

# Everything is TB

## Spring, 2026 IDH 2952

### INSTRUCTOR:

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You are welcome to contact me via the information below or through Canvas messaging. If you email me directly, please use your “.ufl” account and include your name in the body of the email. I am located in the Health Science Center Library (Communicore Building), and will be happy to meet with you upon request.

### CLASS MEETINGS:

Meeting Time: Monday, 6<sup>th</sup> period (12:50-1:40pm)

Location: Little Hall 117

### COURSE WEBSITE:

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

### REQUIRED TEXTBOOKS:

John Green. Everything is Tuberculosis: The History and Persistence of Our Deadliest Infection. (2025)

### REQUIRED WATCHING:

The Forgotten Plague. American Experience- discussion of the prevalence in TB in America and the development of places believed to be healing.

The Bronte Sisters. Will be available through Kanopy, a streaming service available to members of the UF community.

### REQUIRED ATTENDANCE:

At one of the two scheduled performances of the **Pirates of Penzance** April 10 or April 11 performances at the Phillips Center, in addition to attending class sessions.

### COURSE DESCRIPTION:

This book details the impact of this disease on humanity and how it shaped the world socially, culturally, and artistically. As Green shows in the book, TB shaped the design of chairs- Adirondack chairs were designed by someone who vacationed in the New York mountains and that design was used in mountain sanitariums. The Stetson hat was invented by someone else who traveled west to recover in the “healing” air, especially the air in California. The belief in California air’s healing properties led to the development and popularization of southern California cities such as Pasadena. On other levels, TB was a disease that profoundly influenced the arts, especially in 19<sup>th</sup> century Europe. Many poets, novelists, composers, playwrights, and artists from that period had the disease or lived amongst those who had it. In fact, infection with TB was thought to spur creativity. And many novels, operas, and other artwork depicted sufferers of the disease. Unfortunately, of course, the disease was not just influential in Europe and the United States: its introduction proved deadly throughout the world and even today, when there are medicines to treat the disease, it is still deadly. In fact, so deadly that

# Everything is TB

## Spring, 2026 IDH 2952

424,000 people in the African region died of the disease in 2022. So TB has had a tremendous impact historically and continues to infect millions, develop antibiotic resistance, and to influence the imagination. Through reading and discussing the book “Everything is Tuberculosis” and experiencing how the disease was depicted in the arts, this class explores how the infection changed the world. To a lesser extent, it also will explore why it has been so potent throughout its history with humanity.

Note 1: Read/watch assigned materials to prepare for discussion in class that day.

Note 2: The weekly reflections are due on Sunday so they can be discussed in class on Monday.

### SCHEDULE OF TOPICS AND ASSIGNMENTS\*:

<i>Date</i>	<i>Topic</i>	<i>Reading assignment/video assignment- read for class on the date indicated</i>	<i>Topic in greater depth/assignment due date/in-class activities</i>
January 12	Intro to the class, choose date of Pirates performance to attend...		The class will make introductions, review the syllabus, discuss the Pirates of Penzance and which performance to attend, discuss the book and other materials.
January 19	No Class- MLK Day		
January 26		<u>Everything Pp 1-13</u>	Weekly Reflection What do you think it means to live in a world that is so impacted by disease? How does it impact the human psyche and imagination? Can you think of other epidemic disease/s that have had such a profound impact on art and culture? Why?
February 2	.	<u>Everything Pp 14-28</u> <u>Discuss “The Forgotten Plague</u>	Weekly Reflection How does the discussion of TB in America in this documentary supplement the broad discussion in “Everything?” Was there anything you found surprising?
February 9		<u>Everything Pp 29--51</u>	Weekly Reflection What is it about this particular microbial infection that makes it so prevalent and deadly?
February 16		<u>Everything Pp 52-65</u> <u>Discuss “The Bronte Sisters”</u>	Weekly Reflection What do you think it meant to people who saw so many members of their family so affected by this infectious disease? Submit your idea for a class project!
February 23	Discussion	<u>Everything Pp 66-81</u>	Weekly Reflection

# Everything is TB

## Spring, 2026 IDH 2952

March 2		<u>Everything Pp 82--97</u>	Weekly Reflection
March 9	Trip to Harn Museum of Art	<u>Everything Pp 98-116</u>	Weekly Reflection The fact that museums have images relating to TB in their collections, even without necessarily purposefully collecting is one example of how much TB permeated their daily life. Is that surprising to you?
March 16	Spring Break- No Classes		
March 23		<u>Everything Pp 117-134</u>	Weekly Reflection When you listen to music that has some connection to illness, what do you feel? How do people translate pain into art?
March 30		<u>Everything Pp 135-151</u>	Weekly Reflection Find and describe 2 works of visual art that are reflective of illness- why did you choose them and how do they reflect that illness?
April 6		<u>Everything Pp 152-166</u>	Weekly Reflection Create a piece of art, music or writing that reflects your interpretation of the meaning of illness?
April 10 or April 11	Attend Performance of Pirates of Penzance		
April 13		<u>Everything Pp 167--189</u>	Weekly Reflection #12 How do you reconcile the tone of Gilbert and Sullivan's work with their lives and experiences with TB?
April 20	Last Day of Class	<u>Discuss Projects</u>	Weekly Reflection #13 Why did you choose the project that you did?
April 27		<u>Final Projects due</u>	

\*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.

# Everything is TB

## Spring, 2026 IDH 2952

### **Requirements:**

1. Complete readings and “watchings” as assigned and be prepared to discuss in class.
2. Complete reflection assignments by the assigned date.
3. Complete a project investigating some aspect of the material covered in class. This project can be creative- writing, a literary narrative, creating a film, graphic novelette, song, dance; or it can be an academic research paper.

### **Grading:**

Students will be graded on the following criteria\*:

1. Attendance (25 points)- includes attendance at the “Pirates”
2. Weekly Reflections 5 pts each (for a total of 60pts)
3. Project (15 points)

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

**Attendance:** Attendance in this course is mandatory. Requirements for class attendance, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. Attendance at and participation in class sessions are mandatory, with point totals described above. It is understood that valid absences may occur. If you have a valid documented excuse and notify the instructor by email in advance, you will be able to make up to 2 missed class discussions through written means. 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 with the documentation discussed above.

### **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 clearly defined topic or question that is
- 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 a peer reviewed article from an online journal, an ebook or digitized older book that will not count as a website. We will discuss further, and I am happy to discuss ideas.

### **Criteria for creative/reflective projects:**

Visual projects need an accompanying reflection piece- minimum of 75 words.

Creative projects must take the same amount of time as academic projects- keep a log as to your time spent (assuming 15-20 hours for research and writing a 400-word piece) and need to be accompanied by an accompanying reflection piece- minimum of 75 words.

# Everything is TB

## Spring, 2026 IDH 2952

**CLASS APPROACH:** This course is meant to be helpful and engaging for students of all 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 everyone and provide insight into the experiences of others. 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.

**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.

**UF GRADING POLICIES:** <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> .

**MAKEUP HOMEWORK DUE TO ILLNESS OR FAMILY EMERGENCY:** No homework will be accepted late without formal documentation of illness or family emergency. Specifically, the student will need to have the Dean of Students Office (P202 Peabody Hall) send a formal accommodation document to course faculty stating that the student was unable to complete the homework on the scheduled date due to illness or family emergency. These notes from the Dean's Office must be received by course faculty within 3 business days after the homework is due. (See below for COVID-related information).

**COURSE WEBSITE:** Course website: E-Learning (Canvas) website. The E-Learning (Canvas) website is where the class syllabus, handouts, notes, and assignments will be posted, along with any announcements. This site is also where you will find basic course-related information. Please remember that you are responsible for all announcements made in lecture and/or posted on the course website for this class.

**MATERIALS AND SUPPLIES FEES:** There are no materials and supplies fees assessed for this class.

**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.

**STUDENT DEMEANOR:** Students are expected to arrive to class on time and to remain in class until the class has been dismissed. Students are expected to come to class prepared, having completed any required readings and performed any preparatory work that is assigned. While in class, students are expected to participate in class discussion, and to treat the other students and the instructor with respect and attention. While in class, students should not participate in texting, information seeking or viewing outside of that related to the course task at hand, talking on the phone, or other activities not related to classroom engagement and participation.

# Everything is TB

## Spring, 2026 IDH 2952

ONLINE COURSE EVALUATION PROCESS: Please provide feedback on the quality of instruction in this course by completing the online evaluation at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but you will be informed about specific times when they are open. Summary results of these assessments are available to you at any time at <https://evaluations.ufl.edu/results/>.

UNIVERSITY HONESTY POLICY: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please let us know.

RESOURCES FOR ADDITIONAL HELP: Health and Wellness → U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student. → Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575 → UF Title IX: [inform@titleix.ufl.edu](mailto:inform@titleix.ufl.edu), 352-273-1094 → University Police Department, 392-1111 (or 9-1-1 for emergencies), <http://www.police.ufl.edu/> Academic Resources → E-learning technical support, <https://lss.at.ufl.edu/help.shtml>, 352-392-4357 (select option 2), [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu) → Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/> → Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conductcode/> → UF Student Success: For improving study skills to connecting with a peer tutor, peer mentor, success coach, academic advisor, and wellness resources, go to <http://studentsuccess.ufl.edu>