



OFFICE OF THE CORE CURRICULUM

AY 2021-22, TERM 1

COURSE CODE:	COR2218
COURSE TITLE:	Outbreak: Epidemics and Pandemics in the Modern World
VENUE:	[REDACTED]
TIME:	[REDACTED]
INSTRUCTOR:	Dr Patrick Luiz Sullivan DE OLIVEIRA
EMAIL:	[REDACTED]
OFFICE:	[REDACTED]
OFFICE HOURS:	[REDACTED]
WALKING HOURS:	[REDACTED]
TA:	[REDACTED]
EMAIL:	[REDACTED]

PRE-REQUISITE/ CO-REQUISITE/ MUTUALLY EXCLUSIVE COURSE(S)

This is a general elective. There are no prerequisites for this course.

ELIGIBILITY

1. This course is open to **all** undergraduates from SMU.
2. For cohorts enrolled from AY2019/2020, this course falls under the Communities Pillar of the Core Curriculum, under the Technology and Society basket of modules.

COURSE DESCRIPTION

The emergence of SARS-CoV-2 in 2019 presented the global scientific community with major challenges, from uncovering the origins of this new strain of coronavirus to developing a vaccine to help prevent future outbreaks. However, epidemics and pandemics are not just biological phenomena—they are also intimately intertwined with society and culture. Throughout history different communities have found diverse ways to make sense of and tackle the rapid spread of disease. In turn, those intense experiences have shaped questions concerning rights and responsibilities, the boundaries of belonging, and risk and prevention. This course introduces students to the different ways humanists and social scientists have approached the study of communicable diseases in the modern era. It begins with discussions of how to talk about and how to frame this field of study, and then follows a loosely chronological structure—starting with nineteenth-century debates about the nature of cholera and ending with the complex relationship between emerging viruses and globalization. On the way we explore how tropical diseases helped shape and were shaped by colonialism; the networks that connect diseases, vectors, and populations; the fraught history of vaccine resistance; the massive mobilization in response to the devastating 1918 influenza pandemic; and the way stigma and activism has defined the HIV/AIDS pandemic.

COURSE GOALS

Through the in-class lectures and face-to-face discussions, this course invites students to:

1. Critically think about the way we talk about and conceptualize communicable diseases;
2. Explore how epidemiological responses throughout history have been shaped by cultural assumptions and relations of power;
3. Debate the ways in which communicable diseases have engendered divisions and fostered connections around the world.

LEARNING OBJECTIVES

At the end of the course, students should fulfil the following learning outcomes:

1. **Disciplinary and Multidisciplinary Knowledge:**
 - a. Students will be able to critically engage with primary sources, confidently interpreting and contextualizing them;
 - b. Students will develop a firm grasp of basic concepts and theories that inform the study of epidemics and pandemics from the perspectives of the humanities and social sciences;
2. **Global Citizenship:**
 - a. Students will be able to provide insights into how the understanding of infectious diseases has changed over time, and the ways it is inflected by cultural, political, social, economic, and geographic factors;
 - b. Students will be able to articulate some of the major challenges faced by societies when confronted with the outbreak of infectious diseases;
3. **Intellectual and Creative Skills:**
 - a. Students will be able to think of ways in which the past can inform or limit our understanding of present challenges.

COURSE POLICIES

COURSE FORMAT

- Asynchronous lectures:** Lectures provide you with the necessary context and information regarding the week's topic. Per SMU policy, up to one-third of the module can be dedicated to asynchronous learning, which averages to 1 hour per week. Because we are dealing with complex phenomena, the lectures tend to be longer than that. But when averaged across the semester they come to about 1 hour per class session (since not all sessions feature lectures). To facilitate learning, lectures have been recorded and divided into shorter sections, and you can watch them at your own pace and as many times as you want (another advantage of having them be asynchronous). You can submit questions you have during lecture to the discussion board on eLearn and I will address them during the in-person discussion. *The asynchronous lectures promote the learning of foundational knowledge.*
- In-person discussions:** In-person discussions feature 2 components: group presentations and spirited discussion of the lectures and readings. As such, it is critical you take notes while watching the lecture and reading the assigned texts. Look for connections, identify points of tension, and search for underexplored paths. This kind of preparation will make it easier for you to be an engaged participant in class and earn those participation points. In-person discussions will also occasionally feature breakout groups and other interactive activities. *The in-person discussions promote learning through constructive dialogue.*
- Group presentations:** Each group will be assigned a case study that they will *teach* to the class. I have curated the materials for these case studies, which include evidence (primary sources) and scholarly literature on the topic (secondary sources). You are to sift through the material and develop a presentation that answers the assigned challenge questions. Answers to the challenge questions should be developed by analyzing the evidence and using the scholarly literature to help with framing. As you work on your presentation you will likely get confused and overwhelmed. That's the goal. In the "real world" we constantly need to solve complex problems with an overload of information, and one of the most important skills you can develop is the ability to make informed decisions about what is important and what is marginal. The case studies are designed to help you develop those skills. Also, I am more than happy to meet with the group to discuss the presentation. *The group presentations promote learning through collaborative analysis and synthesis and encourages reciprocal teaching.*
- Interactive Games:** The course features 2 interactive gaming experiences. In the third and fourth weeks of the semester, students will partake in a Reacting to the Past learning experience—a role-playing game based on the struggles administrators in London faced with the 1854 cholera outbreak. In the last week of the semester students will play the collaborative board game *Pandemic*. Far from being just amusing entertainment, these experiences are supposed to prompt critical historical and strategic thinking, and you will be required to write reflections on them. *The interactive games promote learning through ludic and imaginative thinking.*
- Exams:** The course features 2 exams: a midterm and a final. The first covers material from the first half of the semester and the second is cumulative (although it focuses on the second half). The exams feature various ID questions, where you are expected to identify, contextualize, and explain the significance of a key term, and an essay question, where you are expected to write an argumentative essay that works with the material from class in an analytical and synthetical manner to support a focused and interesting thesis. *The exams promote learning through critical evaluation of the material and integrative thinking.*

ASSESSMENT MODE

- The course is assessed on the standard SMU grading scheme.
- The grading for this course is divided into **60% from Continual Assessment**, and **40% from a 2-hour final examination**.
- The **65% Continual Assessment** is apportioned in the following manner:
 - a. **Role-Playing Activities (10%)**
 - **Reacting to the Past (5%)**: On **Weeks 3 and 4** we will engage in role-playing activity about the 1854 London cholera epidemic. You are to complete a self-evaluation of the experience.
 - **Playing “Pandemic” (5%)**: On **Week 13** we will play the popular “Pandemic” board game. You are to complete a written component that reflects on the gameplay.
 - b. **Mid-term exam (20%)**
 - Several ID questions and one essay. **In-class, Week 7, 3:30pm – 5:45pm.**
 - c. **Class Participation (15%)**
 - You are encouraged to prepare for and actively participate in class discussions and activities. Good class participation involves actively listening to your instructor and other students during class, joining class discussions, asking questions which are thoughtful and helpful, and being a good team member during classroom group work. Merely speaking in class will not earn you full marks for class participation. Moreover, using a smart device in class for non-class related activities is a distraction for you and everyone else; this will negatively affect your class participation.
 - d. **Collaborative Case Study (15%)**
 - Starting on week 5, students will lead class discussion each week with a group presentation on that week’s special topic. Presentations should be 20 minutes long with an additional 10 minutes for discussion, feature a PowerPoint and script (uploaded to eLearn on the day of the presentation), and incorporate primary sources and scholarly arguments.
- **Final Exam (40%)** – Several ID questions and one essay. The final is cumulative, although it will focus mostly on the second half of the course. **November 24, 8:30am – 10:30am.**

OFFICE HOURS AND WALKING HOURS

Office Hours: Held on Tuesdays from 1:30pm to 2:30pm. Sign up for a 15-minute slot at [REDACTED]. If you don’t sign up, you can drop by, but you might have to wait in line. If you have class during this period, we can schedule some other time.

Walking Hours: There is substantial research indicating that walking boosts creativity. As such, I host “Walking Hours” on Thursdays from 10:00am to 11:00am (usually at Fort Canning Park, weather permitting). Sign up for a 20-minute slot at [REDACTED].

COMMUNICATIONS:

The TA hosts a Telegram group where you can communicate with one another regarding readings and logistical matters. If the TA cannot answer your question, I am reachable by email at [REDACTED] (*not by Telegram*). I check emails between 10am and 6pm on weekdays, so if you send me an email at 5pm on Friday you might not hear back until Monday morning. If I don’t reply within 24 hours during the work week, please send me a reminder!

ASSIGNMENT FORMAT AND ACADEMIC INTEGRITY

All written assignments are to be submitted in **double-spaced typing along with a total word count and a written anti-plagiarism declaration** (“By submitting this assignment, I confirm that it conforms to the guidelines on plagiarism in SMU”). There is a policy of zero tolerance for late submission (except in exceptional circumstances and in agreement with your instructor) and for non-submission of assignments.

ACCESSIBILITY AND ACCOMODATIONS

SMU strives to make learning experiences accessible for all. If you anticipate or experience physical or academic barriers due to disability, please let me know immediately. You are also welcome to contact the university's disability support team if you have questions or concerns about academic accommodations: [REDACTED]. Accessible tables in our seminar room are available for students who require them.

EMERGENCY PREPAREDNESS FOR TEACHING AND LEARNING (EPTL)

As part of emergency preparedness, instructors may conduct lessons online via either the Zoom or WebEx platform during the term, to prepare students for online learning. During an actual emergency, students will be notified to access the Zoom or WebEx platform for their online lessons. The class schedule will mirror the current face-to-face class timetable unless otherwise stated.

COPYRIGHT INFRINGEMENT

Please note that only copyright holders are entitled to reproduce their work, publish their work, perform their work in public, communicate their work to the public and make an adaption of their work. Hence, making course materials (owned by the faculty) available for sale or posting such works on websites for gain, is strictly prohibited. Disciplinary action will be taken against those found infringing copyright.

SMU LIBRARIES

- **Website:**
 - <http://library.smu.edu.sg>
- **Know your librarians**
 - The Social Sciences research librarian is [REDACTED]. She can offer guidance and research consultations on how to find credible resources, do proper citations, and many other helpful topics.
 - Quick responses can be obtained by using the **“Ask Library”** chat service.
 - Additional resources can be found at <https://library.smu.edu.sg/services/services-undergraduate-students>.
- **History of Science Research Guide:**
 - <https://researchguides.smu.edu.sg/historyofscience>
 - Offers some basic resources for research on the History of Science and Technology. The **“Primary Sources”** tab is especially helpful if you are searching for ideas and materials for a new topic.

SEMESTER SCHEDULE AND READINGS

Please note that this syllabus may change slightly over the course of the term; when in doubt, refer to the online version of this document for the most updated version.

WEEK 1. Talking

Discussing Epidemics and Pandemics

Questions to consider:

1. Why do you think the language of infection has proven to be such fertile territory for metaphors, and what have been some of the consequences of this?
2. In what ways have you seen these metaphors appear in your everyday life?
3. Why do you think moralizing so central to outbreak narratives?

Class Readings

- **Online Lecture: “Talking About Epidemics and Pandemics” (eLearn).**
- Emily Martin, “Toward an Anthropology of Immunology: The Body as Nation State,” *Medical Anthropology Quarterly* 4, no. 4 (1990): 410-426.
- Priscilla Wald, *Contagious: Cultures, Carriers, and the Outbreak Narrative* (Durham: Duke University Press, 2008), 1-28.
- Susan Sontag, *Illness as Metaphor* (New York: Farrar, Straus and Giroux, 1977), 1-9. **(OPTIONAL)**

WEEK 2. Thinking

Conceptualizing Epidemics and Pandemics

Questions to consider:

1. What kinds of questions do humanists and social scientists ask about infectious diseases? How might they differ from the kinds of questions epidemiologists usually ask?
2. Why are these questions also important when we tackle infectious diseases? In what ways have they been lacking in discussions about the recent COVID-19 pandemic?
3. What other approaches do you think the study of infectious diseases could benefit from?

Class Readings

- **Online Lecture: “Thinking About Epidemics and Pandemics” (eLearn).**
- Michel Foucault, *Security, Territory, Population: Lectures at the Collège de France, 1977-1978*, ed. Michel Senellart (New York: Palgrave Macmillan, 2009), 55-86.
- Charles E. Rosenberg, “What Is an Epidemic? AIDS in Historical Perspective?,” *Daedalus* 118, no. 2, (1989): 1-9.
- Erika Mansnerus, “Using model-based evidence in the governance of pandemics,” *Sociology of Health & Illness* 35, no. 2 (2013): 280-291.

WEEK 3. Cholera I

(Anti-)Contagionism and Social Order

**Begin Reacting to the Past*

Questions to consider:

1. What was the relationship between politics and science in the contagionism debate?
2. How have cholera epidemics affected the social history of Europe?

Class Readings

- **Online Lecture: “King Cholera,” (eLearn).**
 - *This lecture is longer than usual. Break it down between Weeks 3 and 4.*
- Erwin H. Ackerknecht, “Anticontagionism between 1821 and 1867: The Fielding H. Garrison Lecture,” *International Journal of Epidemiology*, 38, no. 1 (2009): 7–21.
- Richard Evans, “Epidemics and Revolutions: Cholera in Nineteenth Century Europe”, *Past and Present* 120, no. 1 (1988): 123-146. **(OPTIONAL)**

Reacting to the Past Readings

(Necessary to successfully engage in the activity)

- Instructions and Character Sheet (available on eLearn).
- Steven Berlin Johnson, *The Ghost Map: The Story of London’s Most Terrifying Epidemic—and How It Changed Science, Cities, and the Modern World* (New York: Riverhead Books, 2006), 1-24.
- Tom Koch, *Disease Maps: Epidemics on the Ground* (Chicago: The University of Chicago Press, 2011), 8-29 and 192-215.

WEEK 4. Cholera II

Global Impact

**Finish Reacting to the Past*

Questions to consider:

1. How have diseases like cholera been used to articulate international collaborations?
2. How do techniques like quarantine reproduce and reinforce state power? What are their limits?

Class Readings

- Valeska Huber, “The Unification of the Globe by Disease? The International Sanitary Conferences on Cholera, 1851- 1894,” *The Historical Journal* 49, no. 2 (2006): 453-476.
- Revisit RTTP material.

WEEK 5. Tropical Diseases

Colonialism and the Origins of Global Health

Questions to consider:

1. How have tropical diseases shaped Europeans' geographical imagination? And the other way around?
2. In what ways do the origins of "global health" contribute to some of its present inequities?

Class Readings

- **Online Lecture: "Tropical Diseases: Colonialism and the Origins of Global Health" (eLearn).**
 - *This lecture is longer than usual. Break it down between Weeks 5 and 6.*
- David Arnold, "The Place of 'the Tropics' in Western Medical Ideas Since 1750," *Tropical Medicine and International Health* 2, no. 4 (April 1997), 303-13.
- Theodore M. Brown, et al., "The World Health Organization and the Transition from 'International' to 'Global' Public Health," *American Journal of Public Health* 96, no. 1 (2006): 62-72.
- Lenore Manderson, "Public Health Developments in Colonial Malaya: Colonialism and the Politics of Prevention," *American Journal of Public Health* 89, no. 1 (1999): 102-107.

Case Study: William C. Gorgas in Panama

(optional for others)

Challenge Questions:

- What is the relationship between infectious diseases and imperial projects?
- How do ideas about race end up shaping "vertical interventions" taken by people like Gorgas?

Sources:

- Warwick Anderson, "Immunities of Empire: Race, Disease, and the New Tropical Medicine, 1900-1920," *Bulletin of the History of Medicine* 70, no. 1 (1996): 94-118.
- George Blumer, "The Influence which the Acquisition of Tropical Territory by the United States Has Had, and Is Likely to Have, on American Medicine," *Boston Medical and Surgical Journal* 153 (1905): 129-135.
- W. C. Gorgas, "The Conquest of the Tropics for the White Race," *Journal of the American Medical Association* 52, no. 25 (1909), 1967-1969.
- William C. Gorgas, *Sanitation in Panama* (New York: D. Appleton and Co., 1918), 1-17, 279-292.

WEEK 6. Vectors and Zoonosis

Agents, Threats, Allies

Questions to consider:

1. How does our understanding of geopolitics change if we take into account non-human actors?
2. What are some of the pitfalls of portraying animals as “epidemic villains”? Are there benefits?

Class Readings

- J.R. McNeill, “Ecology, Epidemics and Empires: Environmental Changes and the Geopolitics of Tropical America, 1600-1825,” *Environment and History* 5 (1999): 175-184.
- Debora Nada, “To Kill or Not to Kill? Negotiating Life, Death, and One Health in the Context of Dog-Mediated Rabies Control in Colonial and Independent India,” in *Framing Animals as Epidemic Villains: Histories of Non-Human Disease Vectors* (Cham, Switzerland: Palgrave Macmillan, 2019), 91-118.

Case Study: The Great Hanoi Rat Hunt

(optional for others)

Challenge Questions:

- In what ways does French “civilization” shape Hanoi’s experience with the 3rd Plague Pandemic?
- How do rats end up acting as historical actors in this episode?

Sources:

- Michael G. Vann, “Of Rats, Rice, and Race: The Great Hanoi Rat Massacre, an Episode in French Colonial History,” *French Colonial History* 4 (2003): 191-204.
- Michael G. Vann and Liz Clarke, *The Great Hanoi Rat Hunt: Empire, Disease, and Modernity in French Colonial Vietnam* (Oxford: Oxford University Press, 2018).
 - I would strongly encourage reading the entire graphic novel, since it provides an exciting and informative narrative of what happened in Hanoi. However, you should focus on the primary sources for your presentation, especially those in the following pages: 128-130, 132-140, 155-179, 184-189. Pages 199-231 also offers useful context (227-231 on the Third Plague pandemic).
 - I also have a copy of this book, if needed.

WEEK 7. Midterm Exam

WEEK 8. No Class (Recess Week)

WEEK 9. Vaccines

Resistance, Privilege, Biological Citizenship

Question to consider:

1. How does vaccination serve as a nexus of conflict between the individual, society, and state?
2. How do anti-vaccination movements justify their choices? Is there an internal logic to their stance?

Class Readings

- **Online lecture: “Vaccines: Resistance, Privilege, and Biological Citizenship” (eLearn).**
- Teresa Meade, “‘Civilizing Rio de Janeiro’: The Public Health Campaign and the Riot of 1904,” *Journal of Social History* 20, no. 2 (1986): 301-322.
- Jennifer A. Reich, “‘We are fierce, independent thinkers and intelligent’: Social capital and stigma management among mothers who refuse vaccines,” *Social Science & Medicine* 257 (2020): 112015.

Case Study: Vaccination and Citizenship in Victorian Britain

(optional for others)

Challenge Questions:

- In what ways has the language of citizenship been used and been shaped by debates about vaccination?
- What kinds of challenges did the category of “conscientious objector” present? How did gender factor in?

Sources:

- Nadja Durbach, “Class, Gender, and the Conscientious Objector to Vaccination, 1898-1907,” *Journal of British Studies* 41, no. 1 (2002): 58-83.
- *The Vaccination Inquirer* 1, no. 1 (April, 1879), especially 1-2 and 6-9.
- *Final Report of the Royal Commission Appointed to Inquire into the Subject of Vaccination* (London: 1896), 132-142.
 - Read section (E.) *As to whether any alterations should be made in the arrangements and proceedings for securing the performance of vaccination, and, in particular, in those provisions of the Vaccination Acts with respect to prosecutions for non-compliance with the Law.*
- Brief debates in the House of Commons: [21 January 1902](#) and [3 April 1905](#).
- Millicent Garrett Fawcett, “The Vaccination Act of 1898,” *The Contemporary Review* (March, 1899), 328-342.
- Browse through sources in [“The History of Vaccines”](#) website.

WEEK 10. The 1918 Influenza

War, Mass Media, Publics

Questions to consider:

1. Could we consider the 1918 influenza the first mass pandemic? Why? Why not?
2. Why do you think the 1918 influenza pandemic quickly receded from the public imagination? How does that contrast with the vivid descriptions left by some of those who experienced it?

Class Readings

- **Online lecture: “The 1918 Influenza: War, Mass Media, and Publics” (eLearn).**
- Kai Khiun Liew, “Terribly Severe Though Mercifully Short: The Episode of the 1918 Influenza in British Malaya,” *Modern Asian Studies* 41, no. 2 (March 2007): 221–52.
- Nancy Tomes, “‘Destroyer and Teacher’: Managing the Masses During the 1918–1919 Influenza Pandemic,” *Public Health Reports* 125, no. 3 (2010): 48-62.

Case Study: Living through the “Spanish Flu”

(optional for others)

Challenge Questions:

- What was the 1918 influenza pandemic experience like for different segments of the population (health care workers, administrators, citizens)?
- What were the challenges municipal authorities faced in large urban centres like Philadelphia?

Sources:

- Alfred W. Crosby, *America’s Forgotten Pandemic: The Influenza of 1918*, 2nd ed. (Cambridge, UK: Cambridge University Press, 2003), 70-90.
- [“Keep Calm, Don’t Panic – In the Midst of the Flu.”](#) University of Pennsylvania School of Nursing.
- [Letter from Camp Devens](#), Massachusetts, September 29, 1918.
- [Letter from a volunteer nurse](#), Washington, D.C., October 17, 1918.
- [“Please, Let Me Put Him in a Macaroni Box.”](#) History Matters.
- Bulletin of the Department of Public Health and Charities of the City of Philadelphia, Oct.-Nov. 1918.

WEEK 11. HIV/AIDS

Identity, Stigma, Activism

Class meets for full period (3:30pm to 6:45pm).

Questions to consider:

1. How has stigma shaped responses to the HIV/AIDS pandemic?
2. How does stigma become politicized and shape government policy? What are the effects of that?

Class Readings

- *How to Survive a Plague*, dir. David France (2012). **(Watch in class).**
- Gregory M. Herek, "AIDS and Stigma," *American Behavioral Scientist* 42, no. 7 (1999): 1106-1116.
- Lynette J. Chua and Timothy Hildebrandt, "From Health Crisis to Rights Advocacy? HIV/AIDS and Gay Activism in China and Singapore," *VOLUNTAS* 25 (2014): 1583-1605.

Case Study: HIV/AIDS in South Africa

(optional for others)

Challenge Questions:

- Given the shape HIV/AIDS took in South Africa in the late 20th century, can we speak of a single pandemic? Why did Mbeki claim that AIDS created a "uniquely African catastrophe"?
- Mbeki was sceptic of the fact that AIDS was caused by a virus. What are the historical roots of this kind of denialism? How has it affected people like Nkosi Johnson?

Sources:

- Didier Fassin and Helen Schneider, "The politics of AIDS in South Africa: beyond the controversies," *BMJ* 326, no. 7387 (2003): 495-497.
- Ronald Bayer and Gerald Oppenheimer, *Shattered Dreams? An Oral History of the South African AIDS Epidemic* (Oxford: Oxford University Press, 2007), 21-42.
- UNAIDS, *Report on the Global HIV/AIDS Epidemic* (June 2000), 8-11, 124-135.
- [Thabo Mbeki letter](#) to Bill Clinton and Kofi Annan, 3 April 2000.
- [Mbeki's speech](#) + [Nkosi Johnson's speech](#) at the 13th International AIDS Conference, Durban, 9 July 2000.

WEEK 12. Emerging Infectious Diseases

Global Exchanges and National Security

Questions to consider:

1. What are the factors contributing to this new phase of emerging infectious diseases?
2. How do the forces of globalization facilitate and complicate responses to emerging infectious diseases?

Class Readings

- **Online Lecture: “EIDs: Global Exchanges & National Security” (eLearn).**
- K. E. Jones, et al., “Global Trends in Emerging Infectious Diseases,” *Nature* 451, no. 7181 (2008): 990-993.
- Andrew Lakoff, “Two Regimes of Global Health,” *Humanity: An International Journal of Human Rights, Humanitarianism, and Development* 1, no. 1 (2010): 59–79.

Case Study: COVID-19, Singapore, and Digital Surveillance

(optional for others)

Challenge Questions:

- How Singapore’s SARS experience shape its response to COVID-19 (especially in matters of surveillance)?
- What are the dilemmas presented by apps like TraceTogether? What about in the Singaporean context?

Sources:

- Terence Lee and Howard Lee, “Tracing surveillance and auto-regulation in Singapore: ‘smart’ responses to COVID-19,” *Media International Australia* 177, no. 1 (2020): 47-60.
- Peggy Teo et al., “Surveillance in a Globalizing City: Singapore’s Battle against SARS,” in, *Networked Disease: Emerging Infections in the Global City* (Oxford: Wiley-Blackwell, 2008), 86-101.
- Patrick Howell O’Neill, Tate Ryan-Mosley, and Bobbie Johnson, [“A flood of coronavirus apps are tracking us. Now it’s time to keep track of them.”](#) *MIT Technology Review*, 7 May 2020.
- Matthew Mathews, Alex Tan, and Syafiq Suhaini, [“Attitudes towards the use of surveillance technologies in the fight against COVID-19.”](#) *Institute of Policy Studies*, 24 May 2020.
- Kirsten Han, [“COVID app triggers overdue debate on privacy in Singapore.”](#) *Al Jazeera*, 10 February 2021.
- Kyra Jasper and Camille Bismonte, [“Singapore’s Updated TraceTogether Privacy Policy Could Erode Public Trust.”](#) Center for Strategic & International Studies, 17 February 2021.

WEEK 13. Zombies and “Pandemic”

Contagious Fear, Contagious Fun

Class meets for full period (3:30pm to 6:45pm).

Questions to consider:

1. Why are we so fascinated with zombies?
2. How is the pandemic imaginary shaped by fears of human extinction? How do those fears influence the kind of actions that are made possible or impossible?

Class Readings

- *World War Z*, dir. Mark Foster (2013). **(Watch on your own. Available on Netflix).**
- Dahlia Schweitzer, *Going Viral: Zombies, Virus, and the End of the World* (New Brunswick: Rutgers University Press, 2018), 144-190.
- Eric T. Lofgren and Kristen M. Rapazzo, “Pandemic: Edited by Matt Leacock,” *American Journal of Epidemiology* 185, no. 5 (2017): 403–404.
- Megan Condis, [“Playing Politics During COVID-19: A Scenario for Matt Leacock’s Pandemic.”](#) *First Person Scholar*, 16 December 2020.
- Resources to learn to play Pandemic:
 - [“How to Play Pandemic.”](#) *Dicebreaker*, 6 October 2020.
 - [“Pandemic – How to Play.”](#) *Watch It Played* (YouTube).

Case Study: CDC Zombies

(optional for others)

Challenge Questions:

- What are the issues that emerge with the association of emerging infectious diseases with zombie apocalypses?
- What are the benefits and disadvantages of using humour to raise awareness, especially given the tradition of sober straightforwardness in public service communication campaigns?

Sources:

- Ryan Cheek, “Zombie Ent(r)ailments in Risk Communication: A Rhetorical Analysis of the CDC’s Zombie Apocalypse Preparedness Campaign,” *Journal of Technical Writing and Communication* 50, no. 4 (2020): 401-422.
- Center for Disease Control and Prevention, *Preparedness 101: Zombie Pandemic* (Atlanta: 2011).
- Melissa Nasiruddin, Monique Halabi, Alexander Dao, Kyle Chen, and Brandon Brown, “Zombies—A Pop Culture Resource for Public Health Awareness,” *Emerging Infectious Diseases* 19, no. 5 (2013): 809-813.
- Frank Houghton, Katie Del Monte, Daniel Glessner, Joyce Goff, Edward Hopkins, Krista Loney, and J. Toms, “Zombie pandemic preparedness: a cautionary observation,” *New Zealand Medical Journal* 129, no. 1432 (2016): 97-99.

WEEK 14. Reading Period

WEEK 15. Final Exam