and cited correctly.

**C = 70-79.99%**

Work is clearly unsatisfactory. It shows poor grasp of Instructions because it does not adequately comprehend Instructions about stating and using a thesis statement (“This demonstrates…with evidence…). Work is minimally or poorly written and presented, shows poor analysis, misses important elements, lacks any noticeable attempts at application, level of additional input lacks adequately and correctly quoted and cited sources. Near complete avoidance without explanation of repeated Instructor or peer recommendations for improvements, or use of GU SCS resources for assistance.

**D=60-69.99%**

Work is demonstrably unsatisfactory. Work fails to  understanding Instructions; for example, does not correctly state or use a thesis statement (“This demonstrates…with evidence…); does not meet course objectives stated in syllabus and at website; missing or inadequately written and presented work, inadequate analysis, mistaken or missing important elements, missing required correctly quoted and cited sources, lacks any noticeable attempts at application, and pending notification of same does not respond adequately (e.g. ignores recognized communication, disregards documented assistance, becomes resistant, hostile or combative) to Instructor or peer recommendations for improvements.

**F = 59.99% and below**

Fails to meet minimum acceptable standards stated in syllabus and posted at website.

* GU Academic Policies and Procedures at
* <https://scs.georgetown.edu/departments/8/visiting-non-degree-status/academic-resources-and-policies>
* <https://bulletin.georgetown.edu/regulations/studying/>

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| **Time Commitment** |

Online courses meet the same academic standards as on-campus courses. Each week is equal to the same level of participation, commitment, and academic rigor as a face-to-face class. For a 15-week, 3-credit course, you should allocate *7-10 hours per week*. For a 13-week, 3-credit course, you should allocate *8-12 hours per week*.

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| **Weekly Schedule**  |

\*Course schedule will be followed but is not a contract. All readings are posted on Canvas

All assignments are due by the Sunday of the week of the module at 11:59 PM US Eastern Time, unless otherwise stated. **Initial postings for all discussion fora are due by Sundays 11:59 p.m. Responses to peers are due by Wednesday of the following week at 11:59 p.m. *Each hour late drops one letter grade.***

This course begins with an Orientation and is divided into **[14]** modules. Below is an outline describing the course structure. Each Module will be released on a weekly basis every Sunday at 11:59 pm (ET). Students are required to move through each module in sequential order.

The orientation provides an overview of the course and introduces you to your instructor and peers. You will also learn about the technology requirements and where to get support.

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| Date | Module | Assignments Due |
| **Week 1****01/11-01/16**ASSIGNMENT **DEADLINE POST DUE** **FOR CREDIT NO LATER THAN SAT Jan 21*****Each hour late drops one letter grade*** | **Module 0 Orientation (Biotechnology and Global Health)**See Zoom Welcome from instructor. | Discussion - Get to Know Your Fellow Learners1. Post Two Peer Replies
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| **Week 2**01/12-01/28ASSIGNMENT DEADLINE **POST DUE FOR CREDIT NO LATER THAN SUN Jan 22*****Each hour late drops one letter grade*** | **Module 1: What is Biotechnology?**Read and watch materials to answer a broad question, “What is Biotechnology?” | Weekly Discussion Board Postings: * 1. Questions & Muddiest Point
	2. Post Two Peer Replies
	3. ***Each hour late drops one letter grade***
 |
| **Week 3**01/29-02/04**DUE FOR CREDIT NO LATER THAN SUN Jan 29 *Each hour late drops one letter grade***  | **Module 2: What is Global Health?**Read and watch materials to explore diseases, how they have been understood and treated in “global” and not merely “national” or “regional” terms | Weekly Discussion Board Postings: * 1. Questions & Muddiest Point
	2. Post Two Peer Replies
	3. ***Each hour late drops one letter grade***
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| **Week 4**02/05-02/11**DUE FOR CREDIT NO LATER THAN SUN FEB 05*****Each hour late drops one letter grade*** | **Module 3: How does “Critical Sociology” Interpret Global Health?**Read and watch materials to explore how social-scientific disciplines of sociology and anthropology interpret “Global Health” and “Biotechnology” in complex personal, social, political, cultural and economic systems | Weekly Discussion Board Postings: * 1. Questions & Muddiest Point
	2. Post Two Peer Replies
	3. ***Each hour late drops one letter grade***
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| **Week 5**02/12-02/18ASSIGNMENT DEADLINE POST DUE **FOR CREDIT NO LATER THAN SUN****Feb 12*****Each hour late drops one letter grade*** | **Module 4: How is Global Health Biosocial called “Syndemics”?**Read and watch materials to explore how “Global Health” is biosocial, and called “Syndemics” or clusters of disease and health conditions amplified into health disparities by structural social environments  | Weekly Discussion Board Postings: * 1. Questions & Muddiest Point
	2. Post Two Peer Replies
	3. ***Each hour late drops one letter grade***
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| **Week 6**02/19-02/25ASSIGNMENT DEADLINE **POST DUE FOR CREDIT NO LATER THAN SUN****Feb 19** ***Each hour late drops one letter grade*** | **Module 5: Why are There Maternal Disparities in Global Health?**Read and watch materials to explore maternal health and death, childbirth, the postpartum period, child survival, health interventions, conditions, behaviors and social determinants. | Weekly Discussion Board Postings: * 1. Questions & Muddiest Point
	2. Post Two Peer Replies
	3. ***Each hour late drops one letter grade***
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| **Week 7**02/26-03/03ASSIGNMENT DEADLINE **POST DUE FOR CREDIT NO LATER THAN SUN****Feb 26*****Each hour late drops one letter grade*** | **Module 6: How is Reproduction Socio-cultural?**Read and watch materials to explore biological, clinical, biotechnological, biosocial, cultural and political understandings of “reproduction” across cultures | Weekly Discussion Board Postings: * 1. Questions & Muddiest Point
	2. Post Two Peer Replies
	3. ***Each hour late drops one letter grade***
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| **Week 8****Saturday, March 4–Sunday, March 12** | **SPRING BREAK** |
| **Week 9****03/13-03/18**ASSIGNMENT DEADLINE **POST DUE FOR CREDIT NO LATER THAN MON Mar 13*****Each hour late drops one letter grade*** | **Module 7: What are Colonial Legacies in Global Health?**Read and watch materials to explore definitions of infection, malaria, smallpox, biogenetic origins, history, impact and treatments | Weekly Discussion Board Postings: * 1. Questions & Muddiest Point
	2. Post Two Peer Replies ***Each hour late drops one letter grade***

ASSIGNMENT DEADLINE POST DUEComplete Mid-Semester SurveyComplete Mid-Semester Peer Assessment |
| **Week 10**03/19-03/25ASSIGNMENT DEADLINE **POST DUE FOR CREDIT NO LATER THAN SUN MAR 19*****Each hour late drops one letter grade*** | **Module 8: How does Financing Work in Global Health?**Read and watch materials to explore questions about the costs of global health and debates who should pay what | Weekly Discussion Board Postings: * 1. Questions & Muddiest Point
	2. Post Two Peer Replies
	3. ***Each hour late drops one letter grade***
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| **Week 11**03/26-04/01ASSIGNMENT DEADLINE **POST DUE FOR CREDIT NO LATER THAN SUN MAR 26*****Each hour late drops one letter grade*** | **Module 9: What are Diagnostics in Global Health?**Read and watch materials to explore why “without diagnostics, medicine is blind” because diagnostics are tests for diverse diseases and therapeutics | Weekly Discussion Board Postings: * 1. Questions & Muddiest Point
	2. Post Two Peer Replies
	3. ***Each hour late drops one letter grade***
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| **Week 12**04/02-04/05ASSIGNMENT DEADLINE **POST DUE FOR CREDIT NO LATER THAN SUN APR 02;****Thesis for final paper (50 points) MON APRIL 03*****Each hour late drops one letter grade*** | **Module 10: What is Good Governance in Global Health?**Read and watch materials to explore how mass health initiatives helped reduce and even eradicate some infectious diseases by “good governance” and good governments. | **POST 1 sentence Thesis for final paper (50 points) MONDAY, APRIL 03 midnight Discussion Board Week 10**Weekly Discussion Board Postings: * 1. Questions & Muddiest Point
	2. Post Two Peer Replies
	3. ***Each hour late drops one letter grade***
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| 04/06-04/10 | **EASTER BREAK** Thursday, April 06–Monday, April 10 |
| **Week 13****04/11-04/15****ASSIGNMENT DEADLINE POST DUE FOR CREDIT NO LATER THAN TUES APR 11*****Each hour late drops one letter grade*** | **Module 11: Why is Depression the Largest Global Health Burden?**Read and watch materials to explore whether and why “there is no health without mental health” in personal, biocultural, political and economic terms | Weekly Discussion Board Postings: * 1. Questions & Muddiest Point
	2. Post Two Peer Replies
	3. ***Each hour late drops one letter grade***
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| **Week 14**04/16-04/22ASSIGNMENT **DEADLINE POST DUE FOR CREDIT NO LATER THAN SUN APR 16*****Each hour late drops one letter grade*** | **Module 12: Is the Opioid Crisis a Crime, Disease or Syndemic?** Read and watch materials to explore the basics of pain management, opioids, addiction “use disorder,” the national and global opioid epidemic, social determinants, risk factors, criminalization and medicalization | Weekly Discussion Board Postings: * 1. Questions & Muddiest Point
	2. Post Two Peer Replies
	3. ***Each hour late drops one letter grade***

ASSIGNMENT DEADLINE POST DUE **FOR CREDIT NO LATER THAN WED APR 16** |
| **Week 15**04/23-04/30ASSIGNMENT **DEADLINE POST DUE FOR CREDIT NO LATER THAN SUN APR 23*****Each hour late drops one letter grade*** | **Module 13: Covid-19, Biotechnology and Global Health** Read and watch expert materials to explore the basics of Covid Syndemics in answer to basic questions: *What and who are responsible* *for* SARS-CoV-2 (virus) and *Covid-19 (disease)*? | Weekly Discussion Board Postings: * 1. Questions & Muddiest Point
	2. Post Two Peer Replies
	3. ***Each hour late drops one letter grade***
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| **Week 16****04/30-05/02**ASSIGNMENT DEADLINE **POST DUE FOR CREDIT NO LATER THAN SUN APRIL 30*****Each hour late drops one letter grade*****FOR CREDIT BY TUES MAY 02 ZOOM: TWO to THREE MINUTE SUMMARY of Research Paper** | **FINAL PAPER DUE SUNDAY MIDNIGHT SUN April 30** ***(One grade drop each hour late)***Submit/**POST Final ORAL/VISUAL Zoom** summary of final paper-- at either common session or separately by TUES 05/02/23. | Complete and Submit Final Research Paper; due SUNDAY April 30 11:59 pm ***(One grade drop each hour late)*** |
| **Module ZOOM: TWO to THREE MINUTE SUMMARY of Research Paper****With Instructor Permission only, for Absence from Live Zoom, POST BY TUES MAY 02 MIDNIGHT** **NO WORK FOR CREDIT ACCEPTED PAST 05/02/22 (last class)** | For Credit By Tues May 02 Submit/**POST Final ORAL/VISUAL Zoom** Summary Of Final Paper-- At Either Common Session Or Separately **Timed TBA**Complete End-Semester Peer Assessment  |
| **Week 17****WED MAY 17** | Grades Due for Continuing Undergraduate Students | Grades Due for Continuing Undergraduate Students |

[**SCS 2023 Spring Academic Calendar**](https://scs.georgetown.edu/resources-current-students/academic-calendar/spring/#:~:text=Spring%202023%20Full,Monday%2C%20May%C2%A022)

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| [Spring 2023 Full Semester Courses for Degree ProgramsAll dates and deadlines must be met in accordance with Eastern Time (ET).](https://scs.georgetown.edu/resources-current-students/academic-calendar/spring/#:~:text=Spring%202023%20Full,Monday%2C%20May%C2%A022) |
| First Day of Classes; Follow Monday schedule | Wednesday, January 11 |
| Holiday: MLK Day (University closed — no classes) | Monday, January 16 |
| Last Day to Add | Friday, January 20 |
| Last Day to Drop without a grade of W | Friday, January 20 |
| Last day to withdraw with 100% refund | Tuesday, January 24 |
| Last day to withdraw with 80% refund | Tuesday, February 7 |
| Holiday: President's Day (University closed — no classes) | Monday, February 20 |
| Classes resume (Follow Monday schedule) | Tuesday, February 21 |
| Last day to withdraw with 70% refund | Tuesday, February 21 |
| Spring Break (No classes) | Saturday, March 4–Sunday, March 12 |
| Last day to withdraw with 50% refund | Tuesday, March 7 |
| Last day to withdraw with 40% refund(Tuition will not be refunded for withdrawals after this date) | Tuesday, March 14 |
| Easter Break (No classes) | Thursday, April 6–Monday, April 10 |
| Registration for Following Fall Term Begins | TBD |
| Last Day to Withdraw from Classes with a grade of W | Tuesday, April 18 |
| Last Day of Classes | Tuesday, May 2 |
| Study Days | Wednesday, May 3–Thursday, May 4 |
| Final Examinations Begin | Friday, May 5 |
| Final Examinations End (End of Spring term) | Saturday, May 13 |
| Grades Due for Graduating Students | Monday, May 15 |
| Grades Due for Continuing Undergraduate Students | Wednesday, May 17 |
| Commencement Weekend | Friday, May 19–Sunday, May 21 |
| Grades Due for Continuing Graduate Students | Monday, May 22 |

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| **Course Policies** |



As a 2023 student your remote classroom experience will be very different but just as rigorous as your residential student experience. Everyone is poised to help you help yourself succeed in this exciting digital environment. You can expect to:

* Communicate with your professor and classmates regularly via email, discussion boards, and other technologies available.
* Navigate the internet using a web browser (note that certain tools may require a specific browser).
* Use applications such as Microsoft Office or Google Docs to create documents and work on projects.
* Submit assignments in Canvas.
* Upload and download saved files (including text, audio, and video).

In this course we will use the following tools.

The course will follow SCS Course Policies in the following areas:

* **ATTENDANCE POLICY:** **NOTE**: Attendance Optional at Offered Office Hours
* [**INCOMPLETE AND WITHDRAWAL POLICIES:**](https://scs.georgetown.edu/departments/8/visiting-non-degree-status/academic-resources-and-policies) These also apply to failure due to nonparticipation or nonresponse by deadlines. Course registration is not automatic warrantee of course credit for deadline extensions absent Instructor permission. This follows GU/SCS/course policies (e.g. Official Accommodations).Students who do not respond to course requirements are responsible for assessments at posted deadlines. The minimum satisfactory grade for undergraduate courses is "C" (2.00).

##### **CITATION POLICY**

Students must use a *style guide* for all coursework. APA Style (APA Publication Manual 7th Edition), used in all SCS courses, is the preferred style. For weekly work in this course, *in text citations* use (Author, year, page number), with *end of text* *full Bibliographic* entry;

***For example: Sample Question:*** *“*What learning demonstrates ‘problem-solving’ learning to have educationally successful outcomes?”

**APA Citation in IN TEXT**: ***Sample Answer:*** “*Problem-solving learning* that is most captivating becomes exhilarating and thus *educational for the learner* according to John Dewey when it evokes (1) the experiences of being ‘lost in a forest’ and (2) having to make practical judgments using measurements (3) to locate where one is, and (4) help find a new destination or one’s way back (**Dewey & Boydston, 2008, 203; Pappas, 2008, 86)**.”

**APA Citation AT CONCLUDING:** BIBLIOGRAPHY

**Dewey, J. and Boydston, J.A. (2008) *The Later Works of John Dewey*, Volume 12, 1925 - 1953: [1938, *Logic: The Theory of Inquiry*]. Carbondale, IL: Southern Illinois University Press.**

**Pappas, G. F. (2008) *John Dewey’s Ethic: Democracy as Experience*. Bloomington, IN: Indiana University Press.**

The **SCS library** has prepared an APA Citation video to guide citation formatting that you can find here: [School of Continuing Studies Library: APA 7th Edition](https://guides.library.georgetown.edu/scsgeneral/apa)

* FOR AN ONLINE QUICK-SUMMARY of the APA Style: <https://trexler.muhlenberg.edu/library/media/contentassets/library/pdfs/APA%20Citation%20Guide%20Spring%202020%207%20ed..pdf>
* E-book DETAILS at  : [APA Style Guidebook](https://guides.library.georgetown.edu/scsgeneral/apa)
* FURTHER GU RESOURCES for this citation style are available through
* [Georgetown Library Citation Guide](https://www.library.georgetown.edu/citations)
* HOW TO CITE ONLINE TEXTS: Georgetown Law School teaches the appropriate ways to cite online texts: [*“Bluebook Rule 18: Citation To Internet And Electronic Resources”*](https://www.law.georgetown.edu/wp-content/uploads/2018/07/Rule-18-Handout-1.Secara-1.pdf)
* FOR HELP WITH REFERENCES AND CITATIONS, see/use: <http://www.easybib.com/>; <http://www.bibme.org/> ; <https://www.zotero.org/>

* **COMMUNICATION POLICIES**

### Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others’ opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Additionally, what happens in Canvas stays in Canvas. In order to make this a safe space for students to take risks and learn from one another in the wake of inevitable missteps, we ask that students refrain from publicly re-posting any comments that have been shared in this online course.

### **COMMUNICATION WITH PROFESSOR**

* Please feel free to email me with your questions, concerns, and/or to meet at scheduled Office hours over Zoom. When sending emails please remember to follow the guidelines outlined below. Only use official GU email, not Canvas inbox (which uses “plaintext”)—hence has no hyperlinks, that are essential to effective communication that we must use in Georgetown official email. My email is wjb22@georgetown.edu.
* If you have general questions about assignments and course materials, please email me after you:
* *Check the syllabus.* Before sending your email or message, be sure that your question has not already been addressed in the syllabus or announcements.
* *Be patient.* If you have a concern and send me a message, you can expect a response within [insert #] business days. Please allow TWO business days (at least 48 hours two day) for assessment submission feedback.
* *Specify subject.* Subject line should include the topic of the message and class title.
* *Greet & Close.* E-mails should begin with a formal greeting and end with you signing your name in all messages/emails.
* *Check writing.* Proofread (i.e. grammar and spelling) your message before sending.

## ACCESSIBILITY AND INCLUSION

One of the central tenets of Georgetown’s educational mission is *cura personalis*, a Latin phrase meaning “care of the whole person.” Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body.

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

Finally, this is a professional environment. This course is designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment. With this in mind:

* **Use accurate spelling and grammar in all discussion boards and assignments**. An effective communicator must be able to write well. Points will be deducted for typos and inaccurate grammar. Text speak (e.g., acronyms, shorthand phrases, numbers as words) are unacceptable.
* **Discussion boards:** Postings are of three kinds: (1) Your ***weekly edited, written paper*** which should use apt quotations and page citations (see posted samples); (2) Your ***muddiest point*** (a question about readings) (3) Your ***peer replies***. Your weekly paper and muddiest point should be **carefully written and edited** **responses to readings/posted questions** with quotes and proper citations using a thesis statement (See posted student Sample Answers). Your peer responses are reflective answers of college students not cell phone blogs or hashtags but should respond to each other and use a **conversational tone and convey personality on discussion boards**. This means the use of colloquial language in peer responses is only minimally acceptable. Responses should be thoughtful responses to each other’s work. This is about helping you get to know your fellow students so that you feel more comfortable expressing your thoughts openly. Think of discussion boards as a meeting with your coworkers; you are making a point and engaging in conversation. Discussion Boards help you share with friends and practice the art of “conversation”. Learning this art of conversation means understanding how to be an empathetic listener and meet the expectations of your interlocutor that you will be “coherent” and “reasonable” to be “convincing” in ways to “advance the argument”.
* **Your assignments are assumed to be client-ready**. While the discussion boards are conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding too informal a tone or word use in your written assignments and presentations.

## THE HONOR PLEDGE: ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

[The Honor Code pledge](https://honorcouncil.georgetown.edu/system/policies/pledge/) follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the [Georgetown University Honor System](https://honorcouncil.georgetown.edu/system/): To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

### **PLAGIARISM**

Stealing someone else’s work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another,” and “resubmitting” or “reposting work” without permission participating instructors. More guidance is available through the [Gervase Programs, Georgetown University Honor’s Council](https://honorcouncil.georgetown.edu/#_ga=2.40745762.101872700.1657029177-607242425.1647888770). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](https://plagiarism.org/).

* **ACCOMMODATION POLICY**:
* **GU SCS offers students with disabilities reasonable accommodations** to ensure equity and access to programs and facilities. [For documentation guidelines and process.](http://academicsupport.georgetown.edu/disability/medical-accommodations/)
* [**Contact Student Support Services**](https://academicsupport.georgetown.edu/disability/) for help: “It is the responsibility of the student seeking accommodations to meet with the assigned Academic Resource Center administrator within the first few weeks of the semester.”
* **Official GU Accommodations list Instructor guidelines** **which this course adapts** to assist student success. To meet with the curricular goals in this course, any course extension based on an official accommodation in this course has **six conditions**
	1. ***Not private requests* to Instructor** by oral “Accommodation” request or individual family or medical note: **only an Official GU Accommodation letter is acceptable** that is [validly documented by GU and received by Instructor](http://academicsupport.georgetown.edu/disability/medical-accommodations/) in advance.
	2. [***Not retro-active*: Requests for extension that are retroactive to course deadlines, are not granted. See Accommodation guidelines**](http://academicsupport.georgetown.edu/disability/medical-accommodations/) and syllabus.
	3. ***Minimum* 24 hour to 48 hour email *prior Instructor notification (only GU official email)*:** 24 hour to 48 hour prior notification to Instructor by verified response email only at wjb22@georgetown.edu.
	4. ***Reason must be acceptable to Instructor*** *and approved* by Instructor (e.g. sickness may require MD note; family/work emergency documentation, etc.) at wjb22@georgetown.edu
	5. ***Maximum 24 hours* *for credit submission extension***requires work to be submitted for credit 24 hours past deadline, then posted syllabus grade penalty begins (one grade reduced for each hour late).
	6. **Serial (more than one) request(s) for late submissions require for credit subsequent verified Writing Center Consults**: After each extension, for full credit on subsequent week’s submission, student is required to submit verified visit to Writing Center to Instructor at wjb22@georgetown.edu. Make appt at <http://scswritinglab.georgetown.domains/tutoring/tutoring/>
* **TECHNICAL REQUIREMENTS**
* As an online student your "classroom" experience will be very different than a traditional student.

## “Whom Can I call?” Technical Support Online students have 24/7 access to [Canvas technical support](http://canvas.georgetown.edu/getting-help), including live chat and a support hotline at (855) 338-2770.

* **“What *Access* do I need?”** Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by [Canvas in the Instructure Guides](https://canvas.georgetown.edu/student-resources/).
* **“GU IT?”** For Information Tech issues, contact the *Georgetown University Service Center* by going to <https://help.georgetown.edu/support/home> . The GU Service Center is available Monday-Friday, 7AM-8PM ET.
* **Instructors not Genius Bar:** Recall course Instructors are not technicians, nor a “Genius Bar” for digital challenges.
* **“What Must I *do*?”** As part of your online experience, you can expect to:

* 1. Communicate via email including sending attachments.
	2. Navigate the internet using a Web browser.
	3. Use office applications such as Microsoft Office or Google Docs to create documents.
	4. Learn how to submit assignments in Canvas.
	5. Communicate with peers using discussion boards and other platforms.
	6. Upload and download saved files.
	7. Have easy access to the Internet.
	8. Navigate Canvas, including using the email component within Canvas.
	9. Use a microphone to record audio through your computer.
	10. Use an internal or external camera to record video through your computer.
* **TurnItIn and Zoom**: In this course we will use TurnItIn and Zoom.
* **TurnItIn** is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Instructions for TurnItIn are available here](https://georgetown.instructure.com/courses/221/files/931207/download?verifier=rMu7Ak5xPZGl4jt6o1XfWH4ApQUbN8vFmeaQlLt0&wrap=1).
* **Zoom** enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Instructions for Zoom are available here](https://instructionalcontinuity.georgetown.edu/student-guide/zoom-student/).
* **What Digital *Basics Help*? Computer & Internet Basics**    To successfully participate in an online course or online component of an on-campus course you need a basic knowledge about your computer and how to perform frequent tasks, such as managing files, handling e-mail, and creating, attaching or uploading documents. Students should have basic familiarity with the Internet, including locating University course website, external web sites, downloading files, participating in chats or discussion lists using email, including attaching files to e-mail communications. Click the links below to view tutorials on the computer and internet basics you’ll need to know.
* [Personal Computers](https://www.gcflearnfree.org/computerbasics/)
* [Windows 10](https://www.gcflearnfree.org/windows10/)
* [Windows 8](https://www.gcflearnfree.org/windows8/)
* [Office 2016](https://www.gcflearnfree.org/topics/office2016/)
* [Internet Basics](https://www.gcflearnfree.org/internetbasics/)
* [Downloading and Uploading](https://www.gcflearnfree.org/internetbasics/downloading-and-uploading/1/)
* [Internet Access](https://uis.georgetown.edu/internet-access/)
* [GU: Frequently Asked Questions (WiFi)](https://uis.georgetown.edu/wifi-faq/)
* GU: [Are You Having Home Internet Connectivity Issues?](https://uis.georgetown.edu/internet-access/home-internet-connectivity-issues/)
* [GU: Q/Help with Canvas](https://canvas.georgetown.edu/student-resources/)
* GU: [Computers, Technology & the Internet: digital literacy, personal identity, data ownership](https://georgetown.domains/get-started/)
* GU: [Evaluating Internet Resources](https://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content)
* [Internet Safety](https://www.gcflearnfree.org/internetsafety/)
* [Email](https://www.gcflearnfree.org/email101/)
* [iPad Basics](https://www.gcflearnfree.org/ipadbasics/)
* [Search Engines](https://www.gcflearnfree.org/searchbetter/all-about-online-search/2/)
* [Browser Basics](https://www.gcflearnfree.org/internetbasics/using-a-web-browser/1/)
* [Web Browsers](https://www.gcflearnfree.org/topics/internet/)
* [Technology Buying Guide](https://www.gcflearnfree.org/technology-buying-guide/)
* **Canvas Caution about Cellphones and IPads:** Students should use desktops or laptops to accurately access complete course syllabus and website content on Canvas.
* Students may [push Assignment Deadlines from Canvas](https://community.canvaslms.com/t5/Student-Guide/How-do-I-add-a-text-SMS-contact-method-in-Canvas-as-a-student/ta-p/411) into cell phones.
* **Due Diligence Warning**: Cellphones and iPads do **not** adequately access all content on Canvas course website; that is, some content is not viewable such as some GU SCS weblinks, Instructor and Peer Responses to work, some pdf/doc files of readings, some media/videos.
* Students are responsible for all GU SCS/Instructor posted content on syllabus and website.
* Cell phones and iPads can enhance but do not replace desktop and laptop access to syllabus and website content at GU SCS and Canvas.
* **STUDENT SUPPORT AND HELP**

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| **For Online Students: Georgetown Online Learning** | <https://scs.georgetown.edu/resources-online-students/>  |
| **Time Management for Professionals** | * Harvard University : General Advice: <https://academicresourcecenter.harvard.edu/time-management>
* Tool: ManageMentor: <https://www.hbsp.harvard.edu/product/7189-HTM-ENG>
* Yale University Health: Managing Time: <https://yalehealth.yale.edu/node/11391#:~:text=Prioritize%20tasks%20by%20focusing%20on,request%20your%20time%20and%20participation>
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| **For New Students** | <https://scs.georgetown.edu/resources-new-students/>  |
| **For Current Students** | <https://scs.georgetown.edu/resources-current-students>  |
| **For International Students** | <https://internationalservices.georgetown.edu/>  |
| **For Military Students** | <https://scs.georgetown.edu/resources-military-students>  |
| **Resources (General)** | <https://scs.georgetown.edu/about/resources/>  |
| **For advising questions,** Liberal Studies program staff at | ls-advising@georgetown.edu  |
| **Academic Resource Center** | * (202) 687-8354 | arc@georgetown.edu <http://academicsupport.georgetown.edu>
* <https://scs.georgetown.edu/resources-current-students/academic-resources/>
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| **SCS WRITING LAB:** Writing workshops and individual tutoring, designed specifically for Georgetown SCS students. | <http://scswritinglab.georgetown.domains/> |
| * **Georgetown SCS Library**
* **Libraries and Resources**
 | * <https://library.georgetown.edu/scs>
* https://scs.georgetown.edu/faculty/libraries-and-resources/
 |
| **Georgetown Self-Care Resource Guide:** | <https://studenthealth.georgetown.edu/self-care> |
| **Georgetown Wellness Wheel:** | <https://studenthealth.georgetown.edu/Hoya-Wellnesswheel> |
| **Health and Wellness** | <https://scs.georgetown.edu/resources-current-students/health-and-wellness/>  |
| **Georgetown Guide to Recognizing Students in Distress:** | <https://studenthealth.georgetown.edu/hoya-wellness-wheel/>  |
| **Counseling and Psychiatric Services** | (202) 687-6985 or after hours, call 202. 444.7243 and ask for the on-call CAPS clinician; <http://caps.georgetown.edu> |
| **Spiritual Services at SCS** | <https://elc.georgetown.edu/resources-for-current-students/spiritual-services>  |

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