

# **Ebola in Contested Spaces**

## **Professor Maria Dean**

The Virus Module syllabus

(taught during February, 2015)

The Virus Module consists of six, fifty minute meetings (lecture and discussion) and two, three hour labs that meet over a two week period.

Reading materials: two short books (*A Planet of Viruses* and *Ebola*), several papers and websites, available on Moodle.

You will be responsible for written summaries for each reading assignment. Your progress on the final project will be monitored on Google docs, and presented by the class on the last module day.

### **A. Monday (first 50 minute meeting)**

#### *1. Introduction*

The explanation of the goals of the virus module, expectations, assignments, and assessment (~the first 25 minutes of class).

#### *2. Diversity of Viruses Power Point lecture*

This material serves as an introductory biochemical background for the classification of viruses based on genome type and infectivity.

### **B. Tuesday (first 3 hour lab period)**

#### *Virus Structure Lab*

Examine the Virus Structures Sheet

[http://www.rcsb.org/pdb/101/static101.do?p=education\\_discussion/educational\\_resources/index.html](http://www.rcsb.org/pdb/101/static101.do?p=education_discussion/educational_resources/index.html) (Protein Data Bank, [www.rcsb.org](http://www.rcsb.org)) and answer the questions for each of the structures on the sheet. You are encouraged to do this work in a group and compare your answers. List the sources for your answers. Record all sources in your lab notebook. Type up a copy of your answers and post on Google docs. Bring a copy of your information to class for discussion.

### **C. Wednesday (second 50 minute meeting)**

*1. Virus Structures Sheet* follow up, questions and discussion (~first 15 minutes of class).

#### *2. Influenza case study discussion*

Prepare for discussion by reviewing the website, reading the three topic papers, writing summaries, and answering the review questions on influenza (All materials found on Moodle). Post summaries on Google docs.

### **D. Friday (third 50 minute meeting)**

*Ebola Basics: The Biochemistry and Politics of Ebola* (meet with Lynda Barrow's Political Science class in Stuart Hall)

Drs. Dean & Barrow will give short background lectures on Ebola. Use the posted papers and the Power Point information to prepare questions for class. Post paper summaries on Google docs.

### **E. Monday (fourth 50 minute meeting)**

*Ebola discussion: vaccines, treatments, ethical considerations, social & cultural norms*

Use information from Friday's class (copies of your paper summaries will be useful!) to prepare for class discussion.

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### **F. Monday evening, Invited Speaker Laurie Garrett: Ebola**

Remember your tickets! Read the Washington Post article, "Five Myths about Ebola" October 10, 2014. (Due to winter storms, this talk was postponed until April, 2015.)

### **G. Tuesday (second 3 hour lab period)**

*Dengue Fever Lab (group presentation preparation)*

Using information from the Influenza and Ebola outbreaks, prepare a group presentation on Dengue Fever. As in our previous coverage, your presentation must be multidisciplinary, covering the biochemistry as well as social/cultural, political, and economic. All contributions for the presentation must be posted on Google docs. Comments and suggestions will be posted by Thursday morning.

### **H. Wednesday (fifth 50 minute meeting)**

Because of the cancellation of the speaker, the class wanted to have a replacement session on *Measles vaccination*. The class investigated the many reasons families have opted to not vaccinate their children against measles and the resulting measles outbreaks in several communities across the country.

*Laurie Garrett: Ebola discussion*

Invited speaker, Laurie Garrett spoke about Ebola in April, 2015. We attended as a class and met with Lynda Barrow's Political Science class for discussion.

### **I. Friday (sixth 50 minute meeting)**

*Dengue Fever class presentation and personal reflections*

### **Assessment:**

Each group member contributes to a group Google doc on Dengue Fever (following the guidelines in the handout), is an active participant in the group presentation, and submits a final group report. An individual reflective piece is also required. In addition, test questions representing viral structure and function will be a part of the first exam (~20%).

1. Individual Contribution to the group project (monitored in Google docs) 20%
2. Individual Summaries of assigned reading 10%
3. Individual Participation in discussions 15%
4. Group Presentation, Dengue Fever 10%
5. Group Google doc on Dengue Fever 35%
6. Reflective piece 10%

Summaries and contributions to discussions or projects will receive a grade of A = very good. All parts of the summary are present, key points are summarized well, grammar and spelling are correct, insightful discussion. B = good. All parts of the summary are present, occasional grammar or spelling error, enhances discussion and/or project material. C = average. The summary is adequate but lacks depth,

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some grammar or spelling errors. F = poor. Summary is missing key components, too short to be useful.