# HIST 5376-001: Advanced Graduate Studies
## Readings in Epidemics and Pandemics

### Summer 2021 (June 28-August 6)

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## Instructor Information

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Email</th>
<th>Office Location &amp; Hours</th>
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<tbody>
<tr>
<td>Dr. Dana Cooper</td>
<td><a href="mailto:cooperdc@sfasu.edu">cooperdc@sfasu.edu</a></td>
<td>Available online via Zoom and by appointment</td>
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## General Information

### Description

*Katherine Sharp Landdeck, a historian at Texas Woman's University, tells her students that, "you don't want be interesting to doctors or historians. Yet here we are, in interesting times for both." We study history but rarely do we live it. Welcome to the History of Pandemics! As we live this experience, this class will examine the political, economic, social, cultural, and religious effects of previous pandemics in history. If the last year has shown anything, the ripple effects of disease extend well beyond the world of science and medicine. Readings will expand across geographic boundaries; thus, this course can count toward U.S. or non-U.S. credit within the graduate program in history.*

### Expectations and Goals

Desire growth. Be curious. Show up (online or in person, depending on the options available) and participate as an active member in our community of scholars. Challenge yourself intellectually. Offer your ideas. Consider a new perspective in looking at the past. Evaluate and articulate your place in the world from different angles. Be respectful of others in the class. Get comfortable with being uncomfortable.

### Required Materials

Given the nature of the course, we will read broadly in this class. At times, we will read a common book. In other cases, students will select one book from a common topic and thus read and discuss different books. Required common readings follow.

- Frank Snowden, *Epidemics and Society: From the Black Death to the Present* (2020)

Students will be responsible for acquiring other books they choose during the semester.

Other materials (articles, videos, and so on) may be provided by the professor within D2L.
Academic Opportunities

Overall, I find grades/grading a rather disappointing process and inadequate measurement of learning and growth. As a person who values intellectual challenges and thought-provoking discussions far more than quantitative (and arguably flawed) measures of success, I find the time spent recording and reporting them a bit frustrating. I would much rather engage in great readings and stimulating conversations about research and various perspectives on people of the past. However, I acknowledge that I work in a system in which grades hold relative value, and I would rather spend my time creating art than retooling a tooled system (hello, Thoreau). In short, I am required to give and grade assignments. Therefore, your grade in this class will be based on the following academic opportunities that are lovingly and sincerely labeled intellectual growth benchmarks.

Intellectual Growth Benchmarks

Talk Us Through 1 @ 100 points 100 points

Each student will sign up for one class that you wish to talk us through the evening and guide us through a book discussion. It will be up to you to plan, prepare, and navigate the conversation (or should I say Zoom-versation) for and with your fellow students and community of scholars.

Reading Response 8 @ 100 points 800 points

Students will be given options for the ways in which you choose to respond to the books. Due to the intensive reading schedule in a limited timeframe, students will have the option of responding to three of the books during the semester in a relatively outside the box manner. Students may respond with a witty hashtag (with accompanying commentary), a creative meme (again, with accompanying commentary), and slide presentation (Power Point, Google slides, Prezi, etc.). The objective is to give you a chance to produce something you can take into your classroom, if you so choose, to teach about pandemics . . . and to give you some much needed breathing room inside of these six weeks. Students will be limited to three of these alternative responses, so choose wisely. The remaining five responses must be a more traditional book analysis, which will contribute toward the final paper. Either way you slice it, it is a win.

Comparative Paper 1 @ 100 points 100 points

This paper will build on what students read, considered, analyzed, and process during the semester. You will produce a five-page paper intersecting and comparing different pandemics in different periods and consider common themes and potentially different reactions/responses by the political system, societies, or humanity overall. Lots of room to explore here. Again, choose wisely. This can be rather fun if you plan ahead . . . key word: if. Absent planning, this could be a difficult task.

Total Points Available 1000 points

Grading Breakdown

A 900+++ points earned
B 800-899 points earned
C 700-799 points earned
D 600-699 points earned
F 000-599 points earned
<table>
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<tr>
<th>Date</th>
<th>D2L &amp; Zoom Information</th>
<th>Assigned Readings</th>
<th>Submission Due</th>
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<tr>
<td>Monday, June 28</td>
<td>Course opens! Syllabus and accompanying video available to students</td>
<td><em>Epidemics and Society</em>, chapters 1-3</td>
<td>Talk Us Through sign up date due to D2L by 6/28 by 11:59pm</td>
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<td>Tuesday, June 29</td>
<td>Read Course Content Optional Zoom-versation at 6pm</td>
<td><strong>Common Reading</strong> <em>The Great Mortality: An Intimate History of the Black Death</em>, John Kelly</td>
<td>Reading Response due to D2L by 6/29, 11:59pm CST</td>
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| Thursday, July 1    | Read Course Content Zoom-versation at 6pm | **Reader's Choice!** *The American Plague: The Untold Story of Yellow Fever, The Epidemic That Shaped Our History*, Molly Caldwell Crosby  
|                     |                                        |                                                        | Reading Response due to D2L by 7/1, 6pm CST         |
|                     |                                        | *The Yellow Demon of Fever: Fighting Disease in the Nineteenth-Century Transatlantic Slave Trade* |                                                     |
| Tuesday, July 6    | Read Course Content                     | **Epidemics and Society**, chapters 4-7                 | No assignment due                                   |
| Thursday, July 8   | Read Course Content Zoom-versation at 6pm | **Reader's Choice!** *The Speckled Monster: A Historical Tale of Battling Smallpox*, Jennifer Lee Carrell  
|                     |                                        |                                                        | Reading Response due to D2L by 7/8, 6pm CST         |
|                     |                                        | *War Against Smallpox: Edward Jenner and the Global Spread of Vaccination*, Michael Bennett  
|                     |                                        |                                                        |                                                     |
|                     |                                        | *House on Fire: The Fight to Eradicate Smallpox*, William Foege |                                                     |
| Tuesday, July 13   | Read Course Content                     | **Epidemics and Society**, chapters 8-11                | No assignment due                                   |
|                     |                                        |                                                        | Reading Response due to D2L by 7/15, 6pm CST       |
|                     |                                        | *Death in Hamburg: Society and Politics in the Cholera Years*, Richard Evans |                                                     |
| Tuesday, July 20   | Read Course Content                     | **Epidemics and Society**, chapters 12-15               | No assignment due                                   |
**Date** | **D2L & Zoom Information** | **Assigned Readings** | **Submission Due**
---|---|---|---
Thursday, July 15 | Read Course Content | **Reader’s Choice!**
| | | *Death in Hamburg: Society and Politics in the Cholera Years*, Richard Evans
| | Zoom-versation at 6pm | **Reader’s Choice!**
| | | *The Conquest of Malaria: Italy, 1900-1962*, Frank Snowden
| | | *The AIDS Pandemic in Latin America*, Shawn Smallman
| | | *Fevers, Feuds, and Diamonds: Ebola and the Ravages of History*, Paul Farmer
Tuesday, July 27 | Read Course Content | *Epidemics and Society*, chapters 16-19 | No assignment due
Thursday, July 29 | Read Course Content | **Common Reading**
| | | *Polio: An American Story*, David Oshinsky
| | Zoom-versation at 6pm | **Reader’s Choice!**
| | | *The Conquest of Malaria: Italy, 1900-1962*, Frank Snowden
| | | *The AIDS Pandemic in Latin America*, Shawn Smallman
| | | *Fevers, Feuds, and Diamonds: Ebola and the Ravages of History*, Paul Farmer
Tuesday, August 3 | Read Course Content | *Epidemics and Society*, chapters 20-22 | No assignment due
Thursday, August 5 | Read Course Content | **Reader’s Choice!**
| | | *The Conquest of Malaria: Italy, 1900-1962*, Frank Snowden
| | | *The AIDS Pandemic in Latin America*, Shawn Smallman
| | | *Fevers, Feuds, and Diamonds: Ebola and the Ravages of History*, Paul Farmer
| | Zoom-versation at 6pm | **Reader’s Choice!**
| | | *The Conquest of Malaria: Italy, 1900-1962*, Frank Snowden
| | | *The AIDS Pandemic in Latin America*, Shawn Smallman
| | | *Fevers, Feuds, and Diamonds: Ebola and the Ravages of History*, Paul Farmer
Friday, August 6 | No additional information in D2L | No additional readings | Comparative Pandemics Paper due to D2L by 8/6, 11:59pm CST

**Additional Information and Resources**

**Learning Online**

Just as graduate classes are different from undergraduate classes, taking a class online is very different from taking a face-to-face class. Please familiarize yourself with Brightspace, D2L, the Center for Teaching and Learning, and their Technical Support methods. Technology glitches can, and will, occur; therefore, you would be wise not to wait until the last minute when submitting work.

**Brightspace by D2L Support / SFA ONLINE**

Location: Steen Library Room 208
Walk-ins welcome.
Appointments made available by request.
Phone: 936.468.1919
Email: d2l@sfasu.edu
Monday - Friday, 8 a.m. - 5 p.m. CST