GLOBAL PANDEMICS: HISTORY, SOCIETY, AND POLICY

ANTH 142b

Fall 2020

Tuesday/Thursday 4:00-5:30

<https://brandeis.zoom.us/j/95824909450>

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**Office Hours: Wed 1-3pm or by appointment** (via Zoom)

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**Course Description:** Congratulations! You are living through unprecedented times that people will read about in history books for centuries to come. The COVID-19 pandemic is the largest global pandemic to happen since the 1918 Spanish Flu. It answers questions that scientists have been exploring since the outbreak of SARS in 2003 – namely – what will be the next pandemic? Now we know the answer, but that may not have been the only question we should have asked. Experience with this pandemic tells us, more than ever, that fighting disease requires much more than medical or epidemiologic knowledge. We have seen evidence of cultural, social, political and economic influences that have driven the course of this pandemic in the US and all over the world.

This course explores global pandemics from a social scientific perspective that takes into account medical anthropologic theory and methods. Taking a biosocial perspective, we will approach pandemics like HIV/AIDS, SARS, Ebola, and COVID-19 as shaped not merely by biology, but also by culture, economics, politics, history, institutions, and individuals. Our focus encompasses the individual body and the body politic, sexualities and societies, religion and folk practices as well as response to disease by local and global political entities. We will begin by discussing the history of pandemics. Following that we will discuss how diseases are categorized and prioritized in the eyes of global health funders. Much of this includes discussion of the public health identities that have been created around certain diseases like AIDS, including identities related to gender, sexuality, and drug use. We will also discuss how we control disease, how diseases move across borders, and how they are constructed within local medical models. In the end we will have an appreciation for how local communities and others considered as sitting outside the realm of scientific/biomedical expertise can contribute to the prevention and response of these diseases and how we should incorporate non-biomedical practices and beliefs into these responses.

Course Learning Objectives: At the end of this course students will be expected to:

* Demonstrate knowledge of the history of how global pandemics have been shaped
* Demonstrate an understanding of how global health organizations categorize, assess, and respond to global pandemics
* Assess the importance and contribution that local understandings of disease and illness can offer to the global response to pandemics.
* Discuss the ways in which the historical development of global policies towards HIV/AIDS and other pandemic diseases have been shaped by public debates framed by law, religion, science, and human rights.
* Conceptualize the role and interests of state and intergovernmental agencies, in shaping the evolving history of global pandemics.
* Discuss cross-cultural approaches to responding to pandemic outbreaks.
* Critically assess the possibilities and limitations of pandemic interventions in global public health.
* Articulate the value of the medical anthropologic approach toward global pandemics.

Success in this four- credit course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, online discussions, preparation for exams, field trips, etc.).

**The following are required texts for the course to be purchased. They are easily accessible through online book sellers. The remainder of the readings are available on the course LATTE page.** [LATTE](file:///C%3A%5CUsers%5Cmary-annwinkelmes%5CDesktop%5CMAW%20files%5CBrandeis%5CAccessibility%5CLATTE) is the Brandeis learning management system: <http://latte.brandeis.edu>. Login using your UNET ID and password.

Lakoff, Andrew. 2017. Unprepared: Global Health in a Time of Emergency. Berkeley, CA: University of California Press.

Course Assignments:

1. Attendance and Participation 10%
2. Blogs 10%
3. Notebooks on Current Events in Global Pandemics (3) 30%
4. Playing Pandemic 10%
5. Final Assignment 40%

**Attendance and participation**: Given the nature of this course (a course about pandemics offered during a pandemic) attendance and participation will consist of a variety of methods so that everyone can have an opportunity to attend and participate in our class meetings.

This course will be conducted remotely. As a result, all class meetings will occur over Zoom teleconferencing technology. In order to attend the class, you will need a computer with Zoom (available through Brandeis LTS) and an internet connection.

* *Attendance:* Attendance will be recorded for everyone who attends synchronously. Anyone who cannot attend synchronously will have an opportunity to answer a question on the content of the class through a written forum. Every student in the class should prepare ahead of time by reading the assigned readings and/or watching any videos associated with the class. Come to class prepared to query and discuss what you’ve read.
* *Participation:* Most of the synchronous portions of the course will be discussion based – either in breakout rooms or among the whole class. I encourage people to raise their hands and contribute to the discussion. For those attending asynchronously, you will have the opportunity to comment and ask questions through different forums and I encourage you to do that. I will also assign several students, during each session, to act as a rapporteur (a note taker). If you have a question but don’t see an opportunity to speak up, place your query in the chat box and we’ll get to it. Several students will also be responsible for providing reflection on each module, which will also be counted toward your participation in the course. **Notes on class sessions should be submitted by 5:00pm the day following the class. End of Module Reflections should be submitted by the class session following the end of the module.**

**Blogs**: Much of our class discussions will be prompted by blogs that students write about the course readings. Blogs should be no more than 350 words in length and present a critical stance on the topic for the appointed class session, based on a reaction or reflection on the readings for that day. Good blogs start out with a strong opinion that is then supported through evidence from outside sources, like reading assignments for the course – much like an editorial. Blogs should be opinionated, they should also end with a question or two that we can discuss in class. Each student will write **three** blogs during the course of the semester. Students will also be assigned to respond to blogs, starting a dialogue before we even walk into class. Those who write or respond to the blog for a class session will be asked to comment on their opinion during class. **Blogs are due by 5:00pm on the day before the class where they will be discussed so that those assigned to respond have ample time to react and respond.**

**Notebooks on current events in global pandemics (3)**: Each student should monitor local and national media (newspapers, blogs, radio, and TV) for content on global pandemics and record any interesting stories in an electronic type written notebook. This can be on COVID-19 or another pandemic of your choice. You can also use one of the media pieces listed in the syllabus. Entries can also be made in reaction to television shows you watch, podcasts you listen to, movies you see, or propaganda you see on the street. For each entry you should document the source used for your assignment (source, date, and any other identifying information) and include a link or a scanned copy if it is text based. Each entry should also be accompanied by a one-paragraph (maximum of 350 words) reaction. Feel free to cite course reading assignments or comments from discussions in class. The aim here is to have you think critically about what is reported or presented on global pandemics in our national media and in your local area. Ask questions about the piece, look for what’s missing, how else could it have been presented. In other words – you be the judge of whether the author and media outlet is presenting an accurate picture of the situation or if there’s something they didn’t think about. What more can you offer to our understanding of the situation as a social scientist. Because we are in the midst of a global pandemic and there is so much media to report on, notebooks will be due on a rolling basis. Each student will be asked to sign up for three sessions when they would like to submit notebooks. Several students will also be asked to present their media entry during each session to help keep the class up on the latest developments in the pandemic.

**Playing Pandemic:** We will use the game *Pandemic* to help achieve the learning objectives for this course. Rules for playing the game are posted to LATTE. The rules of engagement for this course are also posted to LATTE and included as Appendix A at the bottom of the syllabus. While I normally pass around copies of the board game, this semester we will be playing online. The best way to play the game will be through Steam. If you do not already have Steam downloaded to your computer, you can do so [here](https://store.steampowered.com/about/). If you already have an account, you can just log into your account. If you do not already have an account, the next step would be to open the Steam application on your computer and create one. If you search in Steam “[Pandemic: The Board Game](https://store.steampowered.com/app/622440/Pandemic_The_Board_Game/),” you can purchase it for $9.99. I will group you into teams of four to play the game and each group should play one round of the game each week. Groups 1-5 will report out on the results of their rounds of play at the beginning of class on Tuesday and groups 6-10 will report out on the results of their rounds at the beginning of class on Thursday.

**Final Assignment: Pandemic in Real Life!** The title of the final assignment used to be a hypothetical but that is no longer the case. I would like you to take the lessons we’ve learned during the semester and apply them to the current pandemic while reflecting on the board game you played. To do that, I ask you to choose a country that has experienced the COVID-19 pandemic. Next, think about how you may have responded to that epidemic if you were responding from the perspective of the board game (you can use examples of moves you actually made during the board game). Then, looking at what happened in the country you are examining, tell me how what happens in real life differs from what would have happened on the board, and why. The objective of this final assignment will be a 5-7 page (12-point font, double spaced, one-inch margins) analytic paper that considers the political, historic, social, cultural, and economic influences that could have either facilitated or limited the moves you made in the game. Your essay will need to consider the actual play in the game itself but just as background information and not as the main body of your argument. We anticipate that this essay will require some amount of outside research into the current circumstances of the country you have chosen to focus on.

In this essay you may choose to address such problems as the mobilization of resources, the use and availability of personnel and expertise, political conflicts, international relationships and history, economics, health systems, political structure, transportation, cultural influences and practices, and possible social vectors for epidemic spread. Be sure, however, to develop your own analytical focus and to cite your sources in support of your claims. For example, don’t just tell us that a particular action was not possible; tell us how and why. You might even then propose other possible approaches to the problems of global health. Essays will be graded on the basis of: a strong thesis statement and motive for the essay, evidence used to support your thesis, analysis of the situation, organization and structure of the paper, and writing style.

**Submitting Assignments and Late Policy:** Students are expected to submit all assignments via LATTE by the beginning of the class session on the day they are due. Extensions can be granted in extreme cases with the professor’s permission. All other late assignments will be graded down by 5% of the maximum grade per day. Please let me know ahead of time if you have difficulty accessing LATTE and we can discuss an alternate means for submitting assignments.

**Computer and Cell Phone Use**

In order to focus your full attention on the class and on each other, laptops are not allowed during class time. Flat tablets (such as ipads) are an exception, but may be used only to pull up the readings and not for typing. The use of cell phones is of course prohibited.

**Disabilities**

Brandeis seeks to welcome and include all students. If you are a student who needs accommodations as outlined in an accommodations letter, please talk with me and present your letter of accommodation as soon as you can. I want to support you. In order to provide test accommodations, I need the letter more than 48 hours in advance. I want to provide your accommodations, but cannot do so retroactively. If you have questions about documenting a disability or requesting accommodations, please contact Student Accessibility Support at 781-736-3470 or access@brandeis.edu.

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please come and see me.

**Academic Integrity**

In all of your written assignments, please make sure to cite properly any sources that you consulted, whether or not you use direct quotes. You may not simply lift text from any source and incorporate it into your own work, nor can you just change a few words here and there and claim it as your own, even if you do cite the source. You must thoroughly and carefully paraphrase any information that you include. We will go over proper citation style in class.

You are expected to be familiar with and to follow the University’s policies on academic integrity and plagiarism (see <http://www.brandeis.edu/studentlife/sdc/ai>). Faculty may refer any suspected instances of alleged dishonesty to the Office of Student Development and Conduct. Instances of academic dishonesty may result in sanctions, including but not limited to failing grades being issued, educational programs, and other consequences.

**COURSE OUTLINE AND READING ASSIGNMENTS**

**Framing Pandemics Throughout History**

**Week 1**

8/27 (Thurs) **Introduction to the course**

Walsh, Bryan. 2017. “The World is Not Ready for the Next Pandemic.” Time Magazine, May 4.

Kolbert, Elizabeth. 2020. “[Pandemics and the Shape of Human History](https://www.newyorker.com/magazine/2020/04/06/pandemics-and-the-shape-of-human-history)”. *New Yorker.* April 6, 2020.

 [When Pandemics Arise, Composers Carry On](https://www.npr.org/sections/deceptivecadence/2020/04/13/827990753/when-pandemics-arise-composers-carry-on?utm_source=npr_newsletter&utm_medium=email&utm_content=20200413&utm_term=4517913&utm_campaign=news&utm_id=2475920&orgid=330) - NPR – Morning Edition. April 13, 2020.

**Week 2 Historical Perspectives – The Making of a Pandemic**

9/1 (Tues) Morens, David, Gregory Folkers, and Anthony Fauci. 2008. “Emerging Infections: A Perpetual Challenge.” The Lancet Infectious Disease 8(11):710-719.

Echenberg Myron, Plague Ports: The Global Urban Impact of Bubonic Plague, 1894-1901 (New York: New York University Press, 2007) – Part 1: Belle Époque and the Bubonic Plague, pp. 1-14.

Barry, John. 2019. “The Influenza Epidemic of 1918.” In Peter Brown and Svea Closser (eds.) *Foundations of Global Health: An Interdisciplinary Reader.* New York: Oxford University Press. Pp 23-30.

**Media**

Gladwell, Malcolm, “[The Deadliest Virus Ever Known](https://www.newyorker.com/magazine/1997/09/29/the-dead-zone)” *New Yorker.* September 22, 1997.

[The Spanish Flu a Century Later: 2018 Is Not That Different from 1918](https://www.csis.org/analysis/spanish-flu-century-later-2018-not-different-1918?utm_source=CSIS+All&utm_campaign=58ec9cf1f6-EMAIL_CAMPAIGN_2018_04_04&utm_medium=email&utm_term=0_f326fc46b6-58ec9cf1f6-150284037)

9/3 (Thurs) Echenberg Myron, Plague Ports: The Global Urban Impact of Bubonic Plague, 1894-1901 (New York: New York University Press, 2007) – Chapter 8: Black Plague Creeps into America: San Francisco, 1900/1901, pp.. 213-224 ; Plague’s Lessons, pp. 303-312. (Skim)

Brandt, Alan. 2013. “How AIDS Invented Global Health.” New England Journal of Medicine. 368(23): 2149-2152.

Merson, Michael, Jeffrey O’Malley, David Serwadda, Chatawipa Apisuk. 2008. The history and challenge of HIV Prevention. American Journal of Public Health. 372:475-488.

Packard, Randall. 2019. “Looking Back in Time from Ebola: The History of Global Health.” In Peter Brown and Svea Closser (eds.) *Foundations of Global Health: An Interdisciplinary Reader.* New York: Oxford University Press. Pp. 368-376.

**Media**

“[Wuhan Coronavirus Looks Increasingly Like a Pandemic, Experts Say”](https://www.nytimes.com/2020/02/02/health/coronavirus-pandemic-china.html?smid=nytcore-ios-share) *[New York Times](https://www.nytimes.com/2020/02/02/health/coronavirus-pandemic-china.html?smid=nytcore-ios-share)* [February 2, 2020.](https://www.nytimes.com/2020/02/02/health/coronavirus-pandemic-china.html?smid=nytcore-ios-share)

[“Why The World Cares More About The New Coronavirus Than The Flu.” NPR –All Things Considered. February 3, 2020.](https://www.npr.org/sections/goatsandsoda/2020/02/03/802392420/why-the-response-to-the-new-coronavirus-has-been-so-aggressive)

**OPTIONAL**

Echenberg, Myron. 2011. Africa in the Time of Cholera: A History of Pandemics from 1815 to the Present. New York: Cambridge University Press.

**Week 3 Preparedness**

9/8 (Tues)From SARS to SARS CoV-2

Kleinman, Arthur and James Watson, eds. (2006). *SARS in China: Prelude to Pandemic?* Stanford, CA: Stanford University Press. Introduction: SARS in Social and Historical Context, Chapter 1: The Epidemiology of SARS, Chapter 2: The Role of the World Health Organization in Combatting SARS, Focusing on the Efforts in China.

 **Media**

 Uretsky, Elanah. “[Is China Ready for the Major Global Health Challenge?](https://www.washingtonpost.com/politics/2020/01/27/is-china-ready-this-major-global-health-challenge/)” *Washington Post* January 27, 2020.

 Mason, Katherine. “[International Overreaction to the Coronavirus is more Dangerous than the Virus itself](https://www.latimes.com/opinion/story/2020-01-31/coronavirus-china-quarantine-world-health-organization).” *LA Times,* January 31, 2020.

 Mason, Katherine.  “[Missing the Revolution with Covid-19: On Hindsight and Ethnographic Expertise](https://culanth.org/fieldsights/missing-the-revolution-with-covid-19-on-hindsight-and-ethnographic-expertise)” *Cultural Anthropology* May 13, 2020.

 Rosenthal, Elisabeth. “[How to avoid Coronavirus: Wash your Hands](https://www.nytimes.com/2020/01/28/opinion/coronavirus-prevention-tips.html?smid=nytcore-ios-share).” *New York Times.* January 28, 2020.

9/10 NO CLASS – THIS IS A BRANDEIS MONDAY

**Week 4** Can we ever truly be prepared? Global Health Preparedness and Security

9/15 (Tues) Lakoff, Andrew. 2017. *Unprepared: Global Health in a Time of Emergency.* Berkeley, CA: University of California Press. Introduction, Chapters 1&2

9/17 (Thurs)Lakoff, Andrew. 2017. *Unprepared: Global Health in a Time of Emergency.* Berkeley, CA: University of California Press. Chapters 3&4

Lawrence O. Gostin & Rebecca Katz. 2016. The International Health Regulations: The Governing Framework for Global Health Security. *Milbank Quarterly* 94(2):264-313.

**Week 5**

9/22 (Tues) Lakoff, Andrew. 2015. [Global Health Security and the Pathogenic Imaginary](https://www.researchgate.net/profile/Andrew_Lakoff/publication/281114115_Global_Health_Security_and_the_Pathogenic_Imaginary/links/55d6ba4408aec156b9a87102/Global-Health-Security-and-the-Pathogenic-Imaginary.pdf). In eds. Sheila Jasanoff and Sang-Hyun Kim, *Dreamscapes of Modernity: Sociotechnical Imaginaries and the Fabrication of Power*.

Bingham, Nick and Steve Hinchliffe. 2008. “Mapping the Multiplicities of Biosecurity.” In Andrew Lakoff and Stephen Coller (eds.). *Biosecurity Interventions: Global Health and Security in Question.* New York: Columbia University Press. Pp. 171-194.

 \***Blog A Due 9/21\***

9/24 (Thurs)

 GUEST SPEAKER: Deborah Seligsohn, Assistant Professor of Political Science, Villanova University

 Deborah Seligsohn (unpublished manuscript). “The Rise and Fall of the US-China Health Relationship.”

 Deborah Seligsohn. [“The US-China Collaboration on Health Collapsed Under Trump. This is the Cost.”](https://www.washingtonpost.com/opinions/2020/02/28/us-china-collaboration-health-collapsed-under-trump-this-is-cost/) *The Washington Post* February 28, 2020.

 \***Blog B Due 9/23\***

**Week 6 How do these diseases emerge and how do we respond them? Science vs. Culture**

9/29 (Tues)Hewlett, BS, Epelboin, A, Hewlett, BL, and P Formenty. 2005. “Medical Anthropology and Ebola in Congo: Cultural Models and Humanistic Care.” Bulletin de la Societe de Pathologies Exotique 98 (3):230-236.

Inhorn, Marcia and Peter Brown. 1990. “The Anthropology of Infectious Disease.” Annual Review of Anthropology 19(1):89-117

Groce, NE and ME Reeve. “Traditional healers and global surveillance strategies for emerging diseases: Closing the gap.” Emerging Infectious Diseases 2:351-353, 1996.

**\*Blog C Due 9/28\***

10/1 (Thurs) *Zoonotic Transmission*

David Quanmen. 2012. *Spillover: Animal Infections and the Next Human Pandemic.* New York, W.W. Norton. Pp. 54-124 “Thirteen Gorillas.”

Somatosphere [Should Wild Meat Markets be Shut Down?](http://somatosphere.net/forumpost/wild-meat-markets/) By [Tamara Giles-Vernick](http://somatosphere.net/author/tamara-giles-vernick/)

Zhan, Mei. [Civet Cats, Fried Grasshoppers, and David Beckham’s Pajamas: Unruly Bodies after SARS](https://www.jstor.org/stable/3567670). *American Anthropologist* 107.

Brown, Hanna and Ann H. Kelly. 2014 “Material Proximities and Hotspots: Toward an Anthropology of Viral Hemorrhagic Fevers.” MAQ. 28(2):280-302.

**Media**

NPR [New Coronavirus 'Won't Be The Last' Outbreak To Move From Animal To Human](https://www.npr.org/sections/goatsandsoda/2020/02/05/802938289/new-coronavirus-wont-be-the-last-outbreak-to-move-from-animal-to-human)

**[We Made the Coronavirus Epidemic](https://www.nytimes.com/2020/01/28/opinion/coronavirus-china.html)** [It may have started with a bat in a cave, but human activity set it loose.](https://www.nytimes.com/2020/01/28/opinion/coronavirus-china.html)

**\*Blog D Due 9/30\***

**Week 7 The Politics of Pandemic Outbreaks**

**10/6 (Tues)** \*Benton, Adia and Kim Yi Dionne. 2015. [International Political Economy and the 2014 West African Ebola Outbreak](https://cambridge.org/core/journals/african-studies-review/article/international-political-economy-and-the-2014-west-african-ebola-outbreak/E4A8086630EFDF2BD3D905B430AFC713). *African Studies Review*.

**Alex DeWall:** [New Pathogen, Old Politics](http://bostonreview.net/science-nature/alex-de-waal-new-pathogen-old-politics): We should be wary of simplistic uses of history, but we can learn from the logic of social responses. **– Better for history of pandemic section**

Wacquant, Loïc. 2012. “Three Steps to a Historical Anthropology of an Actually Existing Neoliberalism.” *Social Anthropology.* 20(1):66-79

Pfeiffer, James. 2014. How the aid and development industry helped cause Africa’s Ebola outbreak. Podcast. <http://www.humanosphere.org/podcasts/2014/09/how-the-aid-and-development-industry-helped-cause-africas-ebola-outbreak/>

**\*Blog A Due 10/5\***

**10/8 (Thurs) *Local Politics***

Anthony Fauci. The Ebola Epidemic of 2014-2015: A Perfect Storm. In Sam F. Halabi, Lawrence O. Gostin, & Jeffrey S. Crowley, Global Management of Infectious Disease after Ebola. Oxford University Press (2017): 21-32. –

Sheena Chestnut Greitens and Julian Gewirtz “**[China’s Troubling Vision for the Future of Public Health: Why Beijing’s Model Must Not become the World’s”](https://www.foreignaffairs.com/articles/china/2020-07-10/chinas-troubling-vision-future-public-health)** *[Foreign Policy](https://www.foreignaffairs.com/articles/china/2020-07-10/chinas-troubling-vision-future-public-health)* [July 10, 2020. –](https://www.foreignaffairs.com/articles/china/2020-07-10/chinas-troubling-vision-future-public-health)

**Media**

Huang Yanzhong “[Why did one-quarter of the world’s pigs die in a year](https://www.nytimes.com/2020/01/01/opinion/china-swine-fever.html).” *NY Times,* January 1, 2020.

[A Health System Set up to Fail](https://www.nytimes.com/2020/05/06/opinion/coronavirus-health-care-market.html) (Libby Rosenthal NY Times May 6, 2020)

[Without Tests, We’re Flying Blind](https://www.nytimes.com/2020/04/06/opinion/coronavirus-testing.html) (Libby Rosenthal NY Times April 7, 2020)

Nicholas Kristof 01/29/2020

**[Coronavirus Spreads, and the World Pays for China’s Dictatorship](https://www.nytimes.com/2020/01/29/opinion/coronavirus-china-government.html?smid=nytcore-ios-share)**

Xi used his tight rule to control information rather than to stop an epidemic.

*Christian Science Monitor 01/31/2020*

**[Coronavirus outbreak highlights cracks in Beijing’s control](https://www.csmonitor.com/World/Asia-Pacific/2020/0131/Coronavirus-outbreak-highlights-cracks-in-Beijing-s-control)**

***[As New Coronavirus Spread, China’s Old Habits Delayed Fight](https://www.nytimes.com/2020/02/01/world/asia/china-coronavirus.html)***

At critical turning points, Chinese authorities put secrecy and order ahead of openly confronting the growing crisis and risking public alarm or political embarrassment.

Huang Yanzhong [China’s Public Health Response to the COVID-19 Outbreak](https://docs.google.com/document/d/1NDaNc1GaGb6wp7UnEBEnJQdmCPEcy8KsjXwsdgaAK-U/edit)

**James Palmer Foreign Policy 02/06/2020**

**[Wuhan Gets Its First Virus Martyr](https://foreignpolicy.com/2020/02/06/li-wenliang-coronavirus-lies-wuhan-gets-its-first-virus-martyr/?utm_source=PostUp&utm_medium=email&utm_campaign=19533&utm_term=Editor" \l "39;s Picks OC&?tpcc=19533)**

[**Jennifer Huang Bouey Foreign Affairs Committee testimony 02/05/2020**](https://foreignaffairs.house.gov/hearings?ID=41B2E5E9-E5F8-4869-94F0-019DB3DFD037)

**[Bill Bishop Sinocism roundup February 6 2020](https://sinocism.com/p/reports-of-the-death-dr-li-wenliang?token=eyJ1c2VyX2lkIjo0NTc0MiwicG9zdF9pZCI6MjY1MDMzLCJfIjoid0REVGwiLCJpYXQiOjE1ODEwMTYyMDEsImV4cCI6MTU4MTAxOTgwMSwiaXNzIjoicHViLTIiLCJzdWIiOiJwb3N0LXJlYWN0aW9uIn0.7bnRvW2uXPTf1TEoEHCSum-stq)**

**[In Quarantined Wuhan, Hospital Beds For Coronavirus Patients Are Scarce](https://www.npr.org/sections/goatsandsoda/2020/02/05/802896668/in-quarantined-wuhan-hospital-beds-for-coronavirus-patients-are-scarce)**

**[China To Investigate After Whistleblower Doctor Dies From Coronavirus](https://www.npr.org/sections/goatsandsoda/2020/02/07/803680463/china-to-investigate-after-whistleblower-doctor-dies-from-coronavirus?utm_source=npr_newsletter&utm_medium=email&utm_content=20200207&utm_term=4387124&utm_campaign=news&utm_id=2475920&)**

**NY Times 02/05/2020**

**[Who Says It’s Not Safe to Travel to China?](https://www.nytimes.com/2020/02/05/opinion/china-travel-coronavirus.html)**

***[Widespread Outcry in China Over Death of Coronavirus Doctor](https://www.nytimes.com/2020/02/07/business/china-coronavirus-doctor-death.html)***

**[TRANSLATION: A POEM FOR DR. LI WENLIANG, AND A CALL FOR FREE SPEECH](https://chinadigitaltimes.net/2020/02/translation-a-poem-for-dr-li-wenliang-and-a-call-for-free-speech/)**

Cui Tiankai, NY Times op-ed April 5, 2020 **[China and the U.S. Must Cooperate Against Coronavirus](https://www.nytimes.com/2020/04/05/opinion/coronavirus-china-us.html)**

 \***Blog B Due 10/7\***

**Week 8 Framing Disease at the Local and International levels**

10/13 (Tues) **International Frames**

Lee, Kelly, and D. Fidler (2010). “Avian and pandemic influenza: Progress and problems with global health governance” Global Public Health: An International Journal for Research, Policy, and Practice. 2(3): 215-234

Briggs, Charles and Mark Nichter (2009). “Biocommunicability and the Biopolitics of Pandemic Threats” Medical Anthropology: Cross-Cultural Studies in Health and Illness 28(3):189-198.

**\*Blog C Due 10/12\***

10/15 (Thurs) **Local Frames**

Goguen, Adam and Catherine Bolten (2017). “Ebola Through a Glass, Darkly: Ways of Knowing the State and Each Other” Anthropological Quarterly 90(2).

Shao, Jing (2006). “Fluid Labor and Blood Money: The Economy of HIV/AIDS in Rural Central China” Cultural Anthropology 21(4):535-56

**\*Blog D Due 10/14\***

**Week 9 The Politics of Blame**

Pair with media about stigma against Asian Americans and Trump’s use of the terms ‘Chinese Virus’ and ‘Kung Flu’

10/20 (Tues)

\*Eichelberger, Laura. 2007. [SARS and New York's Chinatown: The Politics of Risk and Blame During an Epidemic of Fear](https://www.sciencedirect.com/science/article/pii/S0277953607002237). *Social Science and Medicine*.

Farmer, Paul. 2006. [*AIDS and Accusation: Haiti and the Geography of Blame*](https://www.ucpress.edu/book/9780520248397/aids-and-accusation). Berkeley: University of California Press. Chapter 19: AIDS and Racism: Accusation at the Center pp. 208-228; Chapter 20: AIDS and Empire: Accusation in the Periphery, pp. 229-243; Chapter 21: Blame, Cause, Etiology, and Accusation, pp. 244-251. [AVAILABLE AS AN E-BOOK THROUGH LTS]

\*Markel, Howard and Alexandra Minna Stern. 2002. [The Foreignness of Germs: The Persistent Association of Immigrants and Disease in American Society](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2690128/). *Milbank Quarterly*.

**\*Blog A Due 10/19\***

10/22 (Thurs)  **Quarantine**

Markel, Howard. 1999. [*Quarantine! East European Jewish Immigrants and the New York City Epidemics of 1892.*](https://jhupbooks.press.jhu.edu/title/quarantine) Baltimore: Johns Hopkins University Press. Introduction, Chapter 3, Chapter 6.

 **Media**

***NY Times*** 01/27/2020

***[Will the Largest Quarantine in History Just Make Things Worse?](https://www.nytimes.com/2020/01/27/opinion/china-wuhan-virus-quarantine.html?action=click&module=RelatedLinks&pgtype=Article)***

*[The dirty history behind isolating the sick.](https://www.nytimes.com/2020/01/27/opinion/china-wuhan-virus-quarantine.html?action=click&module=RelatedLinks&pgtype=Article)*

**\*Blog B Due 10/21\***

**Week 10 International Responses to Pandemics**

10/27 (Tues) Ruger, Jeniffer (2005) “The Changing Role of the World Bank in Global Health,” American Journal of Public Health 95.1: 60-70

David Fidler “[The World Health Organization and Pandemic Politics:.The good, the bad, and and ugly future for global health](https://www.thinkglobalhealth.org/article/world-health-organization-and-pandemic-politics?utm_source=globalhealthupdate&utm_medium=email&utm_campaign=GlobalHealthUpdate2020July28&utm_term=GlobalHealthUpdate)”. April 10, 2020.

Wagstaff, Adam (2001) “Economics, Health and Development: Some Ethical Dilemmas Facing the World Bank and the International Community,” Journal of Medical Ethics, Vol. 27, No. 4 (August): 262-67.

**\*Blog C Due 10/26\***

**Local Responses to Pandemics**

10/29 (Thurs) Benedict, Carol. Bubonic Plague in Nineteenth-Century China (Stanford: Stanford University Press, 1996). –Chapter 4: Nineteenth Century, Medical, Religious, and Administrative Responses to Plague, pp. 101-130.

Moran, Mary (2017). “Missing Bodies and Secret Funerals: The Production of ‘Safe and Dignified Burials’ in the Liberian Ebola Crisis” Anthropological Quarterly 90(2).

**Media**

Derek Thompson. “[What’s Behind South Korea’s COVID-19 Exceptionalism](https://www.theatlantic.com/ideas/archive/2020/05/whats-south-koreas-secret/611215/)?” *The Atlantic.* May 6, 2020.

“[How Taiwan Beat the Coronavirus](https://www.cnbc.com/2020/07/15/how-taiwan-beat-the-coronavirus.html)”

**\*Blog D Due 10/28\***

**Week 11**

11/3 (Tues) **Discussion of** *Outbreak*. PBS Frontline. September 9, 2014. <http://www.pbs.org/wgbh/frontline/film/outbreak/>

 **\*Blog A Due 11/2\***

11/5 (Thurs) Lacquer, Thomas. 2015. *The Work of the Dead: A Cultural History of Mortal Remains.* Princeton, NJ: Princeton University Press. Introduction and Chapter 3: The Cultural Work of the Dead.

 **\*Blog B Due 11/4\***

**Week 12**

11/10 (Tues) **AIDS Exceptionalism**

Parker, Richard, “Administering the Epidemic: HIV/AIDS Policy, Models of Development and International Health in the Late-Twentieth Century,” in Linda Whiteford and Lenore Manderson, eds., Globalization, Health and Identity: The Fallacy of the Level Playing Field. Boulder, CO: Lynne Reiner Publishing Company, 2000.

Shiffman, Jeremy. “Has Donor Prioritization of HIV/AIDS Displaced Aid for

Other Health Issues?,” Health Policy Plan, 23:95-100, 2008.

Treichler, Paula A., “AIDS and HIV Infection in the Third World: A First World Chronicle,” in How to Have Theory in an Epidemic: Cultural Chronicles of AIDS, Durham and London: Duke University Press, 1999, pp. 99-126.

**\*Blog C Due 11/9\***

11/12 (Thurs) Oppenheimer, Gerald M. and Ronald Bayer, The Rise and Fall of AIDS Exceptionalism, American Medical Association Journal of Ethics, 11(12): 988-992, 2009.

Benton, Adia. 2015. HIV Exceptionalism: Development Through Disease in Sierra Leone. Minneapolis: University of Minnesota Press. Introduction and Conclusion – **AVAILABLE ONLINE THROUGH LTS AS AN E-BOOK**

**\*Blog D Due 11/11\***

**Week 13**

11/17 (Tues) **The Role of Anthropology in Epidemics**

*Constructed Identities*

Boelstorff, Tom. 2011. “But Do Not Identify as Gay: A Proleptic Genealogy of the MSM Category.” Cultural Anthropology 26(2):287-312.

Kane, S., and Mason, T, “IV drug users” and “sex partners”: The limits of

epidemiological categories and the ethnography of risk, In The Time of AIDS: Social Analysis, Theory, and Method, G. Herdt and S. Lindenbaum (Eds.), Newbury Park, CA: Sage, 1992, pp. 199-222.

**\*Blog A Due 11/16\***

11/19 (Thurs) Manderson, Lenore. “Applying Medical Anthropology in the Control of Infectious Disease.” *Tropical Medicine and International Health.* 3(12):1020-1027.

Abramowitz, Sharon. 2017. “Epidemics (Especially Ebola).” *Annual Review of Anthropology* 46:421-445.

**\*Blog B Due 11/18\***

NOVEMBER 23-27 – THANKSGIVING BREAK

**Week 14**

12/1 (Tues) **The Impact of Social Inequalities on Emerging Pandemics**

Farmer, Paul “Social inequalities and emerging infectious diseases.” Emerging Infectious Diseases 2:259-269, 1996.

Nguyen, Vinh-Kim and Karine Peschard. 2003. “Anthropology, Inequality and Disease: A Review.” Annual Review of Anthropology 32:447-474.

Parker, Richard (2002) “The Global HIV/AIDS pandemic, structural inequalities, and the politics of international health,” American Journal of Public Health, 92.3: 343-346.

**\*Blog C Due 11/30\***

12/3 (Thurs) **Human Rights vs. Public Health Surveillance in the Control of Pandemics**

Garrett, Laurie, 2014. “How to Shut Down a Country and Kill a Disease.” Foreign Policy. October 23, 2014.

Gostin, Lawrence, Ronald Bayer, and Amy Fairchild. 2003. “Ethical and Legal Challenges Posed by Severe Acute Respiratory Syndrome.” JAMA Dec 24/31, pp. 3229-3237.

Luginaah, Isaac N., Emmanuel K. Yiridoe and Mary-Margaret Taabazuing (2005). ‘From mandatory to voluntary testing: Balancing human rights, religious and cultural values, and HIV/AIDS prevention in Ghana’ • Social Science and Medicine 61:1689-1700.

**\*Blog D Due 12/2\***

**TUESDAY DECEMBER 10 FINAL ASSIGNMENT DUE BY 5:00PM**

**Appendix A**

**Playing Pandemic in ANTH 142b**

**Global Pandemics: History, Society and Policy**

Welcome to ANTH 142b – Global Pandemics: History, Society, and Policy. In addition to the standard methods of learning that will be used for this class (lecture, discussion, reading, films, writing assignments, and the final exam) we will also use the game *Pandemic* to reinforce the lessons we learn during the course of the semester. We will integrate the game into class in the following way:

* The class will be broken up into four groups of equal numbers of students (approximately 11 students to a group
* Each group will have access to one copy of the game. That game should reside with the person who is elected Captain of the team. The Captain will also be responsible for facilitating discussion of weekly strategy among the team members.
* **To Begin:**
	+ Each member of the group should familiarize themselves with the [rules](file://localhost/Users/euretsky/Library/Mobile%20Documents/com~apple~CloudDocs/Brandeis/Courses/Global%20Pandemic%20Course/pandemic_rules.pdf) of the game (the pdf of the rules is also posted in LATTE along with links to several YouTube videos with instructions on playing Pandemic).
	+ Each team should, independent of one another, choose the four roles they will play during the game.
	+ **Your team should then organize yourselves to play a four-person cooperative game with 11 people that will also contribute to the learning goals of a college level course**
1. Choose ateam captain. This person will be responsible for:
	1. Setting up team meetings
	2. Leading discussion among other team members about why they chose a certain strategy
	3. Managing documentation of the strategy used by each group (i.e. role)
	4. Distributing and placing playing cards and disease cubes (and other pieces in the game) around the board
	5. Photographic documentation of the moves completed during the game.
2. Assign 3 or 4 people to be responsible for each role.
	1. One person will be responsible for documenting the rationale behind the strategy of the role assigned to your group.
* Your team will get together during the week to play a round of the game. This may happen in person. If you can’t get all the team members together at once you can set up web conferences over Skype, Zoom, etc…. If all members of the team can’t get together at once then a meeting should happen between at least 4 people who can represent each role so the people handling that role can discuss their strategy for the week (this will require orchestration on the part of the team Captain).
* A LATTE forum has been created for each team to share discussion and documentation of their strategy. This is a place to exchange ideas about your strategy and also house your documentation.
* Each week your group should also designate a place in your discussion forum for sharing materials with the whole class. These materials, which will include reasoning behind your decisions photos of your moves will serve as the basis for your discussion with the class on Fridays.
* **Every Thursday** we will discuss the moves each team has made during the course of the week and see where they are at in terms of how pandemics are spreading around their board. We will be interested in knowing why you made the moves you made and what types of political, cultural, historic, or social forces you think would make such a move unfeasible in the REAL WORLD.

Maintain all the documentation your team records during the game. You will be asked to critically comment on it at the end of the semester to.

**Grading**

Playing Pandemic comprises 10% of your grade for the course. You will be assessed on the explanation and presentation of your strategy. This assessment will be done through in-class presentation as well as comments left on the LATTE forum. Team members will also be allowed to independently assess your performance and participation in the game (i.e. how much of a team player you are).

Final assessment of your read on the game will occur through the final assignment. For the final assignment you will be asked to analyze how you played the game and how the consideration of social, political, historic, and cultural factors would have changed the way you played the game (or at least changed the feasibility of the moves your team made) and comment on the feasibility of this game in REAL WORLD circumstances

APPENDIX B: TIPS FOR WRITING GOOD DISCUSSION QUESTIONS

**Format**

A good question for spurring active conversation is generally structured in two parts: a set-up and a pay-off. The set-up tells your listeners what the subject is, and the pay-off actually asks the question or questions that you want to explore. An off-topic example is: (set-up) In the Declaration of Independence, the framers wrote that "all men are created equal." (pay-off) Did they really think that all men were created equal? Did they only mean men? Why or why not (i.e. what evidence exists to say one way or another)? If they only meant men, how should this change our usual interpretation of the Declaration's meaning?

In this example, the set-up could have led to many different pay-offs; for instance, it could have been a question about what was meant by equality, or about whether the ideal of equality was betrayed by the Constitution, or any number of different things. At the end, it asks us to think about the bigger theoretical issue raised, and offers some different possibilities for how to answer the question. Doing the latter is important because it helps guide discussion.

Your set-up can be fairly long. It could be, for example, a quote from the reading, a controversial point from something not in the reading, or an argument of your own. If today's reading reminds you of something we read earlier in class, this is a good place to bring that up as a part of your set-up. For example, you could say: "Last week, Author A said X. This week, Author B says Y, the polar opposite of X. How can we explain the differences in their interpretation/theory?" and suggest some possible ways to answer that, such as different underlying assumptions, different theoretical or ideological perspective, etc.

**Content**

The questions should be about ideas or approaches, and are meant to get us talking. They should not be merely factual, i.e. they should not ask what the author said on p. 132, or what the author meant by a particular term or phrase, or be answerable by a single word or phrase. (They should also not require knowledge of empirical information we have not covered.) Always ask for analysis. To this end, it is OK if questions are controversial, though it is not acceptable if they are purposely offensive. Good questions will ask your classmates to put the readings in perspective or in context of previous readings, to figure out authors' viewpoints, and generally to think critically about the readings. How does your question make us think differently about what we have read? How does it challenge the authors' interpretations? What is the theoretical significance of your question?

A good set of questions will address the entire set of readings, demonstrating among other things that you have done all of the reading, but also meaning that you are comparing, contrasting, and analyzing the differences and similarities among readings, when there are multiple readings.

A good question has a clear purpose. Make it clear why what you are asking is significant and worthy of discussion, and what your point is. What do we learn from discussing your question?

APPENDIX C: TIPS FOR WRITING A GOOD RESPONSE PAPER

A response paper is a good way for reacting to and offering your analysis on a published piece of literature. Just because someone published something doesn’t mean they’re right and a response paper offers the author the opportunity to comment and offer a critical view on the literature. Such papers require that you have comprehensive understanding of the text you’ve read and are prepared to comment on how well it completed its objective. If you are responding to multiple texts then you should also comment on how they relate to each other or comment on a theme you see that connects the texts. A response paper may also include a discussion of interesting questions that a certain reading prompts for you., but such a discussion is not sufficient itself.

Response papers are brief but don’t let their brevity fooling you into thinking they are simple. They require a lot of thought before putting finger to key (or pen to paper if you’re old fashioned). It’s not simply a matter of reading the text and expressing your opinion about it. You must allow yourself enough time to digest the text and synthesize its meaning for yourself and how it relates to other texts and your opinion. In preparing your response paper then it is crucial that you allow yourself enough time to both read and synthesize the material you are writing about.

Some questions you may want to ask in preparation for writing your response paper

* What is the main problem the author is addressing (both content and conceptually)?
* What is the author’s central argument or point?
* What assumptions does the author make?
* What evidence does the author use to support their argument?
* What are the strengths or weaknesses of the text?
* What the possible counterarguments to the text’s claims?
* Why are these problems and arguments interesting and important to you? To a wider audience?

When considering texts collectively – think about

* How they relate to each other. Do the author’s perspective coincide or diverge?
* In what way does the information and analysis from one text strengthen or weaken that of the other? Can we integrate the claims in these multiple texts to form a better, more complete understanding of the issue at hand?

Other things to consider when writing a response paper:

* Explain key terms, main arguments, and assumptions of each text
* Do your best to characterize each text’s arguments and assumptions fairly and accurately
* Evaluate the evidence that each text present and point out the strengths and weaknesses both internal to the text and in relation to others. For example, if one text makes an argument based on a certain assumption that another confirms or refutes then you can use the latter text to evaluate the plausibility of the claim made in the former.
* Explain how the text relate to or ‘speak’ to one another and how this relation to one another helps you to evaluate the situation.
* Try considering both sides of an argument even if all the texts you read come down on one side of an issue.
* Think about what else can be said or asked? What other evidence the authors need to strengthen their argument to the point where you think it is valid.
* This is your opinion, your reflection so make your voice heard by weighing in on the argument, evaluating the evidence through your lens and raising critical questions that the author may not have raised. If you think there’s an important part of the story that the authors left out then raise it as an area of concern and provide basis for its significance.
* Keep an eye out for omissions that the authors may have made along the way and raise counterarguments when you detect an author’s arguments are weak.

What not to do

* Do not wait too long to start writing. Reading and understanding the texts are only the first steps in completing your assignment. Give yourself time to write and edit because, as brief as it is, an assignment like this requires revision to make it sound right.
* Response papers are not about how you feel about something – even about how you feel about the texts. They are not simply a venue for you to say whether you like or dislike a text. Give praise or blame where it is due through a critical lens but do not simply commend or condemn a text.

**Additional global health Resources**

[Ebola Response Anthropology Platform: Useful information in the form of background reports, blogs, and fieldnotes from anthropologists who responded to the sociocultural and political dimensions of the 2014 West Africa Ebola outbreak.](http://www.ebola-anthropology.net/)

Johns’ Hopkins Bloomberg School of Health - Global Health NOW: <https://www.globalhealthnow.org/>

Center for Strategic and International Studies (CSIS) – Take as Directed: <https://www.csis.org/podcasts/take-directed>

The Lancet Global Health <http://www.thelancet.com/global-health>

Global Public Health: An International Journal for Research, Policy, and Practice: <https://www.tandfonline.com/toc/rgph20/current>

Health Affairs Global Health Policy Initiative: <https://www.healthaffairs.org/topic/69>