

26:510:563 TOPICS IN HEALTH HISTORY
(21:525:252:62)

PLAGUES / PANDEMICS IN WORLD HISTORY
FALL 2021

Wednesday 5:30 - 8:10 pm
Conklin Hall, 448

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Office Hours: TBA

COURSE OVERVIEW

A survey of biopolitical, social, economic, and cultural aspects of epidemic diseases throughout world history.

In this course, we will study various epidemic diseases in world history, ranging from the pre-Neolithic to COVID-19 with a broad geographic focus. We will discuss different aspects of epidemic diseases, with a particular emphasis on social and cultural constructions of health and illness. We will examine the origins of epidemic diseases in world history, with a view to understanding the links between societies, environment, and diseases. We will review various conceptions of health and illness in history and explore the social and historical contexts in which societies construct their ideas about disease and develop responses to it.

The majority of the semester will be devoted to an examination of specific infectious diseases (i.e., plague, smallpox, cholera, influenza, and AIDS, as well as newly emerging diseases such as COVID-19) from the ancient to the modern era; a guiding theme will be entanglements between globalization and the expansion of pandemics. In this context, we will explore the relationship between epidemics and warfare, empires, trans-regional trade networks, and biological exchange across continents and between hemispheres. The sessions devoted to the study of individual diseases will outline the biological and environmental character of specific pathogens to understand how they interact with their surroundings (i.e., human and non-human hosts, vectors, and the larger environment). In particular, we will examine the social, political, economic, and cultural responses to epidemics globally, ranging from mass migration, flight, and quarantine to medicine and public health. The course will include a discussion of newly emerging diseases in the contemporary world, especially in the context of the current day COVID-19 pandemic.

We will draw from primary and secondary sources that will expose students to a wide array of historical and scientific literature, as well as audiovisual materials. The course will be of particular interest to students of history of science, medicine, technology, and the environment, as well as global studies.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- name and identify individuals, events, themes, and issues of major importance related to epidemic diseases in world history, and be able to communicate this knowledge;
- demonstrate a basic level of competence in differentiating the major periods of the history of epidemic diseases and their significance in a global context;
- recognize the importance of cause and effect in history, and discuss the significance of change and continuity over time;
- demonstrate understanding of how historians use historical evidence and familiarity with different types of evidence;
- evaluate primary sources for both implicit and explicit content and context, and recognize how scholarly interpretations may have preserved source biases;
- critique historians' analyses of key issues in global history of health and disease on the basis of primary sources;
- critically analyze historical evidence and articulate a synthesis with a thesis.

ASSIGNMENTS

During the semester, students will write four short papers and prepare a final project. Please note that assignments can only be submitted via Blackboard, and all are subject to plagiarism check through Turn-in-in/SafeAssign. No other methods of submission (i.e., hardcopies, email attachments, etc.) will be allowed.

➤ Short paper #1

Write a paper based on your personal experience with the COVID-19 pandemic. This paper does not need to be based on scholarly sources or other published work. What I am interested in seeing in your papers is how you (as well as your family, friends, and community) were affected by the pandemic. You can talk about your emotional response (e.g., anxiety, fear, stress, denial, hope, etc.), your actual response (e.g., what did you do to protect yourself and your family members and friends, how did you stay informed, what new behaviors, routines did you adopt, etc.), how you adapted to new pandemic regulations, whether you or someone you know was infected by COVID-19, what you did to support them, etc.

Please remember: this paper is not about what COVID-19 is or how it spreads, etc.; that is the kind of information that can be easily accessed by everyone. Don't write on the history of the pandemic or how it affected the world. This paper is about YOUR subjective experience and should reflect your point of view. It is your story that matters here. Please write about how this historic moment had an effect on your life, and the life of those around you. And even if you were not directly impacted, you can discuss the indirect effects. The point is to offer an individual perspective on a global phenomenon.

➤ Short paper #2

Write a paper on the impact of COVID-19 on an individual or community outside the U.S. This can be any country in the world, preferably outside of North America. It can be the story

of one individual or a neighborhood, community, or city anywhere in the world, but make sure you focus only on one case. You can find materials online to use for this paper. Use the material to construct a narrative about how your actor(s) is/are affected. When did they face COVID-19? What did they do to protect themselves or to help others around them? What was their experience like? Here the goal is to take the perspective of a culture that is different from your own and reflect on the different human experiences within the same pandemic with a view to reconstructing differential impact because of income, socio-economic status, religion, education, etc. In contrast to the first paper where you wrote from your own perspective, now you will try to take the perspective of someone else, preferably as different from you as possible (e.g., different country, language, culture, religion, socio-economic status, education. etc.)

Everything you write should be based on some kind of evidence. You can use newspaper articles, scientific reports, blogs, social media posts, or any other audio-visual material you can find.

➤ Short paper #3

Write a paper on the COVID-19 pandemic, not from a human perspective, but from the perspective of the novel coronavirus (SARS-CoV-2) that caused the pandemic. Read scientific materials about the origins of the virus, its initial leap to humans, its initial spread, then its proliferation and mutations. You can also include discussions on how people tried to prevent the spread of the virus, what strategies did they use, what mistakes did they make, what false beliefs did they spread, what treatments did they try (some relatively successful, others rather dubious), and what vaccination means for the virus. Here the goal is to try to take a non-human perspective and reconstruct the story of the pandemic from that perspective. You are free to write in any style you want (e.g., fiction, journalistic style, or in a more formal scientific manner). This is entirely up to you.

Make sure that you cite every factual information (using hyperlinks embedded in your paper would be the easiest way of doing this, but you can also use footnotes/endnotes).

A great resource for tracking the virus's spread and genetic mutations is: [Nextstrain](#).

Also see:

- [ArcGIS Dashboards](#)
- [Viruses are not just threats, but actors in evolution's long story – David Waltner-Toews | Aeon Essays](#) Viruses are active agents, existing within rich lifeworlds. A safe future depends on understanding this evolutionary story [Aeon](#)
- [How do pandemics end? History suggests diseases fade but are almost never truly gone As ready as you are to be done with COVID-19, it's not going anywhere soon. A historian of disease describes how once a pathogen emerges, it's usually here to stay. Nükhet Varlik, The Conversation](#)
- [How China's wet markets and wild animal trade created an epidemic With coronavirus most likely having jumped from animals to humans at a wet market in China, here's what you need to know about China's wet markets and why wild meats are so popular with Chinese consumers. ABC Radio National](#)

- <https://www.nytimes.com/interactive/2020/03/11/science/how-coronavirus-hijacks-your-cells.html?ref=oembed>
- <https://youtu.be/gS-TcKLgKn4>
- [How to Stop the Next Pandemic, NYT](#)

➤ **Short paper #4**

Watch the movie *Contagion* (2010; Steven Soderbergh, 106 minutes) and write a response paper addressing the following issues, while keeping in mind that this movie was released a decade before the Covid-19 pandemic. The movie depicts how modern society responds to a mortality crisis. How do you think premodern societies responded to similar crises? Did modern structures and institutions (e.g., transportation, communication, public health) make societies vulnerable or resilient in facing such crises? Do you see similarities between the outbreak featured in the movie and the COVID-19 pandemic?

A few questions that may help you think (though you do not need to address all of them):

- Why did it really matter to know what disease it really was?
- What are the different actors and agencies involved in the epidemic? When and how do they come into conflict?
- What is the impact of the internet in spreading an epidemic of fear? How did it play a role?
- How did animals play a role in the story?
- How did the epidemic affect social structures, law, and government?
- How are CDC, WHO, and the scientific community depicted in the movie?

➤ **Final paper**

For your final project, you can write a paper on one of the following topics or prepare a non-traditional/creative project. If you have other ideas for the final project, please let me know in advance so that we can discuss its feasibility. Please don't start writing on a topic that is not included here before checking with me first.

Option 1

Write a paper addressing the threat of emerging and reemerging diseases in today's global world. Discuss the role of current and predicted climatic fluctuations, human-induced disturbances on ecosystems, increased volume and speed of global transportation, and response time required to counteract global epidemics. What do you consider as the major problems? What kinds of local, regional, and international organizations are needed to handle such crises? Perhaps you can also discuss what lessons we have learned from COVID.

Option 2

Write a paper to discuss the impact of a major demographic, social, and technological transformation in human societies on epidemics. You can focus on a variety of such transformations, including but not limited to, the Neolithic revolution, the age of empires, the age of discovery, the Columbian Exchange, industrialization, globalization, world wars, or

mass migrations/displacements. It would be best if you focus on one such transformation and discuss how that phenomenon affected the spread of epidemics, the number of lives exposed to diseases, social responses, including those toward prevention and cure.

Option 3

Write a paper to discuss an epidemic disease of your choice. This can be one of the diseases we studied this semester or one that is not included in class discussions (infectious diseases should be preferred). The goal is to frame the disease in its biological, social, and cultural context. You can use class readings, as well as outside materials. The temporal and geographic focus is open; you can discuss a historical or contemporary society and its experience with a given epidemic disease.

GRADING

20 %	Participation in class discussions and presentations
10 %	Short paper 1
10 %	Short paper 2
10 %	Short paper 3
10 %	Short paper 4
10 %	Quizzes
30 %	Final project

GRADING STANDARDS

A	90-100
B+	87-89
B	80-86
C+	77-79
C	70-76
D+	67-69
D	60-66
F	59 or less

COURSE POLICIES

Attendance at all regularly scheduled meetings of this class is expected. Rutgers catalog states that “the recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.” More than 4 (four) UNEXCUSED absences will automatically result in your failure, so it is your responsibility to come to class and see that you are marked present for the classes you attend. In the event that you have a medical, legal, or family-related problem that might lead to an extended absence, you need to meet me in person and bring necessary documentation as evidence for your problem. Only then, we can discuss

whether your absence can be excused or not. An email message explaining your problem will NOT be considered as an excuse of your absence. Ultimately, it will be the instructor's judgment to decide whether an absence can be excused or not. If you miss a class due to a reason that you cannot document, please do not contact me to explain your case. Instead, consider it as one of your unexcused absences. Please remember that any student who misses 8 (eight) or more sessions through any combination of EXCUSED and UNEXCUSED absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

You are expected to come to class having done the assigned readings and participate in class discussions. We will be using the assigned books and Blackboard readings in class; therefore, please bring the relevant readings to class.

Punctuality and courtesy at all times are expected.

Academic dishonesty of *any sort* will not be tolerated. It is your responsibility to comply with the university's policy on academic integrity. To review the policies, go to http://history.newark.rutgers.edu/index.php?content=rn_integrity. All students are required to sign the Rutgers honor pledge. You must include this pledge on all major course assignments submitted for grading: "On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment)."

If you have questions or concerns about this class, come and talk to me in person. Please do not send email inquiries instead of asking questions in class. Before you send an email, you need to verify that you have checked the syllabus, Blackboard, and/or asked your fellow classmates, but have not found an answer to your question. Remember that emails to the instructor should follow standards of professional etiquette.

If for any family or medical reason you find it absolutely necessary to miss an examination, you must contact me before the exam and have my consent to your absence. Failure to do so will result in a zero for the assignment. With the exception of extreme cases there will be no early or make-up exams! As with all other exams, you must contact me in advance should an extreme emergency arise.

Rutgers abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508 which mandate reasonable accommodations be provided for qualified students with disabilities and the accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services and administer exams with accommodations for students with disabilities. The Office of Disability Services is located in the Robeson Student Center. I look forward to talking with you soon to learn how I may be helpful in supporting your academic success in this course. For more information on disability services at Rutgers, go to <http://disabilityservices-uw.rutgers.edu/>

REQUIRED READINGS

- Mitchell L. Hammond, *Epidemics and the Modern World* (Toronto: University of Toronto Press, 2020). ISBN 9781487593735
- Paul Slack, *Plague: A Very Short Introduction* (Oxford: Oxford University Press, 2012). ISBN: 9780199589548
- William H. McNeill, *Plagues and Peoples* (New York: Penguin Books, 1976). ISBN: 9780385121224
- Rosemary Horrox, trans., *The Black Death* (Manchester: University of Manchester Press, 1994). ISBN: 9780719034985
- David Quammen, *Spillover* (New York: W.W. Norton and Company, 2012). ISBN: 9780393346619
- Additional readings will be posted on Blackboard.

REFERENCE WORKS

- *Encyclopedia of Pestilence, Pandemics, and Plagues*, ed. Joseph P. Byrne (Westport, CT: Greenwood Press, 2008). (See Blackboard)
- *The Cambridge Historical Dictionary of Disease*, ed. Kenneth F. Kiple (Cambridge: Cambridge University Press, 2003). (See Blackboard)

WEBSITE

The course website will be on Blackboard, where readings, syllabus, detailed information about writing assignments, and supplementary study materials will be available.

WEB RESOURCES

<https://www.cdc.gov>

<https://www.nlm.nih.gov>

<https://www.nlm.nih.gov/hmd/collections/photos.html>

<https://www.who.int>

<https://wellcomelibrary.org>

<http://www.historyguide.org/ancient/death.html>

<http://classics.mit.edu/Browse/browse-Hippocrates.html>

<https://www.biusante.parisdescartes.fr/histoire/medica/resultats/index.php?intro=galien&statut=charge>

<http://medhum.med.nyu.edu>

ON COVID-19

[JHU COVID-19 Dashboard by the Center for Systems Science and Engineering \(CSSE\)](#)

[COVID-19 Vaccinations in the United States](#)

[IHME COVID-19 Projections](#)

[Nextstrain: Real-time tracking of pathogen evolution](#)

[COVID-19 Data Hub](#)

[Listings of WHO's response to COVID-19](#)

[The COVID Tracking Project](#)

NOTE: This syllabus is subject to amendment or change at the discretion of the instructor.

SCHEDULE OF CLASSES

9/1 Introduction to the study of epidemics; the COVID-19 pandemic

Discussion of course policies, assignments, and the syllabus; a general overview of why the study of past pandemics matters

Historical epidemiology: methodologies & terminology

What is the origin of human diseases? What are the links between disease and human history? Why do we study the history of diseases on a global scale? Ecology of disease; paleopathology, molecular biology, ancient DNA studies; terminology

Watch: [From mammoths to Neandertals, ancient DNA unlocks the mysteries of the past](#)
[Bring back the woolly mammoth!](#)
[Crossrail Archaeology: Great Plague DNA identified](#)
[Hendrik Poinar: Decoding the Black Death](#)

9/15 COVID-19 in historical perspective

How does COVID-19 compare to previous pandemics? What is similar? What is different? How does historical knowledge of past pandemics help us understand COVID-19 better?

Read: Hammond, *Epidemics and the Modern World*, Introduction (pp. 1-15)
[WHO Timeline - COVID-19](#)
[Visualizing the History of Pandemics](#)
David S. Jones, "[COVID-19, history, and humility](#)," *Centaurus* 62:2 (2020): 370-80
Nükhet Varlık, [How do pandemics end? History suggests diseases fade but are almost never truly gone](#)

9/22 Newly emerging diseases; climate and disease ecology

Why pay attention; discussion of newly emerging pandemics; widespread fear; CDC & WHO, and pandemic preparedness; climate and disease ecology

Read: Frank M. Snowden, "Emerging and Reemerging Diseases: A Historical Perspective," *Immunological Reviews* 225 (2008), 9–26 (see Blackboard)
[The Ecology of Disease](#)
Sonia Shah, "[Breeding Ground](#)"
Quammen, *Spillover*, Ch. 2, pp. 53-124

Disease in social and historical context

How do definitions of disease change over time? What social and historical factors affect the perception of disease? What are the major disease theories in history?

Read: Monica H. Green, "[Emerging diseases, re-emerging histories](#)," *Centaurus* 62:2 (2020): 234-47
Rosenberg and Golden (eds.), *Framing Disease*, pp. xiii-xxvi. (See Blackboard)
Quammen, *Spillover*, Ch. 5, pp. 211-59 (optional)

9/29 Periodization of past pandemics

Why periodization matters; how did scientific knowledge of past pandemics change over time; how did this shape historical periodization, and why does this matter; reviewing and critiquing historical plague maps

Watch: [Contagion](#) (2010; Steven Soderbergh, 106 minutes)
Read: Lester K. Little, "Plague Historians in Lab Coats," *Past & Present* 213: 1 (2011): 267–90 (see Blackboard)
[The microbiology of early globalization](#)
Quammen, *Spillover*, Ch. 6, pp. 263-310 (optional)

10/6 What is plague: past, present, future; interactions between science and history; globalization of disease

Read: Paul Slack, *Plague*
Hammond, *Epidemics and the Modern World*, Ch. 1 (pp. 17-55)
Watch: [The Mother of All Pandemics: The State of Black Death Research in the Era of COVID-19](#)

Plague's deep history

Just how old is plague? Late Neolithic Bronze Age plagues; why does it matter to understand plague's deep history? How does it help us understand modern plagues?

Nils C. Stenseth, *et al.*, "[Plague: Past, Present, and Future](#)," *PLoS Medicine* 5, no. 1 (2008): e3.

Mark Achtman *et al.*, "[Yersinia pestis, the Cause of Plague, Is a Recently Emerged Clone of Yersinia pseudotuberculosis](#)," *PNAS* 96, no. 24 (1999): 14043–48

Simon Rasmussen *et al.*, "[Early Divergent Strains of Yersinia Pestis in Eurasia 5,000 Years Ago](#)," *Cell* 163, no. 3 (2015): 571–82

Aida Andrades Valtuena *et al.*, "[The Stone Age Plague: 1000 Years of Persistence in Eurasia](#)," *bioRxiv* (preprint)

Deborah A. McLennan, "[How to Read a Phylogenetic Tree](#)," *Evolution: Education and Outreach* 3:4 (2010): 506-19 (recommended)

Kenneth L. Gage and Michael Y. Kosoy, "Natural History of Plague: Perspectives from More Than a Century of Research," *Annual Review of Entomology* 50:1 (2005): 505–28 (see Blackboard; recommended)

Watch: [Johannes Krause on Ancient Pathogen Genomes](#)

10/13 First Plague Pandemic: Justinianic Plague and recurrent waves

What do we know; how do we know what we know; consensus and debates; why does it matter

Read: Lester K. Little, "Life and Afterlife of the First Plague Pandemic," *Plague and the End of Antiquity*, 3-32 (See Blackboard)

Monica Green, "[When Numbers Don't Count](#)," *Eidolon*

Lee Mordechai, Merle Eisenberg, "Rejecting Catastrophe: The Case of the Justinianic Plague," *Past & Present* 244:1 (2019): 3–50 (see Blackboard)

or

Mordechai *et al.*, "[The Justinianic Plague: An inconsequential pandemic?](#)"

PNAS 116:51 (2019): 25546–54

Marcel Keller *et al.*, "[Ancient Yersinia pestis genomes from across Western Europe reveal early diversification during the First Pandemic \(541–750\)](#)," *PNAS* 116 :25 (2019), 12363-72 (recommended)

Primary sources:

Thucydides, "[The Plague of Athens](#)," from *The History of the Peloponnesian War* (431 BCE), Book II, Ch.7

[Procopius on the plague in 542](#)

Watch: [Palaeogenetic Insights into the First Plague Pandemic](#) (recommended)

Explore: [Justinianic Plague App](#)

10/20 The Black Death (1346-53)

The initial spread of the Black Death; consensus & debates

Read: McNeill, *Plagues and Peoples*, 161-207

Monica H. Green, "The Four Black Deaths," *The American Historical Review* 125:5 (2020): 1601–1631. (See Blackboard)

Primary sources:

John Aberth, *The Black Death: The Great Mortality of 1348-1350*, pp. 16-18, 84-87, 110-112. (See Blackboard)

Rosemary Horrox, *The Black Death*, docs. 1-6, 64, 68-75. (See Blackboard)

Jacme d'Agramont, *Regiment de preservacio a epidimia o pestilencia e mortaldats* [Regimen of Protections Against Epidemics or Pestilence and Mortality], trans. M.I. Duran-Reynals and C-E. A. Winslow, *Bulletin of the History of Medicine* 23 (1949), 57-89. (See Blackboard)

Guy de Chauliac, "On the Black Death," from Faith Wallis, ed. *Medieval Medicine: A Reader* (Toronto: University of Toronto Press, 2010), pp. 419-21. (See Blackboard)

10/27 **Second Plague Pandemic: toward a global narrative**

History and historiography; methodology; biases; debates; Africa, Asia, Ottoman Empire

- Read: Monica H. Green, "[Taking 'Pandemic' Seriously](#)"
Monica H. Green, "[Genetics as a Historicist Discipline: A New Player in Disease History](#)"
Gérard Chouin, "[Reflections on plague in African history \(14th–19th c.\)](#)"
[The Black Death may have transformed medieval societies in sub-Saharan Africa](#)
Philip Slavin, "Death by the Lake," *Journal of Interdisciplinary History* 50:1 (2019): 59-90 (see Blackboard)
Nükhet Varlık, "Conquest, Urbanization and Plague Networks in the Ottoman Empire, 1453-1600," in *The Ottoman World*, edited by Christine Woodhead (New York: Routledge, 2011), 251-63 (see Blackboard)
- Listen: Podcast ([Disease and Landscape in Medieval and Early Modern Europe](#))
- Watch: Monica H. Green, "[What Happens When We Expand the Chronology and Geography of Plague's History?](#)"

11/3 **Second Plague Pandemic: 'end of plague' narratives**

Plague of London; Plague of Marseille; Persistence vs. re-introductions; quarantine; cases of Russia, the Middle East, and Central Asia

- Read: Ann G. Carmichael, "[Plague Persistence in Western Europe: A Hypothesis](#)"
Bos et al., "[Eighteenth century *Yersinia pestis* genomes reveal the long-term persistence of an historical plague focus](#)," *Elife* 5 (2016): e12994.
Schmid et al., "[Climate-driven introduction of the Black Death and successive plague reintroductions into Europe](#)," *PNAS* 112:10 (2015): 3020-25.
Dean et al., "[Human ectoparasites and the spread of plague in Europe during the Second Pandemic](#)," *PNAS* 115:6 (2018): 1304-9.

Namouchi et al., "[Integrative approach using *Yersinia pestis* genomes to revisit the historical landscape of plague during the Medieval Period](#)," *PNAS* 115:50 (2018): e11790–97.

Nükhet Varlık, "[Rethinking the History of Plague in the Time of COVID-19](#)," *Centaurus* 62:2 (2020): 285–93

Nükhet Varlık, "[The plague that never left: restoring the Second Pandemic to Ottoman and Turkish history in the time of COVID-19](#)," *New Perspectives on Turkey* 63 (2020): 176-89

11/10 **Third Plague Pandemic**

What do we know; how did knowledge drawn from the Third Pandemic inform twentieth-century historians' vision of past plagues; why does this matter?

Read: Samuel Cohn, "The Black Death: End of a Paradigm," *The American Historical Review* 107:3 (2002): 703–38. (See Blackboard)

Katherine Royer, "The Blind Men and the Elephant: Imperial Medicine, Medieval Historians, and the Role of Rats in the Historiography of Plague," in *Medicine and Colonialism: Historical Perspectives in India and South Africa*, ed. Poonam Bala (London: Pickering and Chatto, 2014): 99–110. (See Blackboard)

Explore: [Visual Representations of the Third Plague Pandemic](#)

11/17 **The Columbian Exchange**

What is the Columbian Exchange; how does it help us understand globalization of diseases?

Read: Alfred Crosby, *The Columbian Exchange*, pp. 35-63. (See Blackboard)

McNeill, *Plagues and Peoples*, 208-241.

Hammond, *Epidemics and the Modern World*, Ch. 2 (57-102)

[What Wiped Out the Aztecs? Scientists Find New Clues](#)

Smallpox

History of smallpox; controversy, debates; global smallpox eradication campaign

Read: Hammond, *Epidemics and the Modern World*, Ch. 3 (105-45)

Ann Carmichael and Arthur Silverstein, "Smallpox in Europe before the Seventeenth Century: Virulent Killer or Benign Disease?" *Journal of the History of Medicine and Allied Sciences* 42:2 (1987), pp. 147-68. (See Blackboard)

Ana Duggan et al., "[17th Century Variola Virus Reveals the Recent History of Smallpox](#)," *Current Biology* 26:24 (2016), pp. 3407-12.

12/1 Cholera

Overview of cholera pandemics; historical context; debates

- Read: Hammond, *Epidemics and the Modern World*, Ch. 5 (pp. 191-231)
Richard J. Evans, "Epidemics and Revolutions: Cholera in Nineteenth-Century Europe," in Ranger and Slack (eds.), *Epidemics and Ideas*, 149-73. (See Blackboard)
David Arnold, "The Indian Ocean as a Disease Zone, 1500-1950," *South Asia: Journal of South Asian Studies* 14, No. 2 (1991), 1-21. (See Blackboard)

Influenza: past, present, future

Overview of influenza pandemics, the pandemic of 1918-1920; future of influenza

- Read: Hammond, *Epidemics and the Modern World*, Ch. 8 (pp. 315-45)
Alfred Crosby, *America's Forgotten Pandemic: The Influenza of 1918*, xi-xiv, 3-69, 264-328. (See Blackboard)
- Watch: [Influenza 1918](#)
"The 'Spanish' Influenza in Egypt" by Christopher Rose

12/8 AIDS/HIV

Overview of HIV/AIDS pandemic; its effects

- Read: Hammond, *Epidemics and the Modern World*, Ch. 11 (pp.427-62)
John Iliffe, *The African AIDS Epidemic: A History* (Athens, OH: Ohio University Press, 2006), ch. 2. (See Blackboard)
Susan Sontag, *Illness as metaphor; and, AIDS and its metaphors*. (See Blackboard)

Emerging and reemerging diseases: SARS, MERS, Ebola, and the future of global health

- Read: Paul Farmer, *Infections and Inequalities: The Modern Plagues*, p. 18-58. (See Blackboard)
Thomas Abraham, *Twenty-first Century Plague: The Story of SARS*, pp. 81-131. (See Blackboard)
Laurie Garrett, *The Coming Plague: Newly Emerging Diseases*, pp. 30-52, 100-152. (See Blackboard)
T. V. Inglesby, D. T. Dennis, D. A. Henderson, et al., "Plague as a Biological Weapon: Medical and Public Health Management. Working Group on Civilian Biodefense," *JAMA* 283, no. 17 (May 2000), 2281-90. (See Blackboard)
T. Ben-Ari T, S. Neerincx, K. L. Gage, K. Kreppel, A. Laudisoit, H. Leirs, N. C. Stenseth, "[Plague and Climate: Scales Matter](#)," *PLoS Pathogens* 2011 Sep 7 (9):e1002160.
Ed Yong, "[How the Pandemic Defeated America](#)"