

HON297: COVID Case Files | Spring 2021 | Online Delivery



Red Cross Volunteers make masks during the 1918 Influenza Pandemic.

Course Information

Synchronous online meetings: Mondays and Wednesdays, 10:15AM - 11:30AM

Online course website: <https://wolfware.ncsu.edu/courses/my-wolfware/>

Instructor: Nicole Welk-Joerger, PhD, MA
Postdoctoral Teaching Scholar, History
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Zoom Office Hours: Mondays and Wednesdays, 12PM – 2PM,
or by appointment

In-Person Office Hours: By appointment only.

Morning Coffee Hour: Fridays, 9AM – 10AM

Course Description

The coronavirus pandemic is unlike any other disease epidemic we have ever seen in the United States. And yet, for historians of medicine, there are moments that seem strikingly similar: events that overlap with or are continuations of past events in U.S. public health history. In this course, we will bridge past and present with careful attention to how COVID19 has dramatically changed our world, considering how history can inform why this came to pass, and questioning what lies ahead.

Applying theories and methodologies in history and anthropology (particularly Science and Technology Studies and the Medical Humanities), we will explore various facets of the disease by contextualizing major cases from it, including shifting medical knowledge, public distrust in expertise, the role of politics and industry in public health, and the intersection of social injustice

and health disparities. In “framing” this disease by comparing it with others, we will examine how the changing nature of medical knowledge has influenced how we treat illness differently in individuals and populations. We will trace the origins of public health power in the U.S. since the political formation of the country, and interrogate the roots of contemporary health disparities. Finally, we will create our own COVID timelines and source databases that connect past with present, private with public, and personal with academic with NC State (and our interconnected networks) as our case study.

This course fulfills the Interdisciplinary Perspectives and U.S. Diversity GEP at NC State.

GEP Category: Interdisciplinary Perspectives (IP)

The learning outcomes of an IP course in the General Education Program (GEP) include:

1. Distinguish between the distinct approaches of two or more disciplines.
2. Identify and apply authentic connections between two or more disciplines.
3. Explore and synthesize the approaches or views of the two or more disciplines.

GEP Category: U.S. Diversity (USD)

The learning outcomes of a USD course in the GEP include:

1. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.
2. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.
3. Interpret and evaluate social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.
4. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

Overall Learning Outcomes

Upon completion of this course, students will be able to:

1. **Distinguish** between the methods, uses, and application of History and Anthropology (with attention to Science and Technology Studies and the Medical Humanities).
2. **Explain** how both History and Anthropology have been applied to understand public health practice and policy, and used in grassroots public health movements (through an Ethnographic Journal, oral history database project, and final project).
3. **Categorize and compare** how historical, social, political, and economic processes have produced diversity, equality, and structural inequities in public health in the United States since the colonial period.
4. **Examine and analyze** interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and age groups in the context of public health history and COVID19 in the United States.
5. **Explore** the potential of multidisciplinary data expression to convey the complexities of public health history through the application of methods in STS and the Medical Humanities to complete final group exhibition.

Required Text

All texts are available online via the Moodle website and Perusall.

Evaluation and Course Policies

Method	Percentage Points of Grade
Class Contributions	25 (lead week, reflexivity, peer review)
Annotations + Case File Contributions	15 (1pt/week)
Semester-Long Ethnographic Journal	15 (1pt/weekly check-in)
Ethnographic Journal Posts	10 (5 pt/each)
Oral History Database	10
Final Project and Exhibition	25

Participation Expectations

Per [attendance regulations](#) at NC State, “Full participation in classes, laboratory period and examinations is expected of all students.” To succeed in this course, you need to attend the synchronous lectures and accompanying small group and large group discussions. Attendance will be taken for every online session via Zoom. You may have three total unexcused absences. You must contact me (newelkjo@ncsu.edu) if you miss more than three synchronous sessions within one week returning from your absence about make-up work. Otherwise, a grade penalty of one percentage point-per-absence will be reflected in the final grade after the three unexcused absences. Please remember to consider the [withdrawal process](#) and timeline if you are unable to complete the work required of this course.

Class Contributions

You are required to read, listen, and view all assigned media before the class session (see “Annotations” for more on this. During class, you are expected to be present: to listen and learn from your peers and engage directly with them. General class contributions make up 10 percent of your grade in the course. Specific contributions, in the form of assignments, make up another 10 percent and include: a 5-point “Reflexivity Exercise” (Week 2), and a 5-point “Peer Review Exercise,” reflecting engagement with your colleague’s online blog posts (see Ethnographic Journal assignment below). You will each be assigned one day to lead the discussion session portion of class, which will entail creating discussion questions based on the readings that day and the COVID Case Files Dump for that week (5-point exercise). The “Class Contributions” total 25 percent of your course grade.

Annotations and Case File Contributions

Each week before classes, you will need to demonstrate you have engaged with the course materials by looking them over and commenting on them via the annotation software [Perusall](#). The course code is WELK-JOERGER-JMDE6.

We will also work together to build a larger COVID Case File library. Each week, corresponding with the theme of that week of class, you will add a meme, photo, news article, or other media you find to this library. We will collect these weekly through Discussion Forums, but I hope to have a more interactive and engaging way to showcase these files (site collage, Zotero, etc.).

Ethnographic Journal

Anthropology incorporates various methods and modes of writing and expression. For the purposes of this class, you will keep a journal with weekly “major observations” connected to the themes of this course. Has COVID19 been mentioned in the news? Has a new meme or social media trend circulated in relation to it or another public health matter? How are you, your friends, your family thinking about it or reflecting on the past year? You will write a few notes each day and synthesize them into an ethnographic reflection (with corresponding digital data collection) each week (15 percent of your grade). You will further edit, synthesize, and elaborate on your major findings into two class blogs (5 percentage points each), which will require you to relate your findings explicitly to the course materials.

Oral History Database

You will collect one oral history related to the pandemic that will be part of our classroom database. You will go through the process of obtaining permission from an individual (someone you know at NC State or connected friend, family member, or faculty member) to record your conversation. We will work together as a class to design the interview questions and overall goal of the oral history database, which will consider the diversity of experiences the NC State community has had with the COVID19 pandemic (with care for intersectionality and identity, including one’s relationship with the United States). You will be required to record a session, transcribe it into accessible text, be in contact with your interviewee for edits, and, further, provide a brief abstract and keywords for the oral history highlighting the unique characteristics of this case. This project makes up 10 percent of your final grade.

Final Project

Considering the content of your ethnographic journals and oral histories, we will work together as a class to create a course-based exhibition. This exhibition will include primary source materials from historical case studies, as well as interpretations and showcases of the sources we actively created in the course. You are encouraged to use your expertise and technical knowledge from across disciplines to CREATE one contribution and SUGGEST one contribution, as well as to aid with the organization of the larger exhibition. Inspirations for this exhibition include anthropological and historical showcases, including:

[Ethnographic Terminalia](#)

[Multispecies Salon](#)

[Art’s Work in the Age of Biotechnology](#)

[National Library of Medicine Exhibition Program](#)

The last two weeks of class will be dedicated to organizing, creating, and debating the content, form, and execution of this exhibit, while reflecting on the success of this format Science and Technology Studies and the Medical Humanities. This project makes up 25 percent of your final grade.

Statement on Diversity of Thought

This course includes colleagues from various intellectual and personal backgrounds. You are all welcome members of this course, and I expect you to respect others when speaking and listening. Free speech is critical to a productive learning environment, but hateful speech is not tolerated. Be mindful of the [school policy on these matters](#).

Also be aware that as a history course, we will discuss ideas in the context and language of their time. As a result, some of the language you may read and topics we will discuss may be sensitive and/or offensive. This is a part of teaching and learning the past, and I will do my best as the instructor to prepare you to contextualize these topics.

Grading Scale

This course uses this grading scale:

Low	Letter	High
97 ≤	A+	≤ 100
93 ≤	A	< 97
90 ≤	A-	< 93
87 ≤	B+	< 90
83 ≤	B	< 87
80 ≤	B-	< 83
77 ≤	C+	< 80
73 ≤	C	< 77
70 ≤	C-	< 73
67 ≤	D+	< 70
63 ≤	D	< 67
60 ≤	D-	< 63
0 ≤	F	< 60

Late Assignments

All assignments are due on the date highlighted on the syllabus. If you are unable to submit your assignment on a given date, you must be in touch with me (newelkjo@ncsu.edu) at least 48 hours in advance. Late assignments that have not been approved by me within this 48-hour period will be subject to a 1-point-per-day grade penalty.

Detailed Course Map

Schedule	Course Work to Complete
Week 1: Introductions	
Wednesday, January 20, 2021	<p>Readings:</p> <ul style="list-style-type: none"> • Syllabus and overview of course website <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Post your “reintroductions” and playlist contribution to Moodle before class next week. <input type="checkbox"/> Start journal. <input type="checkbox"/> Start annotations and finding Case Files for next week.
Week 2: Framing a Disease	
Monday, January 25, 2021	<p>Readings:</p> <ul style="list-style-type: none"> • CASE FILE #1: Gina Kolata, “How Pandemics End,” <i>New York Times</i>, May 10, 2020. • Charles Rosenberg, “Disease in history: frames and framers.” <i>The Milbank Quarterly</i> (1989): 1-15. • Video: <i>Pandemic, Creating a Usable Past</i> webinar, Session 1: http://www.histmed.org/epidemic-history
Wednesday, January 27, 2021	<p>Readings:</p> <ul style="list-style-type: none"> • Excerpts from <i>The Cracked Mirror: Reflexive Perspectives in Anthropology</i> (1982) • S. Lochlann Jain, “Introduction” in <i>Malignant: How Cancer Becomes Us</i> (2013) <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write “Reflexivity Letter,” speaking to your own history, background, and knowledge you bring to the course and our research. <input type="checkbox"/> Annotations + Case Files <input type="checkbox"/> Journal
DUE MONDAY, FEBRUARY 1, 2021	REFLEXIVITY LETTER

Week 3: Changing Medical Knowledge: Miasma	
Monday, February 1, 2021	<p>Readings:</p> <ul style="list-style-type: none"> • CASE FILE #2: Timeline: How Coronavirus got Started • Benjamin Rush, <i>An account of the bilious remitting yellow fever, as it appeared in the city of Philadelphia</i> (selections) • Absalom Jones, <i>A narrative of the proceedings of the black people, during the late awful calamity in Philadelphia, in the year 1793</i>(selections) • Audio: Yellow Fever Audio Walking Tour (approx. 30 min)
Wednesday, February 3, 2021	<p>Readings:</p> <ul style="list-style-type: none"> • John Duffy, <i>The Sanitarians</i> (1992), Chapters 5-7 • Melanie Kiechle, <i>Smell Detectives</i> (2017), Chapter 1 <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations + Case Files <input type="checkbox"/> Journal
Week 4: Changing Medical Knowledge: The Germ	
Monday, February 8, 2021	<p>Readings:</p> <ul style="list-style-type: none"> • Judith W. Leavitt, "Typhoid Mary Strikes Back," <i>Isis</i> 83 (1992) pp. 608-29. • Guenter B. Risse, "Bubonic Plague, Bacteriology, and Anti-Asian Racism in San Francisco," in <i>Major Problems in the History of American Medicine and Public Health</i> Warner and Tighe, eds. (Boston, Houghton Mifflin, 2001) pp.269-273. • Excerpts from <i>The Gospel of Germs: Men, Women, and the Microbe in American Life</i> (Cambridge, MA: Harvard University Press, 1998).

<p>Wednesday, February 10, 2021</p>	<p>Readings:</p> <ul style="list-style-type: none"> • John M. Barry, "The Single Most Important Lesson from the 1918 Influenza," NY Times, (March 17, 2020) • Crosby, "Where did the Flu of 1918 Go?" America's Forgotten Pandemic (2003) • *Ludwig, Ariel, Jessica Brabble and E. Thomas Ewing. 2020. Flu Masks in Indiana During the 1918 Pandemic. Covid-19 and the Social Sciences, Social Science Research Council. <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations + Case Files <input type="checkbox"/> Journal
<p>Week 5: Vaccination</p>	
<p>Monday, February 15, 2021</p>	<p>Readings:</p> <ul style="list-style-type: none"> • CASE FILE #4: Susan Lindee, "To beat COVID19, the government must give us..." <i>Washington Post</i>, April 1, 2020 • Cotton Mather, <i>An Account of the Method and Success of Inoculating the Small-Pox, in Boston in New England</i> (London: J.Pells, 1722): selections • Kelly Wisecup, "African Medical Knowledge, the Plain Style, and Satire in the 1721 Boston Inoculation Controversy." <i>Early American Literature</i> 46, no. 1 (2011): 25-50. • Naomi Rogers, "Polio can be conquered: Science and health propaganda in the United States from Polio Polly to Jonas Salk." <i>Silent Victories: The History and Practice of Public Health in Twentieth-Century America</i> (2006): 81-101.

<p>Wednesday, February 17, 2021</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Audio: "How the Pox Epidemic Changed Vaccination Rules": https://www.npr.org/transcripts/135121451 • Jeff Baker, "Mercury, Vaccines, and Autism: One Controversy, Three Histories," <i>Am J Public Health</i>. 98(2008) pp.244-253. • Silberman, <i>Neurotribes</i> excerpt <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> First blog post using notes and course material. <input type="checkbox"/> Annotations + Case Files <input type="checkbox"/> Journal
<p>DUE MONDAY, FEBRUARY 22, 2021</p>	<p>ETHNOGRAPHIC BLOG POST #1</p>
<p>Week 6: Understanding Health Disparities</p>	
<p>Monday, February 22, 2021</p>	<p>Readings:</p> <ul style="list-style-type: none"> • CASE FILE #6: Sabrina Strings, "It's Not Obesity, It's Slavery. We Know Why COVID-19 is Killing So Many Black People," <i>NY Times</i>, (5/25/2020) • W.E.B. DuBois, Selections from <i>The Philadelphia Negro</i> (1899) • Vanessa Northington Gamble, "Under the Shadow of Tuskegee: African Americans and Health Care," <i>American Journal of Public Health</i>. 87(November 1997) 1773-1787. • Video: Dorothy Roberts, "The problem with race-based medicine," TED Talk

<p>Wednesday, February 24, 2021</p>	<p>Readings:</p> <ul style="list-style-type: none"> • CASE FILE #5: Sunny Dooley, “Coronavirus Is Attacking the Navajo ‘because We Have Built the Perfect Human for It to Invade,” <i>Scientific American</i>, July 8, 2020. • Excerpts from <i>Rationalizing Epidemics</i> (2009) • Lisa Bowleg, “The problem with the phrase women and minorities: intersectionality—an important theoretical framework for public health.” <i>American journal of public health</i> 102, no. 7 (2012): 1267-1273. <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations + Case Files <input type="checkbox"/> Journal
<p>Week 7: Occupational Health</p>	
<p>Monday, March 1, 2021</p>	<p>Readings:</p> <ul style="list-style-type: none"> • CASE FILE #7: Kate Murphy, “Why Zoom is Terrible” NYT, April 29, 2020 • Claudia Clark, <i>Radium Girls: Women and Industrial Health Reform, 1910—1935</i> (1997), Chapter 1 • Excerpts from <i>Sick Building Syndrome and the Problem of Uncertainty</i> (2006)
<p>Wednesday, March 3, 2021</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Markowitz G, Rosner D. “The limits of thresholds: silica and the politics of science, 1935 to 1990.” <i>Am J Public Health</i>. 1995;85:253–262. • Film: “Stop Silicosis” (1938): https://www.youtube.com/watch?v=pHwvKKQ5WtI <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations + Case Files <input type="checkbox"/> Journal

Week 8: Food and Agriculture	
Monday, March 8, 2021	Readings: <ul style="list-style-type: none"> • CASE FILE #9: Kate Brown, "The Pandemic Is Not a Natural Disaster," <i>The New Yorker</i>, April 13, 2020. • Susan Jones, "Value in Numbers," from <i>Valuing Animals</i> (2003) • Excerpts from <i>The Jungle</i> (1906) • Podcast: Gastropod, "Keeping it Fresh" (2018): https://gastropod.com/keeping-it-fresh-preservatives-and-the-poison-squad/
Wednesday, March 10, 2021	Readings: <ul style="list-style-type: none"> • CASE FILE #10: Megan Molteni, "Why Meatpacking Plants Have Become Covid-19 Hot Spots," <i>Wired Magazine</i>, May 7, 2020 • Wrath of Grapes (1986) Documentary • Linda Nash, <i>Inescapable Ecologies</i> (2006), Chapter 4 Assignments: <ul style="list-style-type: none"> <input type="checkbox"/> Provide Peer Review comments on first blog post <input type="checkbox"/> Annotations + Case Files <input type="checkbox"/> Journal
DUE MONDAY, MARCH 15, 2021	PEER REVIEW EXERCISE
Week 9: Population Control	
Monday, March 15, 2021	Readings: <ul style="list-style-type: none"> • CASE FILE #11: Bess Levin, "Texas Lt. Governor: Old People Should Volunteer to Die to Save the Economy," <i>Vanity Fair</i>, March 24, 2020. • Michel Foucault, <i>The History of Sexuality, Vol. 1</i>, p. 17-35

<p>Monday, March 17, 2021</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Janet Golden, <i>Babies Made Us Modern: How Infants Brought American into the Twentieth Century</i>, (Cambridge University Press, 2018) Chapter 3 and 6. • Karen Weingarten, "The Eugenicists on Abortion," <i>Nursing Clio</i>, July 2, 2019: https://nursingclio.org/2019/07/02/the-eugenicists-on-abortion/ • Deirdre Cooper Owens and Sharla M Fett. "Black Maternal and Infant Health: Historical Legacies of Slavery." <i>American journal of public health</i> vol. 109,10 (2019): 1342-1345. • Film: <i>La operación / The Operation</i> (1982) <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations + Case Files <input type="checkbox"/> Journal
<p>Week 10: Environmental Health</p>	
<p>Monday, March 22, 2021</p>	<p>WELLNESS DAY – NO CLASS</p>
<p>Wednesday, March 24, 2021</p>	<p>Readings:</p> <ul style="list-style-type: none"> • CASE FILE #8: Katherine Bagley, "Connecting the Dots between Environmental Justice and the Coronavirus." <i>Yale Environment</i> 360, May 7, 2020 • Andrew Hurley, <i>Environmental Inequalities</i> (1995), Chapter 5 • Excerpts from <i>Toxic Communities</i> (2014) <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ethnographic blog post #2 <input type="checkbox"/> Annotations + Case Files <input type="checkbox"/> Journal
<p>DUE MONDAY, MARCH 29, 2021</p>	<p>ETHNOGRAPHIC BLOG POST #2</p>

Week 11: Grassroots Public Health Movements	
Monday, March 29, 2021	<p>Readings:</p> <ul style="list-style-type: none"> • CASE FILE #13: COVID19 Shut Down helped the BLM Protests, Washington Post, August 5, 2020 • Video: David France discusses <i>How to Survive a Plague</i> (2012): https://www.youtube.com/watch?v=tp5676N7de8 • Charles Rosenberg, “What is an Epidemic? AIDS in Historical Perspective.” • Steven Epstein, “The Construction of Lay Expertise”
Wednesday, March 31, 2021	<p>Readings:</p> <ul style="list-style-type: none"> • CASE FILE #14: Anti-maskers explain themselves, Vox, August 7, 2020 • Evelyn Hammonds, “Race, Sex, and AIDS: The Construction of ‘Other’,” <i>Radical America</i> (1987) pp.28-36. • Podcast: DIG, “Sex and Soldiers”: https://digpodcast.org/2020/05/31/sex-soldiers-combatting-sexually-transmitted-infection-in-the-us-military/ • Excerpts of Wendy Kline’s, <i>Bodies of Knowledge</i> (2010) <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations + Case Files <input type="checkbox"/> Journal

Week 12: Twenty-First Century Precursors	
Monday, April 5, 2021	<p>Readings:</p> <ul style="list-style-type: none"> • CASE FILE #15: Divided by COVID-19: The couples stuck thousands of miles apart by travel bans • Gregg Mitman, "Ebola in a Stew of Fear," <i>The New England Journal of Medicine</i> 2014; 371:1763-1765. • Video: In the Shadow of Ebola (2015): https://www.youtube.com/watch?v=y5z3Rb8YBC8
Wednesday, April 7, 2021	<p>Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Zhan, "Unruly Bodies After SARS" (2005) <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Oral History Contribution for database <input type="checkbox"/> Annotations + Case Files <input type="checkbox"/> Journal
DUE MONDAY, APRIL 12, 2012	ORAL HISTORY CONTRIBUTION
Week 13: Reconstructing the Coronavirus Timeline	
Monday, April 12, 2021	<ul style="list-style-type: none"> • CASE FILE #16: Counting the Dead • Johns Hopkins Coronavirus Resource Center
Wednesday, April 14, 2021	Building an NCSU Coronavirus Timeline

Week 14: Communicating and Creating Change	
Monday, April 19, 2021	<ul style="list-style-type: none"> • CASE FILE #17: COVID Art Museum • Ethnographic Terminalia • The Multispecies Salon • NC State Artwork in the Age of Biotechnology
Wednesday, April 21, 2021	Discuss best format of exhibition and ideas of contributions
Week 15: Exhibition Work	
Monday, April 26, 2021	Work on Projects/Exhibition
Wednesday, April 28, 2021	Work on Projects/Exhibition
DUE FRIDAY, MAY 7	FINAL CLASS EXHIBITION + REFLECTIONS

University Policies

Academic Integrity and Honesty

Students are required to comply with the university policy on academic integrity found in the [Code of Student Conduct](#). Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment.

Please refer to the [Academic Integrity](#) web page for a detailed explanation of the University's policies on academic integrity and some of the common understandings related to those policies. Violations of academic integrity will be handled in accordance with the Student Discipline Procedures ([NCSU REG 11.35.02](#)).

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course. Please also be aware that email correspondence to and from NC State email addresses may be subject to the North Carolina Public Records Law and may be disclosed to third parties.

Students are responsible for reviewing the NC State University Policies, Regulations and Rules (PRR) which pertains to their course rights and responsibilities:

- [Equal Opportunity and Non-Discrimination Policy Statement and additional references](#)
- [Code of Student Conduct](#)
- [Grades and Grade Point Average](#)

Accessibility Statement

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the [Disability Resource Office](#) at Holmes Hall, Suite 304, Campus Box 7509, 919-515-7653 . For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#)

Incident Reporting and Title XI

At NC State, we are committed to ensuring that every member of our community learns and works in an environment free of sex discrimination and sexual harassment. Consistent with Title IX of the Education Amendments of 1972, NC State does not discriminate against students, employees or members of the community on the basis of sex in any of its programs or activities. Sexual harassment (including sexual violence) is a kind of sex discrimination and is prohibited by Title IX and by NC State. Accordingly, if an incident is brought to my attention, this will be reported accordingly with the [Office for Institutional Equity and Diversity](#). Visit their website for more information.

Trans-Inclusive Statement

In an effort to affirm and respect the identities of transgender students in the classroom and beyond, please contact me if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory.

Basic Needs Security

Any student who faces challenges securing their food or housing or has other severe adverse experiences and believes this may affect their performance in the course is encouraged to notify the professor if you are comfortable in doing so. Alternatively, you can contact the Division of Academic and Student Affairs to learn more about the [Pack Essentials program](#).

COVID19 Resources

Health and Participation in Class

We are most concerned about your health and the health of your classmates.

- If you test positive for COVID-19, or are told by a healthcare provider that you are presumed positive for the virus, please work with your instructor on health accommodations and follow other university guidelines, including self-reporting: <https://healthypack.dasa.ncsu.edu/coronavirus/>. Self-reporting is not only to help provide support to you, but also to assist in contact tracing for containing the spread of the virus.
- If you feel unwell, even if you have not been knowingly exposed to COVID-19, please do not go to campus (if applicable for other classes).
- If you are in quarantine, have been notified that you may have been exposed to COVID-19, or have a personal or family situation related to COVID-19 that prevents you from attending this course in person (or synchronously), please connect with your instructor to discuss the situation and make alternative plans, as necessary.
- If you need to make a request for an academic consideration related to COVID-19, such as a discussion about possible options for remote learning, please talk with your advisor for the appropriate process to make a COVID-19 request.

Health and Well-Being Resources

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are many resources on campus to help you:

- Counseling Center (<https://counseling.dasa.ncsu.edu/>)
- Health Center (<https://healthypack.dasa.ncsu.edu/>)
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: (go.ncsu.edu/NCSUcares).
- If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program (<https://dasa.ncsu.edu/pack-essentials/>).

Community Standards related to COVID-19

We are all responsible for protecting ourselves and our community. Please see the community expectations and Rule 04.21.01 regarding Personal Safety Requirements Related to COVID-19 <https://policies.ncsu.edu/rule/rul-04-21-01/>

Syllabus Statement

The following document is a flexible agreement between the instructor and students in this course. This syllabus is subject to change, given course pacing via online format as well as student feedback during the midterm survey. Additionally, there are possible guest speakers and optional in-person events (pandemic pending) being arranged for this course. All dates for assignments reflect the earliest possible due dates and may also be subject to change given student performance. As the instructor, I will communicate any changes as far in advance as possible.