

**HIST/GLOB/LACS 3770**  
**Pandemic! Infectious Disease in Global History**  
**Section: 53199/53201/53200 (3 hours)**  
**Fall 2022**

**Dr. Cassia Roth, Associate Professor**

**T/TH 14:20 – 15:35**

**[Leconte 101 \(Building 53\)](#)**

**Office: LeConte 222-B**

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**Office Hours: T/TH 11:30am – 12:30pm or by appointment (Zoom preferred). Schedule [here](#).**

**Zoom: [Permanent link](#) (Passcode: 899167)**



Florentine Codex

**\*\*This class will be face-to-face, with all non-face-to-face activities occurring asynchronously.\*\***

**Bulletin Description:** Centers the lived experiences of different individuals and cultures during infectious disease epidemics in global history, particularly in Latin America, Africa, and Asia. Based on the history of medicine, the course emphasizes both historical context and anthropological, epidemiological, sociological, and cultural issues surrounding infectious disease both past and present. **Pre- or Corequisite:** Any course in HIST, LACS, AFST, AFAM, HIST, ECOL, BIOL, CBIO, BHSI, BCMB, EHSC, DMAN, GLOB, HONS, IDIS, or PBHL.

**Course Description:** From residents of Ancient Greece battling the plague to citizens of modern-day Brazil dealing with the aftermath of Zika, human societies have lived through periods of infectious disease outbreaks that dramatically reshaped their worlds. This course centers the lived experiences of different individuals, cultures, and societies during infectious disease epidemics in global history. Based in the history of medicine and science, our readings employ an interdisciplinary social science approach, with an emphasis on both historical context and anthropological, epidemiological, sociological, and cultural issues surrounding infectious disease

both past and present. The course pays attention to the lived experience of those who both lived through and died from disease outbreaks and emphasizes both the socio-cultural and medical influences on the causes of and responses to epidemics.

Themes will include the causes of demographic and epidemiological change, the intersection of disease and colonialism, the gendered and racialized aspects of disease outbreak and public health responses, and medical advancements. This course will demonstrate how studying responses to an epidemic can provide insights into the specific cultures it affected. Most importantly, it will provide a historical perspective from which we can consider the role and limits of medicine in confronting current global pandemics such as SARS-CoV-2.

**Learning Objectives:** This course is for both history students and students in public health or pre-med tracks who are interested in contextualizing their scientific studies of disease. Thus, we will read both secondary literature in the fields of history, anthropology, epidemiology, and public health and primary sources created during the specific epidemic/pandemic in question.

This course has two sets of learning objectives:

**First,** we will develop a broad knowledge of the main issues, themes, and debates surrounding the history of infectious disease epidemics in global history, with emphasis on the socio-cultural aspects of disease outbreaks.

**Second,** we will learn to critically read and interpret a variety of primary and secondary sources from the perspective of a historian. For primary sources, we will learn to ask what perspectives the sources highlight or marginalize, to pinpoint authors' implicit understandings, and to acknowledge historical uncertainties. The class will work with various primary source databases available online and with Special Collections here at UGA.

You will then integrate their knowledge of primary sources into an original historical public health campaign. Please see the section on assignments below and the assignments themselves for further detail.

### Course Policies

**Grading Scale:** A–F (traditional)

A	93–100
A-	90–92
B	85–89
B-	80–84
C	75–79
C-	70–74
D	60–69
F	below 59

**Attendance:** Because our classroom time is discussion-based, attendance is required for this course. To succeed in my class, you will need to attend all classes. You are allowed 3 total absences (excused or unexcused, including for health reasons). After that, your entire grade will drop *by 5 points per absence*. We are not yet out of the COVID-19 pandemic, and no one should

come to class if they are sick, whether with COVID-19 or any other infectious disease. I would advise banking your sick days in case you really need to use them. The course schedule below includes several regular instruction days for which there is no in-person class.

**Late Policy:** Late policies are dependent on both the reason and the assignment. For all assignments *except* the first submission of both primary source analysis essays *and* the final project presentations, I allow you to turn in *one* assignment *no longer than one week late*. However, for the policy to go into effect, you must notify me of your intentions before the assignment is due. For the first submissions of both primary source analysis essays and the final project presentation, there are no standard late policies. I will decide on a case-by-case basis.

**Technology:** You are welcome to use laptops, tablets, e-readers, and other technology in the classroom to assist with learning. Please refrain from using your cell phone in class.

**Academic Honesty:** Plagiarism – taking credit for work that is not your own – will not be tolerated. Anyone who plagiarizes will receive an F in the class and will be referred to the Dean for disciplinary action. You must abide by the UGA Student Honor Code: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” Please see the University’s [“A Culture of Honesty”](#) policy for the procedures on handling cases of suspected dishonesty. For more information on academic honesty in general, please visit [UGA’s Academic Honesty page](#). You are required to complete an academic honesty module on ELC for academic credit.

**Accessible Education:** If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting [their website](#). Once registered, please set up an appointment with me outside of class, so I can fully understand and accommodate your needs. If you are not officially registered, but would like to discuss specific concerns, please feel free to see me during my office hours.

**Email Policy:** *I answer student emails M-F from 9am to 5pm.* Please ONLY email logistical questions/comments that I can respond to quickly. Come see me during office hours to discuss substantive questions/comments (about course material, your progress in the course, etc.). Remember, emails to your professors are a formal mode of communication. Write in complete sentences, use proper addresses (Professor or Dr. Roth), and check spelling. I do not respond to emails that do not address me respectfully or at all.

**Content Notice:** This class studies issues like race, class, gender, sexuality, and violence. You are required to attend all films and read all required texts. Our class aims to foster an atmosphere in which we all feel free to express our ideas without fear of judgment. Please feel free to see me in my office hours if you need to discuss class content.

**FERPA Notice:** The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar’s explanation on [their website](#). FERPA allows disclosure of directory information (name, address, telephone, email, major, activities, degrees, awards, prior schools), unless requested in a written letter to the registrar.

**Title IX:** Violence and harassment based on sex and gender is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on [UGA's website](#). The Title IX Coordinator is [Qiana Wilson](#).

**Mental Health and Wellness Resources:** If you or someone you know needs assistance, you are encouraged to contact [Student Care and Outreach](#) in the Division of Student Affairs at 706-542-7774. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGA has several resources for a student seeking [mental health services](#) or [crisis support](#). If you need help managing stress anxiety, relationships, etc., please visit [BeWellUGA](#) for a list of free workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App.

**Required Texts:** There are no required texts in this class. All readings are available via ELC.

### Assignments

All assignments *except* for discussion participation are due *before class* via ELC.

**Discussion Participation (15%):** This class is discussion-based; for the most part, I will not lecture in class, so we must come to class prepared and ready to discuss the readings, videos, podcasts, etc. I understand that we all participate in different forms, and that some of you feel more comfortable with written participation. To this end, I have included two online discussion board days. In-class participation is worth **10%**, and each discussion board assignment is worth **2.5%** for a total of **5%**.

Discussion board participation requires: 1) one posted original question in relation to the required readings, lectures, videos, or podcasts for that day's class; 2) two separate responses to your classmates' questions or responses. Questions do not have a word limit. Responses should be around 150 words each.

**Assignment Calendar (5%):** You will have to complete an assignment calendar on ELC. This calendar is to help you map out their coursework for all their courses over the entire semester. This is *due August 30 via ELC before class*. This assignment is a *completion grade only*.

**Honor Code Module (5%):** The Office of Academic Honesty at UGA has created a new, self-guided ELC module for undergraduate students on ELC. The OAH created the module to understand "learners' attitudes towards academic integrity, educate them about the four main types of academic dishonesty (*Plagiarism, Unauthorized Assistance, Lying & Tampering, Theft*), quiz them on their understanding of UGA's Academic Honesty Policy, and help them reflect about their own actions regarding academic honesty." The module will take you around one hour. You can complete it at any time *before class on September 1*. This is a *completion grade only*.

**Historical Public Health Campaign (75%):** The assignment has five individually graded parts. They build upon each other and serve as the research, writing, and analysis for the final presentation of your public health campaign. You should thus view this overall assignment as a way to manage

your final project throughout the entire semester. Please don't get nervous about this assignment's large portion of your overall grade, as it is a series of smaller, individually graded assignments. More details on the purpose, scope, and metrics of the assignments can be found on ELC.

**Pandemic Overview Essay (5%):** In this 300-word essay, you will describe the specific historic pandemic for which you are creating a public health campaign. This includes detailing: time period; location; pathogen; and other relevant social and ecological contextual information, for example, literacy rates, demographics, environment, etc. This essay requires at least two secondary sources.

**Pathogen Overview Essay (5%):** In this 300-word essay, you will describe what we knew about the specific pathogen that caused the pandemic both *when the pandemic was occurring* and *today*. This means placing the disease both within its current scientific context and within the scientific and popular understandings of the time period you are studying. This essay requires at least three secondary sources. These secondary sources can include web pages from the CDC and the WHO.

**Primary Source Analysis Papers (30%):** You will complete two primary source analysis papers (each worth 15%). Each paper is 1000 words (approximately 4-pages double-spaced). In consultation with me, you will write on a primary source of your choosing that *is not* an assigned reading. We have four sessions with the archivists in special collections and one session with a librarian at the main library to discuss how to find primary sources on the history of pandemics and disease. For *each* essay, you must complete the following requirements:

- Outline source's core argument;
- Explain the perspective of the source's author;
- Locate the source within all of the following: geographical/regional/national/ecological context; time period; relationship to class themes;
- Include at least one example from another primary source and two secondary sources to support thesis (these can be assigned readings);
- Clearly integrate source into essay.

Although each essay is worth 15% of your overall grade, the initial essay is only the first step in the writing process. I will read and provide feedback on the essay, which you will receive no later than one week after first turning it in. By the following week, you will have to resubmit their revised essay *and* submit a 300-word response detailing how they have revised their essay. Thus, each essay is broken down into the following percentages: initial essay, 5%; revised essay, 5%, and written response, 5%. The revised essay grade depends on you effectively incorporating my feedback.

**Annotated Bibliography (5%):** An annotated bibliography is a description of a set of related sources that address a common topic. It is a very useful tool in helping you analyze secondary sources and organize your research for your final project. It must include five secondary sources, two of which cannot be assigned readings. It must also consist of a simple bibliography of five primary sources, three of which cannot be assigned readings. All of these sources should be from your primary source analysis essays.

**Public Health Campaign (30%):** The final part of your assignment is the visual and oral presentation of your public health campaign to an interested university community. The assignment is divided into two parts:

- **Visual presentation (15%):** You can present your project's visuals in any number of ways, from a poster presentation, to a video, to a PowerPoint. The presentation must incorporate the primary sources you have analyzed in your essays. It must also be geared toward the historical audience that experienced the pandemic under investigation.
- **Oral presentation (15%):** In conjunction with your visual display, you must present a 5-minute oral presentation or your public health campaign. Specific details are available on the Final Public Health Campaign Assignment.

**There are no exams in this course.**

## Course Schedule

All readings, videos, and podcasts should be completed *before* class.

### Week 1: Introduction

#### August 18 – Introduction to Class

- Read: \*Syllabus

### Week 2: Studying the History of Disease and Medicine, Part I

#### August 23 – How do we study the history of disease? **\*\*Add/Drop Deadline\*\***

- Watch: Mary Fissell, [“Present & Past,”](#) The Johns Hopkins University, Department of the History of Medicine (6:33min).
- Read: Gregory E. Pence, “Preface,” “Historical Epidemics,” and “Modern Viral Pandemics,” in *Pandemic Bioethics* (Ontario: Broadview Press, 2021), 9–33.

#### August 25 – **\*\*Primary Sources on Disease in History: Meet at Special Collections\*\***

- Watch: Mary Fissell, [“Reading a Primary Source,”](#) The Johns Hopkins University, Department of the History of Medicine Program (7:18min).
- Read: David M. Morens, Gregory K. Folkers, and Anthony S. Fauci, “What is a Pandemic?” *The Journal of Infectious Diseases* 200, no. 7 (2009): 1018–1021.

### Week 3: Studying the History of Disease and Medicine, Part II

#### August 30 – Endemic, Epidemic, Pandemic? Definitions in History and Public Health

#### **\*\*DUE: Assignment Calendar\*\***

- Read: Charles E. Rosenberg, “What is an Epidemic? AIDS in Historical Perspective,” and “Explaining Epidemics” in *Explaining Epidemics and Other Studies in the History of Medicine* (Cambridge: Cambridge University Press, 1992), 278–304.
- Listen: Vassiliki Betty Smocovitis, [“Introduction to the History and Evolution of Infectious Disease,”](#) in *Series: Perspectives on the COVID-19 Pandemic*, Consortium for History of Science, Technology and Medicine (14:56min).

#### September 1 – **\*\*Library Session on Research: Meet at Main Library and Bring Computers\*\***

- No reading

### Week 4: Plague

#### September 6 – Provincializing Europe, Globalizing Fleas: The Black Death Goes Global

- Read: Monica H. Green, “Editor’s Introduction to *Pandemic Disease in the Medieval World: Rethinking the Black Death*,” *The Medieval Globe* 1, no. 1 (2014): 9–26.

- *Watch*: Hannah Barker, “Early Transmission of the Black Death,” *Middle Ages for Educators*, May 7, 2020 (11:58min).

### September 8 – First-Person Experiences with the Plague

#### **\*\*DUE: Pandemic Overview Essay\*\***

- *Read (primary source)*: Ibn Al-Wardi, “*Risalah Al-Naba’ ‘An Al-Waba’*: The Black Death Shakes the Islamic World: The View from Damascus, Syria (1348),” in *The Black Death*, ed. Joseph P. Byrne and trans. Michael Dols (Westport, CT: Greenwood Press), 172–77.
- *Read (primary source)*: [“Petition from the Residents of Caffa, 1347,”](#) translation by Hannah Barker.

### Week 5: Smallpox and Indigenous Health

#### September 13 – Disease as Weapon: European Colonization, Indigenous Death

- *Read*: David S. Jones, “Virgin Soils Revisited,” *The William and Mary Quarterly* 60, no. 4 (2003): 703–42.

#### September 15 – Indigenous Understandings of Disease

#### **\*\*DUE: Pathogen Overview Essay\*\***

- *Read (primary and secondary source)*: Carmen Miranda, “How a Vital Record of Mexican Indigenous Life Was Created Under Quarantine,” *LA Times*, March 26, 2020.
- *Read*: “Reading Images as Primary Sources,” on ELC.

### Week 6: Race, Slavery, and Disease

#### September 20 – Race and Race Science

- *Read*: Rana Hogarth, “The Myth of Innate Racial Differences Between White and Black People’s Bodies: Lessons From the 1753 Yellow Fever Epidemic in Philadelphia, Pennsylvania,” *American Journal of Public Health* 109, no. 10 (2019): 1339–41.
- *Read*: Alexandra Power-Hays and Patrick T. McGann, “When Actions Speak Louder than Words – Racism and Sickle Cell Disease,” *New England Journal of Medicine* 383, no. 20 (2020): 1902–3.
- *Listen*: Rana Hogarth, [“Medicalizing Blackness,”](#) in *Series: Perspectives on ‘Race Science’ and Scientific Racism*, Consortium for History of Science, Technology and Medicine (12:10min)

#### September 22 – **\*\*Sources on Yellow Fever in History: Meet at Special Collections\*\***

#### **\*\*DUE: Primary Source Analysis #1\*\***

- No reading



## **Week 7: Slavery and Yellow Fever**

### **September 27 – Yellow Fever and the Transatlantic Slave Trade**

- *Read:* Juliet E. Bryant, Edward C. Holmes, and Alan D.T. Barrett, “Out of Africa: A Molecular Perspective on the Introduction of Yellow Fever Virus into the Americas,” *PLOS Pathogens* 3, no. 5 (2007): 668–73.
- *Read:* J.M. Opal and Steven M. Opal, [“When Mosquitoes Brought Yellow Fever to the Caribbean, They Also Brought Slavery,”](#) *Time*, October 11, 2019.
- *Read (primary source):* [“Slave Ship”](#) (1831) and [“Middle Passage”](#) (1789)

### **September 29 – Learning How to Revise and Resubmit**

**\*\*DUE: Honor Code Module\*\***

**\*\*Bring Computers to Class\*\***

- No reading

## **Week 8: Who Invented Epidemiology?**

### **October 4 – Unnamed Enslaved Washerwoman vs. John Snow: Who founded Epidemiology?**

- *Read:* Jim Downs, [“How the Origins of Epidemiology Are Linked to the Transatlantic Slave Trade,”](#) *Time*, September 2, 2021.
- *Read:* Richard Horton, [“Offline: A Lie at the Heart of Public Health,”](#) *The Lancet* 399, no. 10326 (2022): P704.
- *Listen:* Jim Downs, [“On the Origin of Epidemiology,”](#) *This Podcast Will Kill You*, May 10, 2022 (58:13min). [Please listen from 5:00min–43:00min]

### **October 6 – **\*\*Special Collections Finding Aids – Meet at Special Collections\*\*****

**\*\*DUE: Primary Source Analysis #1 R&R\*\***

- No reading

## **Week 9: Cholera and Blame in the Nineteenth Century – and Beyond**

### **October 11 – Colonialism and Cholera in India**

- *Read:* David Arnold, “Cholera and Colonialism in British India,” *Past & Present* no. 113 (November 1986): 118–51.

### **October 13 – Case Study: Hurricanes, Peacekeeping, and Cholera in Haiti**

- *Read:* Paul Farmer, “An Anthropology of Structural Violence,” *Current Anthropology* 45, no. 3 (2004): 305–317. ONLY READ TO PAGE 317.
- *Watch:* [“10 Years On: Lessons from the Cholera Epidemic in Haiti,”](#) *Human Rights @ Harvard Law School* (1:36:15min).

## Week 10: HIV/AIDS

### October 18 – The Origins of HIV/AIDS

- *Read:* Richard A. McKay, “Chapter Zero: Introduction,” in *Patient Zero and the Making of the AIDS Epidemic* (Chicago: University of Chicago Press, 2018), 1–41.

### October 20 – **\*\*No in-person class – CR at conference\*\***

#### **\*\*DUE: Primary Source Analysis #2\*\***

- *Read:* McKay, “Chapter One: What Came Before Zero?,” in *Patient Zero*, 42–76.
- *Post:* Discussion Board

## Week 11: Special Collections **\*\*October 24 – Withdrawal deadline\*\***

### October 25 – **\*\*No in-person class – CR at conference\*\***

- *Watch:* John Oliver, “Monkeypox,” *Last Week Tonight* (August 8, 2022) (23:26min)
- *Post:* Discussion Board

### October 27 – **\*\*Sources on HIV/AIDS in History: Meet at Special Collections\*\***

- No reading

## Week 12: Zika and Reproductive Justice

### November 1 – What is Reproductive Justice? What is the Zika Virus?

- *Read:* Kimala Price, “What is Reproductive Justice?: How Women of Color Activists are Redefining the Pro-Choice Paradigm,” *Meridians* 10, no. 2 (2010): 42–65.
- *Watch:* Chris Witty and Francis Cox, [“The Zika Virus, Dengue and the Yellow Fever Mosquito,”](#) *Imported Infections and Epidemics* (49:10min)

### November 3 – Zika and Reproductive Justice

#### **\*\*DUE: Primary Source Analysis #2 R&R\*\***

- *Read:* Pablo K. Valente, “Zika and Reproductive Rights in Brazil: Challenge to the Right to Health,” *American Journal of Public Health*, 107, no. 9 (2017): 1376–80.
- *Watch:* [Zika](#) (Brazil, 2016) (29:30min)

## Week 13: Climate Change, Environmental Justice and Infectious Disease

November 8 – **\*\*No in-person class – election day\*\***

### What is Environmental Justice?

- *Read:* Rachel Morello-Frosch and Manuel Pastor, “Chapter 11: Environmental Justice and Vulnerable Populations,” in *Environmental Health: From Global to Local*, ed. Howard Frumkin, 3rd ed. (San Francisco: John Wiley & Sons, 2016).
- *Post:* Discussion Board

November 10 – **\*\*No in-person class – CR at conference\*\***

### Climate Change and Epidemics

- *Read:* Adam Lustgarten, [“How Climate Change is Contributing to Skyrocketing Rates of Infectious Disease,”](#) *ProPublica*, May 7, 2020.
- *Read:* John Vidal, [“What Does More Environmental Damage: Eating Meat from the Wild or a Factory Farm?”](#) *The Guardian*, May 26, 2020.
- *Watch:* [“Nature-Based Solutions to Climate Change, Biodiversity, and Pandemic Threats,”](#) Cornell Lab of Ornithology (4:20min)
- *Post:* Discussion Board

## Week 14: SARS-CoV-2 – Past, Present, and Future

**\*\*DUE: Annotated Bibliography\*\***

### November 15 – Learning from 1918

- *Read:* David M. Morens and Anthony S. Fauci, “The 1918 Influenza Pandemic: Insights for the 21<sup>st</sup> Century,” *The Journal of Infectious Diseases* 195, no. 7 (2007): 1018–28.
- *Watch:* Jim Harris, [“The 1918 Flu Pandemic,”](#) *The Ohio State University*, October 2018 (9:38min).

### November 17 – Bioethics and the Future

- Meredith Celene Schwartz, ed. “Chapter 3: Public Adherence,” “Chapter 5: Justice,” and “Chapter 8: Reopening,” in *The Ethics of Pandemics* (Ontario: Broadview Press, 2020).

## Week 15: Thanksgiving Break

November 22 – **\*\*No class – Thanksgiving break\*\***

November 24 – **\*\*No class – Thanksgiving break\*\***

## Week 16: Final Projects

November 29 – **\*\*Final Projects\*\***

December 1 – **\*\*Final Projects\*\***

**Primary Source Links:**

Harvard University, Curiosity Collections, [Contagion: Historical Views of Disease and Epidemics](#)

Internet Archive, [Medical Heritage Library](#)

Johns Hopkins University, History of Medicine, [Historical Medical Images](#)

Johns Hopkins University, History of Medicine, [Primary Sources](#)

National Library of Medicine, [Digital Collections](#)

World Health Organization, [Public Health Campaigns: Getting the Message Across](#)

Yale University, [Medical Historical Library](#)

**Secondary Source Links:**

Center for Disease Control (CDC), [Diseases and Conditions](#)

Center for Disease Control (CDC), [Past Influenza Pandemics](#)

Center for Disease Control (CDC), [Gateway to Health Communication](#)

Consortium for History of Science, Technology and Medicine, [“Series: Perspectives on ‘Race Science’ and Scientific Racism”](#)

Consortium for History of Science, Technology and Medicine, [“Trust in Science: Vaccines”](#)

Consortium for History of Science, Technology and Medicine, [“Series: Perspectives on the COVID-19 Pandemic”](#)

Erin Walsh and Erin Allman Updyke, [This Podcast Will Kill You](#)

Johns Hopkins University, History of Medicine, [Secondary Sources](#)

Smithsonian Museum, [“Pandemic Perspectives: Stories Through Collections”](#)

World Health Organization (WHO), [Health Topics](#)

**Disclaimer:** The syllabus is a general plan for the course; I may announce deviations to the class when necessary.

**If you’ve read this syllabus in its entirety, please send me your favorite picture/meme of a cute dog at [cassia.roth@uga.edu](mailto:cassia.roth@uga.edu)**