**SOC 493-01**

**The Social Life of Epidemics:**

**How Culture Plays a Role in the Transmission of Infectious Diseases**

**Professor: Deon Claiborne**

**Tuesday and Thursday**

**11:00 AM-12:15 PM**

**Room L-231**

**Office: Delp 123**

**Office Hours: By appointment Tuesday and Thursdays**

**August 31-December 17, 2016**

**Course Description:**

Why did Ebola explode in African countries, but contained in the U.S.? How did the US government play a role in the mismanagement of the AIDS crisis? How can the spread of Zika be prevented? What do we need to know about the role culture plays in the spread, treatment, and aftermath of infectious diseases to avoid the next big pandemic?

In this course, we will ask and answer these questions and more by examining the role that culture, institutions, and human behavior have and have had in current and past pandemics (world-wide epidemics). You will use theories and ideas from anthropology and social medicine to critically think about how diseases spread; what the social consequences of epidemics are; what methods work or do not work in preventing or treating them; and how clashes within and between cultures, institutional negligence, and individual human behavior can impact prevention and treatment.

**Course Requirements:**

You are responsible for all material covered during class and your assigned readings. Class readings on the syllabus should be completed *before* each class period. Class attendance is required. Unexcused absences will lower your final grade.

**Required Textbooks:**

● *Plagues and Epidemics: Infected Spaces Past and Present* Edited by D. Ann Herring and Alan C. Swedlund

● *Pandemic* by Sonia Shah

● *The Plague* by Albert Camus

These will be supplemented by electronic versions of other readings as well as films. **Grading:**

There is a total of 135 points available throughout the course which will be converted into a percentage for your final grade. Points can be achieved via the following methods:

*Reflections (Total: 30 points):* Reflections are based on prompt questions found in the McKee and Stone text or as instructed in the syllabus. There are twelve reflections during the semester. Each reflection is worth 2.5 points and is an all or nothing grading system. Either you turned in your reflection and received full points or you did not turn in your reflection and will not receive any points. Reflections are short, but thoughtful reflections on the ideas presented during that week. Some reflections are directly prompted by the readings, while others require you to search out current articles that pertain to the topic of the week and use the weekly readings to critically evaluate the article. These paragraphs are an opportunity to think critically about the ideas and concepts presented during the lectures and through the readings.

*Reading Presentations (Total: 20 points):* Students will sign up to lead discussion on a particular article twice over the course of the semester. The student will write a short paper summarizing the key points, arguments, and/or facts presented in the article, chapter, or paper concluding with at least three discussion questions. This summary will be provided to each of the other students and the professor. The student will then facilitate a critical discussion about the article in class. Each presentation is worth ten points.

*Assignment (5 points):* Create two essay questions from any of the material between Week 2 and Week 6

*Final Paper and Presentation (30 points):* In the final paper and presentation, you will use one of the theoretical models, which you learned about throughout the course, to investigate, critically, an epidemic of your choice. It can be a historical epidemic or a current epidemic. You will delve more deeply into the social, cultural, political (including global politics), and economic factors that led to the growth of the epidemic, the treatment of the epidemic (and of the people infected and affected), and the aftermath of the epidemic. Cite any sources that you use with the author, the title of the source, the date, pages, and, if a website, the link. You will present your paper to the class (see schedule).

*Midterm (20 points):* The mid-term will consist of an in class essay which answers one question out of a selection of questions based on materials presented from Week 2 through Week 6.

*Final Exam (30 points):* The Final Exam is cumulative and will focus primarily on the larger concepts we have discussed over the semester. The Final Exam will include: true and false; multiple choice; short answer; and an in class essay. More information will be provided prior to the exam.

**A word about my policies and your responsibilities:**

1. Because of the small class size, this class will be conducted like a graduate seminar. Unlike undergraduate courses, in which grading expectations usually start at a “C” and grade up to an “A,” graduate course grading starts at an “A” and grades down from there. The expectation is that students do their best work because they have an interest and passion in the subject matter. I will start from the expectation that you want to be in this class and are eager to learn the subject matter.

2. The exams and your final paper and presentation comprise the major portion of your grade. The midterm will consist of a selection of essay questions to choose from and will be a take home. The other exam will have a selection of the different exam questions listed above. These exams are noted on your syllabus. FAILURE to take one of these exams will probably lead to failure in the course. Failure to take the final exam WILL equal a failure in the course. More information regarding the types of exams will be presented in the coming weeks as we discuss the material and how you would best like your knowledge of the material tested.

3. As noted above, reflections are graded as all or no points. Attention to detail is important here, as is critical thinking. I am looking for your effort in working with and through the concepts presented. All reflections should be supported by source material and cited properly. For class readings, the author and date is fine. For any outside sources you use, you’ll need full bibliographic information posted at the bottom of your reflection post. 4. All assignments except the final project are worth five points.

5. I reserve the right to alter this schedule if it becomes necessary, so pay attention to reading assignments and updates given in class.

6. If you have any questions, please email me or come see me asap. I would be glad to meet with you!

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic** | **Tuesday Thursday Assignments Due** |
| **Week 1**  Classes  begin on 08/31/16  09/01/16 (Th) | Course  Over-vie  w | No Class Course, Syllabus,  Reflection: Write a  Textbook review  one paragraph  No Readings  introduction of  Video: “5 Tips to  yourself. In this  Improve your  reflection, share one  Critical Thinking”  thing people do not  Various Logical  know about you; one  Fallacy videos  goal you have for the  class; one goal you  have in life; and one |

|  |  |  |
| --- | --- | --- |
|  |  | hobby you like to  engage in. |
| **Week 2**  09/06/16 (T)  09/08/16 (Th)  **Week 3**  09/13/16 (T)  09/15/16 (Th) | Thinking  about Plagues and  Epidemics  Setting the  stage for  understanding epidemics as cultural  phenomena | Herring/Swedlund:  Shah: Introduction  Reflection: In two  Ch. 1, Ch. 2  pages, discuss the  Joralemon:  major theoretical  “Recognizing  perspectives  Foucault: “The  Biological, Social,  presented in the  Right of Death and  and Cultural  readings with which  Power over Life”  Interconnections”  we can consider the  social life of  Agamben: *Homo*  Kopytoff: “The  epidemics. Finally,  *Sacer* Introduction  Cultural  select one  Biography of  perspective and  Inhorn: “Medical  Things”  argue why you think  Anthropology and  it is the best  Epidemiology  Moosavinia *et al*:  perspective to use in  “Edward Said’s  understanding the  *Orientalism* and  interaction between  the Study of the  culture and biology  Self and the  before, during and  Other… (Intro  after epidemics.  only)”  Herring/Swedlund:  Shah: Ch. 1, Ch. 2  Reflection: What do  Ch. 8  you think of the  Farmer (1999):  concept of health as  *Pathologies of*  a human right? Are  *Power*  there other concepts  –Introduction only  not addressed in the  articles that you  think could work?  “After the End of  “Manufactured  Identify some of the  Disease”  Neglect”  larger processes,  both historically in  http://goo.gl/GM7DQ  http://goo.gl/cCNm  0  Ol  the Herring and  Swedlund chapter  and currently in the  *Film*: “Epidemics” (1st  *Film*: “Epidemics”  other articles, that  half)  (2nd half)  enhance or inhibit  this idea of health as  a human right. |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 4**  09/20/16 (T)  O9/22/16 (Th) | Transmission and Culture | Herring/Swedlund:  Shah: Ch. 3, Ch. 4  Reflection: Find an  Ch. 3, Ch. 9, Ch. 18  article online, in a  Briggs and  magazine, or  Nichter:  newspaper (print it  “Biocommunica-bi  and include it with  lity and the  your reflection) that  Biopolitics of  relates to this week’s  Pandemic Threats”  topic and readings.  Identify the “social  McCloskey:  life” of the pathogen  “Monitoring  or other element that  Disease Outbreaks  is causing dis-ease in  at the Games”  a population.  Reading  Presentation |
| **Week 5**  09/27/16 (T)  09/29/16 (Th) | Vector borne Illnesses and Zoonotic  Disease | Herring/Swedlund  Shah: Ch. 5 and  Reflection: Find an  Ch. 13, Ch. 15, Ch.  Ch. 6  article online, in a  16  magazine, or  newspaper (print it  Dyer *et al*:  and include it with  “Deforestation,  your reflection) that  Dogs, and Zoonotic  relates to this week’s  Disease”  topic and readings.  Identify the “social  Porter: “Of Farmers  life” of the pathogen  and Fowl”  or other element that  is causing dis-ease in  Karaim: “Not So  a population.  Fast with the DDT”  Reading  Presentation |

|  |  |  |
| --- | --- | --- |
| **Week 6**  10/04/16  (T)  10/06/16  (Th) | Modern  Plagues: Zika and Ebola | Shah: Ch. 7 and 8  Shah: Ch. 9 and 10  Reflection: Find an  article online, in a  Bolten:  magazine, or  Nading: “Diseases  “Circulating Ebola  newspaper (print it  that don’t Fit”  in the  and include it with  Anthropocene”  your reflection) that  Valle: “How the  relates to this week’s  Zika Narrative  Frankfurter: “The  topic and readings.  About Puerto Rico  Danger in Losing  Identify the “social  Explains US  Sight of Ebola  life” of the pathogen  Colonialism”  Victims’  or other element that  Humanity”  is causing dis-ease in  “Awakenings”  a population.  “After the End of  http://goo.gl/KhBDfX  Ebola”  Reading  http://goo.gl/x9iA0G  Presentation  Assignment: Create  two essay questions  from any of the  material between  Week 2 and Week 6  (Due Tuesday) |
| **Week 7**  10/11/16  (T)  10/13/16  (Th) | **Mid-Term**  **Exam** | **Mid-Term**  Mid-Semester  No Assignments  **Exam**—  Break: No Class  Due |
| **Week 8**  10/18/16  (T)  10/20/16  (Th) | Sexually  Transmitted | Herring/Swedlund:  Camus: Part 1  Reflection: Find an  Ch. 11, Ch. 17  article online, in a  Parker: “Sexuality,  magazine, or  Fleck: “How the  Culture, and  newspaper (print it  Modern Concept of  Power in  and include it with  Syphilis  HIV/AIDS  your reflection) that  Originated”  Research”  relates to this week’s  topic and readings.  Reverby: “’Normal  Decosas and  Identify the “social  Exposure’ and  Pedneault:  life” of the pathogen  Inoculation  “Preventing  or other element that  Syphilis”  Sexually |

|  |  |  |
| --- | --- | --- |
|  |  | Transmitted  is causing dis-ease in  Diseases…”  a population.  *Film:* “And the  Band Played On”  Koon: “Ruth  Reading  (1/2)  Coker Burks, the  Presentation  cemetery angel”  *Film:* “And the  Band Played On”  (1/2) |
| **Week 9**  10/25/16  (T)  10/27/16  (Th)  **Week 10** 11/01/16  (T)  11/03/16 | Prions  Airborne | Herring/Swedlund:  Camus: Part 2 Reflection: Find an  Ch. 14, Ch. 18  article online, in a  magazine, or  Costandi:  newspaper (print it  “Cannibalism and  and include it with  the Shaking Death”  your reflection) that  relates to this week’s  http://goo.gl/PGYYdN  topic and readings.  Identify the “social  life” of the pathogen  or other element that  is causing dis-ease in  a population.  Reading Presentation  Herring/Swedlund:  Camus: Part 3  Reflection: Find an  Ch. 5, Ch. 7, Ch. 10  article online, in a  magazine, or  Singer: “Pathogens  “Storage and  newspaper (print it  Gone Wild”  Stockpiling as  and include it with  techniques of  your reflection) that  “Where Has SARS  preparedness”  relates to this week’s  Gone?”  topic and readings.  http://goo.gl/4ZU3Yi  Identify the “social  http://goo.gl/Ji0mgY  Untiimely Ends and  life” of the pathogen  the Pandemic  or other element that  Imaginary”  is causing dis-ease in  http://goo.gl/0DO2F  a population.  T  Reading Presentation |

|  |  |  |
| --- | --- | --- |
| **Week 11** 11/08/16  (T)  11/10/16  (Th)  **Week 12** 11/15/16  (T)  11/17/16  (Th) | Bacterial  Other  epidemics | Herring/Swedlund:  Camus: Part 4  Reflection: Find an  Ch. 6  article online, in a  Quigley: “Haiti’s  magazine, or  Fisher and Kramer:  Earthquake was  newspaper (print it  “An Epidemic after  Devastating: The  and include it with  an Earthquake” (Pt.  Cholera Epidemic  your reflection) that  1 and 2)  was Worse”  relates to this week’s  topic and readings.  “Never Ending  Identify the “social  Stories”  life” of the pathogen  or other element that  http://goo.gl/UCIY4i  is causing dis-ease in  a population.  Reading  Presentation  Herring/Swedlund:  Camus: Part 5  Reflection: Find an  Ch. 4  article online, in a  magazine, or  LA Times: “Are the  Suarez: “The  newspaper (print it  Media Complicit in  Silent, Deadly  and include it with  Mass Shootings?”  Epidemic of  your reflection) that  Non-Communicab  relates to this week’s  Leonard: “Should  le Disease”  topic and readings.  Gun Violence Be  Identify the “social  Treated Like Car  life” of the pathogen  Accidents?”  WHO: *Global*  or other element that  *Status Report on*  is causing dis-ease in  http://goo.gl/GorvxA  *Non-communicabl*  a population.  WHO: *Global*  *e Diseases, 2010)*  *Status Report on*  (Read from the  *Violence Prevention*  Executive  *2014* (Read from  Summary through  Reading  pg. vii through the  Ch. 2 and then all  Presentation  end of Part II)  of Ch. 7)  Novella: “AMA  Decides Gun  Violence is a Public  Health Issue” |
| **Week 13** 11/22/16  (T) | Institutional  Failures and  Solutions? | Herring/Swedlund  **Happy**  No Assignments  Ch. 12  **Thanksgiving** |

|  |  |  |
| --- | --- | --- |
| 11/24/16  (Th) |  | Bates *et al*:  “Vulnerability to  malaria,  tuberculosis, and  HIV/AIDS…Pt. 1”  Bates *et al*:  “Vulnerability to  malaria,  tuberculosis, and  HIV/AIDS…Pt. 2”  Bayer: “AIDS,  Ethics, and  Activism”  Beaubien: “Critics  say Ebola Crisis  was WHO’s Big  Failure”  WHO: “WHO  Leadership  Statement on the  Ebola Response”  Kaiser Family  Foundation: “The  U.S. President’s  Emergency Plan for  AIDS Relief  (PEPFAR)”  “Diagnosing  Failure”  http://goo.gl/Ou5G16 |
| **Week 14** 11/29/16  (T)  12/01/16  (Th) | **Presentations** | Garrett: “The  Reflection: Find an  Challenge of  Presentations  article online, in a  Global Health”  magazine, or  newspaper (print it  “Messianic  and include it with  Medicine…”  your reflection) that  relates to this week’s  http://goo.gl/sDmK0  9 |

|  |  |  |
| --- | --- | --- |
|  |  | topic and readings.  Stoller: “Global  Identify the “social  Politics, Global  life” of the pathogen  Health and the  or other element that  Anthropological  is causing dis-ease in  Moment”  a population.  Final Paper Due  Faye: “How  Beginning of Class  Anthropologists help  Thursday  medics fight Ebola in  Guinea” |

**Week 15** 12/06/16 (T)

12/08/16 (Th)

**Review and Catch up**

Review of materials from Course

Review and questions

**Week 16** 12/12/16 -12/17/1 6

**Exam Week Final Exam: Thursday,**

**December 15,**

**10:30 AM**