**ISS 327: Risk and Society (D)**

**Section 001**

**(Online, Synchronous)**

https://d2l.msu.edu/d2l/home/1144105

**Fall Semester 2020 : T/Th 3-4 :50pm**

**Course Syllabus**

**NOTE: We will only meet on THURSDAYS via Zoom for the synchronous portion of the class.**

**Course Instructor:** Dr. Deon Claiborne (She/Her) **Contact:** (claibo10@msu.edu); Microsoft Teams **Office Hours: Tuesdays 3:00-5:00pm or by appointment.**

**The Social Life of Epidemics (Course Description):** Why did the novel coronavirus explode into a pandemic in a few weeks? Why was Ebola deadly in some African countries, contained in others, and nearly unheard of in the United States? How did the US government play a role in the mismanagement of the AIDS pandemic’s early days? How can the spread of Zika be prevented and the children affected cared for?

This course examines the role that culture, institutions, and human behavior have and have had in current and past epidemics and pandemics using anthropological and social medicine. You will understand epidemics, pandemics, and infectious diseases from a social science perspective. You will learn to think critically about how diseases spread; what the social consequences of epidemics are; and the role our social institutions and individual decisions play in managing epidemics and pandemics.

**Prerequisites:** Any one of the following courses, ISS 210, ISS 215, ISS 220, ISS 225, ISS 230, ISS 235, MC 201.

**Required Books:** There are two short books that are required for the course. You can find them at the Spartan Bookstore, Amazon, Barnes & Nobel, or anywhere else that books and ebooks are sold. Both used and/or electronic versions are acceptable. **Reminder: All the books have “Pandemics” in the title. Make sure you have all books.**

● Shah, Sonia. 2017. *Pandemic: Tracking Contagions, from Cholera to Ebola and Beyond*. Picador. Amazon URL: https://tinyurl.com/y6myf5jc; Spartan Bookstore URL: https://tinyurl.com/y438te6g

● McMillen, Christian W. 2016. *Pandemics: A Very Short Introduction*. Oxford University Press. Spartan Bookstore URL: https://tinyurl.com/y438te6g Amazon URL: https://tinyurl.com/y52q2eeh

● Byrne, Joseph Patrick. 2008. *Encyclopedia of Pestilence, Pandemics, and Plagues [2 Volumes].* Greenwood, Westport, Conn.

Stable Link: *http://catalog.lib.msu.edu/record=b12073627~S39a*

**Recommended Texts and Other Readings:**

● Check the syllabus and/or D2L weekly for additional readings, videos, and texts and their appropriate links or downloads.

**Course Requirements:**

● Internet connection (DSL, LAN, or a cable connection are best)

● Access to *Desire2Learn* (D2L)

● Any other tools, resources, and materials needed by the student for the course.

**Course Structure:** This course is considered synchronous. This means that we will meet via Zoom (or Microsoft Teams if Zoom fails us) at least one time each week for discussions. Much of your reading, writing, and quizzes will be done on **D2L**. Our class is scheduled for **Tuesdays and Thursdays from 3:00pm to 4:50pm**. We will meet via Zoom **every week on Thursdays, 3:00pm to 4:50pm** for the discussion portion of the course. Tuesdays is allotted for working on your D2L reading and assignments.

**Course Objectives:**

Michigan State University has developed **Undergraduate Learning Goals** that emphasizes a broad liberal arts education, which will prepare you for your life after MSU by developing your cognitive and interpersonal skills. You can find all of the Learning Goals here: https://undergrad.msu.edu/programs/learninggoals. In this course, we will focus on three of the goals:

● **Analytical Thinking:** The MSU graduate uses ways of knowing from mathematics, natural sciences, social sciences, humanities, and arts to access information and critically analyzes complex material to evaluate evidence, construct reasoned arguments, and communicate inferences and conclusions.

o **Course Outcome:** Students will learn to how to retrieve information regarding infectious diseases, epidemics, and pandemics and identify biases, strengths, and weaknesses within scholarly works, news articles, and visual media.

● **Cultural Understanding:** The MSU graduate comprehends global and cultural diversity within historical, artistic, and societal contexts.

o **Course Outcome:** The student will identify and describe multiple perspectives on infectious diseases, epidemics, and pandemics and reflect on the effects of cultural and society on the management of diseases, epidemics, and pandemics.

● **Integrated Reasoning:** The MSU graduate integrates discipline-based knowledge to make informed decisions that reflect humane social, ethical, and aesthetic values. o **Course Outcome:** Students will apply critical thinking skills within different social science disciplines, contexts, and knowledge to better evaluate information and data and generate new understandings of epidemics and pandemics.

**Goals of Integrative Studies in Social Science (ISS):**

ISS courses are designed to help students learn to better acquire, analyze, and evaluate information from multiple social science sources; synthesize and apply information within and across the social science disciplines; demonstrate awareness of how diversity emerges within and across cultures; understand the structures of local, national, and global governance systems; and, use a variety of inquiry strategies incorporating multiple views to make value judgments, solve problems, answer questions, and generate new understanding.

**University Diversity Requirement:**

All ISS courses are required to emphasize diversity in fulfillment of the University Diversity Requirement. Students must include at least one "N" course and one "I" course in their Integrative Studies programs. A "D" course may meet either an "N" or an "I" requirement, but not both.

**This course is designated as a Diversity (D) course** and has been approved as fulfilling one course toward the University Diversity Requirement. Courses designated as “D” emphasize intercultural and diversity issues, ideas, and perspectives unconnected to geography or nation. The “D” designates a connection between intercultural and diversity topics that emphasizes the intersectionality of diverse identities and critical approaches to dominant narratives, institutions, and practices. Overall, courses with “D” focus on themes and questions that transcend time, space, and location. The learning objectives and outcomes of the course will emphasize this designation and provide a guide for how this course furthers understanding of diversity at MSU and beyond.

**Technical Assistance:**

If you need technical assistance at any time during the course or to report a problem, you can: ● Visit the Distance Learning Services Support Site

● Visit the Desire2Learn Help Site (http://help.d2l.msu.edu/)

● Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345

**Course Activities:**

**Course Activities Points**

Reflections

Discussion Questions Quizzes

50 75 70

Mid-Term Exam 30 Final Exam 75 Total Points 300

**Grading Scale:**

|  |
| --- |
| **Percent Grade** |
| 93%-100% 4.0 85%-92% 3.5 80%-84% 3.0 75%-79% 2.5 70%-74% 2.0 65%-69% 1.5 60%-64% 1.0 00%-59% 0.0 |

**Viewing Grades:**

Grades will be available one business week—a business week excludes Saturdays and Sundays--after the assignment is due. Final Grades will be made visible no later than two business days ***after the end of finals week*** (12/22/2020).

**Course Policies**

**Adds and Drops:**

The last day to add this course is the end of the first week of classes (**9/9/2020—8pm**). The last day to drop this course with a refund and no grade reported is (**9/28/2020—8pm**). The last day to drop this course with no refund and no grade reported is (**10/21/2020—8pm**). You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

**Attendance:**

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. Attendance will be taken each **Thursday, at 3pm** during the synchronous class meeting. Consistent absences from the Thursday discussion session will impact your overall score.

Obviously, these are unusual times. Staying in communication is the best way to ensure that you have some flexibility with this policy. If you should become ill, have a family emergency, suffer a tech outage, natural disaster, or any other horrific experience that 2020 bestows upon us, then let me know **as soon as possible**, so that we can make arrangements to allow you to catch up or handle whatever the problem might be. **Be warned:** there will be a point at which it will be physically impossible for you to catch up. Therefore, you **must** stay in communication with me so that I can help you to succeed in this course.

**Participation:**

Participation is required in all aspects of this online course, both the asynchronous work in D2L, for which I have set aside Tuesday’s class time for you, and in the weekly discussion sessions that happen on **Thursdays from 3pm to 4:50pm via Zoom (or Teams if Zoom doesn’t meet our needs)**. This topic is timely, and I am of the belief that you signed up for this course, in particular due to this timeliness. Our discussion days are where you get to “think out loud” about epidemics and pandemics and what is happening in our world right now. I, myself, enjoy lively discussions and encourage respectful and lively interaction from you.

**Complete Assignments:**

There are multiple ways in which you can accrue the points to be successful in this course. I have tried to balance longer assignments with shorter and more interactive assignment and take into consideration different styles of learning. Everyone should come to the **Thursday discussions** with something to say related to the readings, videos, and forum questions and prompts. In other words, there are multiple ways to participate. You need to participle. Use these multiple ways to participate.

Assignments for this course will be submitted electronically through **D2L**, unless otherwise instructed**.** Assignments must be submitted by the given deadline or special permission must be requested from instructor **before** the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

**Late Work:**

I will only accept late work with a documented and valid reason such as a doctor’s note for an illness or documentation of an emergency that made it impossible for you to meet the deadlines set. Because the bulk of your work product will be posted online and the assignments and activities will be available to you for the bulk of the week, there should be ample time for you to complete all of the assignments in a timely manner. If there are disabilities that make it difficult for you to complete assignments on time, then the Resource Center for Persons with Disabilities (RCPD, https://www.rcpd.msu.edu/) can help you with resources and services to help you achieve the goals of this course.

**Academic Honesty and Integrity:**

*The best way to maintain academic honesty and integrity is to appropriately cite your work.*

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as

specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests, and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the Academic Integrity webpage.)

**Turnitin OriginalityCheck in D2L**

Consistent with MSU’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, I use a tool in D2L called Turnitin OriginalityCheck to compare student’s work with multiple sources. The tool compares each student’s work with an extensive database of prior publications and papers, providing links to possible matches and a “similarity score.” The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student’s work. All submissions to this course may be checked using this tool. Students should submit their assignments to be screened by OriginalityCheck without identifying information included in the assignment (e.g., the student’s name, PID, or NetID); the system will automatically show identifying information to the course faculty when viewing the submissions, but this information will not be retained by Turnitin.

**Limits to Confidentiality**

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

● Suspected child abuse/neglect, even if this maltreatment happened when you were a child,

● Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and

● Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

**Commercialized Lecture Notes:**

Commercialized lecture notes are **not permitted**. This course is the product of my intellectual and scholarly efforts and as such are not available for others’ financial gains. I have no problem with sharing notes with classmates who are also enrolled in the course, such as if you have missed a discussion day and want to know what happened.

**Disruptive Behavior**

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.

**Build Rapport**

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

**Inclusive Environment**

MSU is committed to creating and maintaining an inclusive community in which students, faculty, and staff can work together in an atmosphere free from all forms of discrimination. The Office of Institutional Equity (OIE) reviews concerns related to discrimination and harassment based on sex, gender, gender identity, race, national origin, religion, disability status, and any other protected categories under the University Anti-Discrimination Policy

(https://www.hr.msu.edu/policies-procedures/university-wide/ADP\_policy.html) and Policy on Relationship Violence and Sexual Misconduct (https://www.hr.msu.edu/policiesprocedures/ university-wide/RVSM\_policy.html). If you experience or witness acts of bias, discrimination, or harassment, please report these to OIE: http://oie.msu.edu/.

Here are specific ways students are expected to behave:

1. **Giving Voice.** Allowing other students to share their thoughts and ask questions without disruption, interjection, criticism, or dismissiveness. The classroom is a space for us all to learn and grow. It is fully acceptable to make mistakes - indeed, that is how we learn.

2. **Pronouns.** We will refer to each other by the pronouns we identify with. When introducing yourself to others, offer your preferred pronouns (e.g., he/him/his, she/her/hers, they/them/their). For more information, please visit:

https://lbgtrc.msu.edu/educational-resources/pronouns/

3. **Assuming Positive Intent.** In a diverse world, we often times are confronted with thoughts, opinions, and behaviors that differ from our own. When these differences intersect with our personal values, we may feel the need to judge, criticize, or attack. It is important that in this course (and in life) that we assume positive intent in others. Assuming positive intent doesn’t mean we need to agree with the other person but it pushes us ask questions to better understand how a person’s background, prior experiences, and reasoning shapes their thoughts.

**Online SIRS Evaluation**

MSU takes seriously the opinion of students in the evaluation of the effectiveness of instruction and has implemented the Student Instructional Rating System (SIRS) to gather student feedback (http://sirsonline.msu.edu). This course utilizes the online SIRS system and you will receive an email during the last two weeks of class asking you to fill out the SIRS web form at your convenience. In addition, participation on the online SIRS system involves grade sequestration, which means that the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been completed. Alternately, you have the option on the SIRS website to decline to participate in the evaluation of the course. We hope, however, that you will be willing to us your frank and constructive feedback so that we may instruct students even better in the future. If you access the online SIRS website and complete the online SIRS form or decline to participate, you will receive the final grade in this course as usual once grades are submitted.

**ISS 327: Social Life of Epidemics Weekly Schedule**

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**Legend:**

Green = Required Textbook Yellow=PDFs Violet = E-Book or E-Article Blue = Streaming Video

***Chicago Manual of Style* Stable Link:** http://catalog.lib.msu.edu/record=b13113908~S39a

**Schedule:**

⃝**Week 1(9/3):**

Read: The Syllabus

Quiz: Due 9/8/20, 11:59pm

Reflection #1: Due 9/8/20, 11:59pm

Disucssion post: Due 9/8/20, 11:59pm

⃝**Week 2 (9/8-9/10): Foundations I and Histories**

Foundational Article:

McMillen: “Introduction”

Singer and Erickson: “Introduction”

Histories:

McMillen: “Plague,”

Film/Episode/Video:

Pathogens and Infectious Disease: Bacteria

Quiz Due 9/10/20, 11:59pm

Discussion: Due 9/10/20, 11:59pm

**Stable Links:**

● Singer and Erickson:

http://ezproxy.msu.edu/login?url=https://onlinelibrary.wiley.com/doi/pdf/10.1002/978144 4395303.ch

● Pathogens and Infectious Disease, “Bacteria”

http://ezproxy.msu.edu/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=106 835&xtid=129286

⃝**Week 3 (9/15-17): Foundations II and Histories**

Foundational Article:

McElroy and Townsend: “Chapter 5: Emerging Diseases of the 21st Century” Histories:

McMillen: “Smallpox”

Film/Episode/Video:

Pathogens and Infectious Disease: Prions

“Small Pox Mystery”

https://video.nationalgeographic.com/video/00000144-0a2b-d3cb-a96c-7b2f71140000 Quiz: Due 9/17/20, 11:59pm

Discussion: Due 9/17/20, 11:59pm

Stable Links:

● McElroy and Townsend:

http://ezproxy.msu.edu/login?url=https://ebookcentral.proquest.com/lib/michstate-ebooks /reader.action?docID=1717284&ppg=114

● Pathogens and Infectious Disease, “Viruses” and “Prions”

http://ezproxy.msu.edu/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=106 835&xtid=129286

⃝**Week 4 (9/22-24): Foundations III and Histories:**

Foundational Article:

Briggs and Nichter: “Biocommunicability and the Biopolitics of Pandemic Threats”

Rosenberg: “What is an Epidemic? AIDS in Historical Perspective” **Focus specifically on the dramaturgy of an epidemic**

https://pdfs.semanticscholar.org/29fc/67fd12855568fb25c2540fc4ba363c06cb9d.pdf Histories:

McMillen: “Influenza”

Film/Episode/Video:

“Foucault: Biopower, Governmentality, and the Subject”

https://www.youtube.com/watch?v=AXyr4Zasdkg

Quiz: Due: 9/24/20, 11:59pm

Reflection #2: Due: 9/24/20, 11:59pm

Discussion: Due: 9/24/20, 11:59pm

Stable Links:

● Briggs and Nichter: http://ezproxy.msu.edu/login?url=https://doi.org./10.1080/01459740903070410

⃝**Week 5 (9/29-10/01): Modern Plagues: SARS and Coronavirus**

SARS Readings:

Encyclopedia of Pestilence, Pandemics, and Plagues: “Severe acute respiratory syndrome (SARS)”

Coronavirus Readings:

Bleicher and Conrad: “We Thought It Was Just a Respiratory Virus”

Shah: “It’s Time to Tell a New Story about Coronavirus—Our Lives Depend on It”

Film/Episode/Video:

Inside Italy's COVID War (full film) | FRONTLINE:

https://www.youtube.com/watch?v=U8q2IEj-j24

Quiz: Due 10/01/20, 11:59pm

Discussion: Due 10/01/20, 11:59pm

Stable Links:

● *Encyclopedia of Pestilence, Pandemics, and Plagues*: “Severe acute respiratory syndrome (SARS)”

http://catalog.lib.msu.edu/record=b12073627~S39a

● *Bleicher and Conrad:* https://www.ucsf.edu/magazine/covid-body

● *Shah:* https://www.thenation.com/article/society/pandemic-definition-covid/ ⃝**Week 6 (10/6-10/8): Vector-borne and Zoonotic Disease**

Vector-Borne Reading:

McMillen: “Malaria”

Encyclopedia of Pestilence, Pandemics, and Plagues: “Malaria”

Zoonotic Reading:

Singer: “Pathogens Gone Wild…,”

Dyer *et al*: “Deforestation, Dogs, and Zoonotic Disease,”

Film/Episode/Video:

Epidemics: The Invisible Threat: Viral Vectors

Parry: Reengineering Mosquitos to Fight Disease:

https://www.ted.com/talks/hadyn\_parry\_re\_engineering\_mosquitos\_to\_fight\_disease Quiz: 10/08/20, 11:59pm

Discussion: 10/08/20, 11:59pm

Reflection # 3: 10/08/20, 11:59pm

Stable Link:

● *Encyclopedia of Pestilence, Pandemics, and Plagues*:

http://catalog.lib.msu.edu/record=b12073627~S39a

● Singer: http://ezproxy.msu.edu/login?url=https://doi.org./10.1080/01459740903070451 ● Dyer, *et al*: http://ezproxy.msu.edu/login?url=https://doi.org./10.1111/AN.49

● “Epidemics: The Invisible Threat (Viral Vectors Seg. 16)”:

http://ezproxy.msu.edu/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=106 835&xtid=65318

⃝**Week 7 (10/13-10/15): Midterm Film Review: (30 points). Due: 10/15/20, 11:59pm**

1. “How to Survive a Plague” **Stable Link:**

http://ezproxy.msu.edu/login?url=https://digitalcampus.swankmp.net/michiganstate30557 6/watch/438DE6B742AABE19?referrer=direct

2. “ Wilhemina’s War: Fighting AIDS in the South” **Stable Link:**

http://ezproxy.msu.edu/login?url=https://msu.kanopy.com./video/wilheminas-war-0 3. “Coronavirus Pandemic” https://www.youtube.com/watch?v=4DJtjyB1gvE

4. “The 1918 Influenza Pandemic in America (also on Amazon Prime):

https://www.youtube.com/watch?v=l0juBE-ra3A

⃝**Week 8 (10/20-10/22): Modern Plagues: Zika and Ebola**

Zika Readings:

Nading: “Diseases that Don’t Fit: Dengue, Zika, and the Trouble with Classifications” W.H.O: “Zika Virus” https://tinyurl.com/y3na8sx8

Ebola Readings:

Frankfurter: “’Safe Burials’ and the 2014-2015 Ebola Outbreak”

Encyclopedia of Pestilence, Pandemics, and Plagues:: “Hemorrhagic fevers”

Film/Episode/Video:

Aylward: “Humanity vs. Ebola: How we could win a terrifying war”

https://www.ted.com/talks/bruce\_aylward\_humanity\_vs\_ebola\_how\_we\_could\_win\_a\_terrifying \_war#t-14249

“Zika: The Untold Story” https://www.youtube.com/watch?v=myFkbiP2VWY

Sabeti: “How we’ll fight the next deadly virus”

https://www.ted.com/talks/pardis\_sabeti\_how\_we\_ll\_fight\_the\_next\_deadly\_virus#t-14794 Quiz: Due 10/22/20, 11 :59pm

Discussion: Due 10/22/20, 11 :59pm

Stable Links:

*●* Encyclopedia: http://catalog.lib.msu.edu/record=b12073627~S39a

● Frankfurter: http://catalog.lib.msu.edu/record=b12249793~S39a

This takes you to the *Routledge Handbook of Medical Anthropology* �� Table of Contents ��Ch. 15�� click Ch. 15 “arrow” (very pale gray button to left of Ch. 15 Title) �� Section 15.4 and read that section only.

⃝**Week 9: (10/27-10/29): Sexually Transmitted Infections and Shah’s *Pandemic*** HIV Readings:

McMillen: HIV/AIDS

Specter: “The Denialists” https://www.newyorker.com/magazine/2007/03/12/the-denialists

Syphilis Readings:

McNeil: “U.S. Apologizes for Syphilis Tests in Guatemala”

Film/Episode/Video:

“The Frightening Legacy of US Syphilis Experiments in Guatemala”

https://www.youtube.com/watch?v=nha9MsSSKvE&list=PL3BPQ282l1uHgIW2R3roOW9h\_Jb IDxaQV&index=2

Shah:

*Pandemic* Introduction

Quiz: Due 10?29/20, 11:59pm

Reflection #4: Due 10?29/20, 11:59pm

Discussion: Due 10/29/20, 11:59pm

⃝**Week 10 (11/3-11/5): Prion Diseases and Shah’s *Pandemic***

Prion Readings:

CDC: “Variant Creutzfeldt-Jakob Disease” https://www.cdc.gov/prions/vcjd/about.html WHO: “Prion Diseases” https://tinyurl.com/y5znqwqe

Lindenbaum: “Kuru, Prions, and Human Affairs: Thinking about epidemics”: Focus on “Kuru and Human Affairs,” “BSE, vCJD, and Human Affairs,” “Postmodern Epidemics, Postmodern Societies,” Postmodernity or Risk Society?,”

*Pandemic* Ch. 1: The Jump

Film/Episode/Video:

Shah: How to Make Pandemics Optional not Inevitable:

https://www.ted.com/talks/sonia\_shah\_how\_to\_make\_pandemics\_optional\_not\_inevitable Quiz: Due 11/05/20

Discussion: Due 11/05/20

Stable Links:

Lindenbaum: http://ezproxy.msu.edu/login?url=https://www.jstor.org./stable/pdf/3069221.pdf

⃝**Week 11 (11/10-11/12): Bacterial Infections/Shah, *Pandemic***

Tuberculosis:

McMillen: “Tuberculosis”

Cholera Readings:

McMillen: “Cholera”

*Pandemic* Ch. 2: Locomotion

Film/Episode/Video:

Sanicas: “What Makes TB the World’s Most Infectious Killer?”

https://www.ted.com/talks/melvin\_sanicas\_what\_makes\_tb\_the\_world\_s\_most\_infectious\_killer ?language=en

Quiz: Due 11/12/20, 11:59pm

Reflection #5: Due 11/12/20, 11:59pm

Discussion: Due 11/12/20, 11:59pm

⃝**Week 12 (11/17-11/19): Institutional and Governmental Failures Managing Epidemics/Shah, *Pandemic***

Failures Reading:

Yong: “How the Pandemic Defeated America”

https://www.theatlantic.com/magazine/archive/2020/09/coronavirus-american-failure/614191/ McMillen: Epilogue

*Pandemic* Ch. 3: Filth

Film/Episodes/Video:

What the World Can Learn from China’s Response to the Coronavirus

https://www.ted.com/talks/gary\_liu\_what\_the\_world\_can\_learn\_from\_china\_s\_response\_to\_the\_ coronavirus

Quiz: Due 11/19/20, 11:59pm

Discussion: Due 11/19/20, 11:59pm

⃝**Week 13: (11/24): Shah, *Pandemic* (Thanksgiving)**

*Pandemic* Ch 4: Crowds and Ch. 5: Corruption:

Film/Episode/Video:

David: “How to be Our Best Selves in Times of Crisis”

https://www.ted.com/talks/susan\_david\_how\_to\_be\_your\_best\_self\_in\_times\_of\_crisis Quiz: Due 12/01/20, 11:59pm

Discussion: Due 12/01/20, 11:59pm

⃝**Week 14 (12/1-12/3): Shah, *Pandemic***

*Pandemic,* Ch. 6: Blame and Ch. 7: The Cure:

Quiz: Due 12/03/20, 11:59pm

Discussion: Due 12/03/20, 11:59pm

⃝**Week 15 (12/8-12/10): Shah, *Pandemic* (Last week of class)**

*Pandemic,* Ch. 8: The Revenge of the Sea, Ch. 9: The Logic of Pandemics, and Ch. 10: Tracking the Next Contagion I don’t expect you to have all of the reading done by discussion day, but have enough done to participate in discussion and understand that there will be quiz questions from all of the chapters assigned.

Film/Episode/Video:

When Is a Pandemic Over?

https://www.ted.com/talks/alex\_rosenthal\_when\_is\_a\_pandemic\_over

Quiz: Due 12/10/20, 11:59pm

Discussion: Due 12/10/20, 11:59pm

**Final Exam: December 16, 2020 @ 10:00am to 12:00pm**