

**History 1215 - Origins of Today: The History of Global Pandemics  
Fall 2020**

**Contact Information:**

Instructor: Molly Nebiolo

Virtual Office Hours: Tuesdays 8-9am; Thursdays 3-4pm, or by appointment

**Course Description:** We are living through a global pandemic. Covid-19 has affected every region and state in the world: more than ten million people have been infected with the virus, and half a million have died. The novel coronavirus represents the most serious health crisis the world has faced in a century. But this is hardly the first global pandemic and, unfortunately, is not likely to be the last. Epidemics and pandemics have been a feature of human life for thousands of years, throwing lives into chaos and causing major social, political, and economic change. This course will explore the history of four major pandemics: the bubonic plague, smallpox, cholera, and the H1N1 influenza of 1918-19. We will explore not only the causes and events of each pandemic, but also how societies got through them and how they shaped the future. We will read primary sources documenting peoples' experience of each pandemic, which demonstrate both great tragedy and great resilience. In the process, we will gain a better understanding about contemporary responses to Covid-19, and the ways this pandemic might change our own future.

**Learning Goals and Objectives:** This course has five learning goals. These learning goals are designed to build foundational skills that will aid students from all disciplinary backgrounds in becoming effective, articulate, and well-rounded college students.

Students will:

- Evaluate the importance of historical events for the political, social, economic, and cultural events occurring in the world today.
- Recognize and engage with alternative viewpoints on past and current events.
- Distinguish the difference between scholarly and non-scholarly sources.
- Construct a scholarly argument and defend it using evidence, both in written and oral form.
- Practice clear and grammatically correct expression in written and oral work

**NUPath:**

History 1215 fulfills the requirements for NUPath categories Interpreting Cultures and Difference and Diversity. Specific learning goals for these categories can be found at <http://www.northeastern.edu/core/requirements/>.

**Health, Humanities, and Society minor:**

History 1215 counts as one of the two requires humanities electives for the new Health, Humanities, and Society minor. The minor is designed for students who would like to learn how to think capaciously and creatively about health using the rigorous, precise, and flexible skills trained by the social sciences and the humanities. The landscape of

healthcare is quickly changing, and this training will equip students well not only for the diverse forms of health work that exist today, but for as yet unimaginable varieties of health-related work in the future. More information on the minor can be found here:

<http://catalog.northeastern.edu/undergraduate/social-sciences-humanities/interdisciplinary/health-humanities-society-minor/#text>

### **Course Requirements and Grading Scale:**

1. Online Posts (text and audio): 25%
2. Responses to your classmates' posts and podcasts: 10%
3. Covid-19 archive project: 10% (5% each)
4. Group Podcast 1: 10%
5. Three visits to live office hours: 10% (3.3% each)
6. One-on-one Zooms – Introductions and mid-semester check-in: 10%
7. Final Group Podcast Scaffolding: 5% (2.5% each)
8. Final Group Podcast: 20%

All grades are based on the following scale: 94-100 A, 90-93 A-, 87-89 B+, 84-86 B, 80-83 B-, 77-79 C+, 74-76 C, 70-73 C-, 67-69 D+, 64-66 D, 60-63 D-; 59 and below, F

**Academic Integrity:** Your instructor and Northeastern University are intolerant of **any form** of academic dishonesty. Cheating or plagiarism of **any** kind will result in an automatic **F** for the course. Students who cheat will immediately be referred to the Office of Student Conduct and Conflict Resolution, and will receive the maximum university discipline possible. To ensure you understand Northeastern's policy on Academic Integrity, visit <http://www.northeastern.edu/osccr/academicintegrity/index.html>.

**Reasonable Accommodation:** Students with documented learning disabilities will receive reasonable accommodation in this class, in accordance with Northeastern University policy ([https://www.northeastern.edu/policies/pdfs/Policy\\_on\\_Reasonable\\_Accommodation.pdf](https://www.northeastern.edu/policies/pdfs/Policy_on_Reasonable_Accommodation.pdf)). If you have a learning disability, please let me know so that we can work out the details. To contact and register with Northeastern's Disability Resource Center, go to 20 Dodge Hall or <http://www.northeastern.edu/drc/>, or call 373-4428.

**Title IX:** Northeastern's Title IX Policy prohibits discrimination based on gender, which includes sexual harassment, sexual assault, relationship or domestic violence, and stalking (for more information, see the website for the Office for University Equity and Compliance at <https://www.northeastern.edu/ouec/>). The Title IX Policy applies to the entire community, including male, female, transgender students, and faculty and staff. If you or someone you know has been harassed or assaulted, **confidential** support and guidance can be found through **University Health and Counseling Services** staff (<http://www.northeastern.edu/uhrs/>) and the **Center for Spiritual Dialogue and Service clergy members** (<http://www.northeastern.edu/spirituallife/>). By law, those employees are not required to report allegations of sex or gender-based discrimination to the

University. Alleged violations can be reported non-confidentially to the Title IX Coordinator within *The Office for Gender Equity and Compliance* at: [titleix@northeastern.edu](mailto:titleix@northeastern.edu) and/or through NUPD (Emergency 617.373.3333; Non-Emergency 617.373.2121). Reporting Prohibited Offenses to NUPD does **NOT** commit the victim/affected party to future legal action.

**WeCare:** [WeCare](#) offers supports for students during times of difficulty or challenge. You can find WeCare at 226 Curry Student center Monday - Friday from 8:30-5:00, call at 617-373-7591, or email [wecare@northeastern.edu](mailto:wecare@northeastern.edu).

**Mental Health Resources:** In addition to mental health resources available through [Northeastern's University Health and Counseling Services](#) Northeastern has added [Find@Northeastern](#), which is a 24/7 mental health consulting line and can be reached at 1-877-223-9477.

**Peer Tutoring:** [The Peer Tutoring Program](#) offers a wide range of tutoring services to meet the academic needs of undergraduate students. If you need academic assistance, contact the Peer Tutoring Program Monday through Friday from 9:00am to 5:30pm. Peer tutoring services are free and open to all NU undergraduate students. Peer tutoring begins the second week of classes and ends the last day of classes. The Peer Tutoring Program is located in 1 Meserve Hall. Call 617- 373-8931, email [peertutoring@northeastern.edu](mailto:peertutoring@northeastern.edu), or visit the weblink above.

**International Tutoring Center:** The [International Tutoring Center \(ITC\)](#) provides current Northeastern University international students with free, comprehensive English language and academic support. The ITC includes English as a Second Language Tutoring (ESL), Language and Culture Workshops, and Reading Workshops. For more information on available workshops and tutoring opportunities please visit the ITC weblink above.

**Snell Library:** [Snell Library](#) offers a variety of resources for undergraduate research, including subject-specific [Research Guides](#), help with citation and bibliography, and 24/7 chat support . The library also houses the [Digital Media Commons](#), which offers a variety of resources for instructors and students for multimedia projects.

**Resources During COVID-19:** The links below contain updated information on Northeastern's Response to COVID-19.

- [Reopening Northeastern](#)
- [COVID-19 Updates from the University](#)
- [COVID-19 Resources for all Northeastern Students](#)

**Inclusion and Diversity:** I value all students regardless of their background, country of origin, race, religion, gender, sexual orientation, ethnicity, or disability status, and am committed to providing a climate of excellence and inclusiveness within all aspects of the course. If you have any concerns in this area or are facing any special issues or challenges, I encourage you to discuss the matter with me as you feel comfortable, with

assurance of full confidentiality (the only exceptions being mandatory reporting of NU Academic Integrity Policy violations and Title IX sex and gender discrimination).

**Attendance:** Students are expected to be *present in the classroom or remotely on class dates unless otherwise indicated*. I will have a weekly roster indicating whether each student is scheduled to be present in person or remotely. *Please follow your weekly assignment for in-class or remote participation*. Please note that in order to preserve appropriate social distancing, students who appear in-person on days when they are not scheduled to do so will be asked to leave the classroom.

## Schedule

All of these readings are found in the module for that week (on Canvas).

Week	Topic	Assignment	Due Date	Other Notes
9/9 – 9/13	Pandemics and People, Past and Present	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>Skim the most recent report on National and State Data on the website “A 50-State Covid-19 Survey,” co-written by David Lazer, Northeastern University. <a href="https://covidstates.org">https://covidstates.org</a>. Pay special attention to Massachusetts in the charts.</li> <li>Isaac Chotiner, “How Pandemics Change History,” <i>The New Yorker</i> (March 3, 2020). <a href="https://www.newyorker.com/news/q-and-a/how-pandemics-change-history">https://www.newyorker.com/news/q-and-a/how-pandemics-change-history</a></li> <li>Katherine Foss, “How Epidemics of the Past Changed the Way Americans Lived,” <i>Smithsonian</i> (April 1, 2020). <a href="https://www.smithsonianmag.com/history/how-epidemics-past-forced-americans-promote-health-ended-up-improving-life-this-country">https://www.smithsonianmag.com/history/how-epidemics-past-forced-americans-promote-health-ended-up-improving-life-this-country</a></li> </ul>	Discussion post by 9/10 at 9pm and response due 9/12	
		<p><i>Assignment</i></p> <ul style="list-style-type: none"> <li>Introductory video on Voicethread. Read about 3 faculty working on Covid-19 from CSSH and talk about it during your intro. <a href="https://cssh.northeastern.edu/cssh-covid-19">https://cssh.northeastern.edu/cssh-covid-19</a></li> </ul>	Assignment due 9/13 by 9pm and responses due 9/15	Partners assigned for Covid-19 Archive interviews will be posted this week.
9/14 – 9/20	What is a pandemic?	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>“What’s the Difference Between Outbreak, Epidemic, and Pandemic?” <i>The Conversation</i> (March 9, 2020). <a href="https://theconversation.com/whats-the-difference-between-pandemic-epidemic-and-outbreak-133048">https://theconversation.com/whats-the-difference-between-pandemic-epidemic-and-outbreak-133048</a></li> <li>Dorothy Crawford, <i>Deadly Companions: How Microbes Shaped Our History</i> (Oxford University Press, 2009), chapters 1-3 (pages 1-81).</li> </ul>	Discussion post due 9/15 by 9pm and responses due 9/17	

		2	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• “The History of Epidemics in New England,” New England Historical Society, <a href="https://www.newenglandhistoricalsociety.com/history-of-epidemics-in-new-england/">https://www.newenglandhistoricalsociety.com/history-of-epidemics-in-new-england/</a></li> <li>• Nathan Wolfe, The Jungle Search for Viruses, TED Talk. <a href="https://www.ted.com/talks/nathan_wolfe_the_jungle_search_for_viruses?language=en">https://www.ted.com/talks/nathan_wolfe_the_jungle_search_for_viruses?language=en</a></li> <li>• "Best Practices" section of the Oral History Association's guide to conducting oral histories, at <a href="https://www.oralhistory.org/best-practices/">https://www.oralhistory.org/best-practices/</a></li> <li>• Poke around on the Covid-19 Archive site (<a href="https://covid-19archive.org/s/archive/page/welcome">https://covid-19archive.org/s/archive/page/welcome</a>) and listen to at least three interviews for a few minutes each.</li> </ul>	Discussion post due 9/17 by 9pm and responses due 9/19	<p><b>First online office hours need to be completed this week!</b></p> <p><b>Have short one-on-one Zoom with professor by 9/17</b></p>
9/21 – 9/27	The Plague	1	<p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>• Covid-19 archive first assignment (interview your classmate and upload to the site)</li> </ul>	Assignment due 9/20 midnight	
		2	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Frank Snowden, “Overview of the Three Plague Pandemics, 541 to ca. 1950,” chapter 3 in <i>Epidemics and Society: From the Black Death to the Present</i> (online at NU)</li> <li>• Procopius on the plague in 542: <a href="http://www.fordham.edu/halsall/source/542procopius-plague.asp">http://www.fordham.edu/halsall/source/542procopius-plague.asp</a></li> </ul>	Discussion post due 9/22 by 9pm and responses due 9/24	
		3	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Ewen Callaway, “The Black Death Decoded,” <i>Nature</i> 478 (27 October 2011) (have on pdf)</li> <li>• Petrarch, Boccaccio, Di Tura, and De Venette, in “Societal and Economic Impact,” chapter 4 in John Aberth, <i>The Black Death: The Great Mortality of 1348-50</i> (Bedford, 2005), pp. 71-83</li> </ul>	FlipGrid post due 9/24 and responses due 9/27	
9/28 – 10/4		1	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Explanation of Audacity interface <a href="https://wit.audacityteam.org/">https://wit.audacityteam.org/</a></li> <li>• Read Northeastern University libraries subject guide to podcasting: <a href="https://wit.audacityteam.org/">https://wit.audacityteam.org/</a></li> </ul> <p><i>Watch:</i></p> <ul style="list-style-type: none"> <li>• Tutorial for using Audacity to create podcasts: <a href="https://www.youtube.com/watch?v=xl-WDjWrTtk">https://www.youtube.com/watch?v=xl-WDjWrTtk</a></li> </ul>	Quiz due 9/28	
		2	<p><i>Read:</i></p>	Discussion post by 9/29 and	

			<ul style="list-style-type: none"> <li>Frank Snowden, "Responses to Plague," chapter 5 in <i>Epidemics and Society: From the Black Death to the Present</i> (online at NU)</li> </ul>	responses due 10/1	
		3	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>Michael Dols, "The Comparative Communal Responses to the Black Death in Muslim and Christian Societies," <i>Viator</i> 5 (1974), 269-287.</li> <li>"The Black Death and the Jews 1348-1349 CE," available online @ <a href="http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.html">http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.html</a></li> <li>Al-Maqrizi and city ordinances, in "Societal and Economic Impact," chapter 4 in John Aberth, <i>The Black Death: The Great Mortality of 1348-50</i> (Bedford, 2005), pp. 84-93.</li> </ul>	Discussion post due 10/1 by 9pm and responses due 10/4	
10/5 – 10/11	Plague to Smallpox	1	<p><i>Listen:</i></p> <ul style="list-style-type: none"> <li>"How Europe Recovered from the Black Death," Recovery Podcast Part I, June 2020. <a href="https://theconversation.com/how-europe-recovered-from-the-black-death-recovery-podcast-series-part-one-139896">https://theconversation.com/how-europe-recovered-from-the-black-death-recovery-podcast-series-part-one-139896</a></li> </ul>	FlipGrid post due 10/4 by 9pm and responses by 10/6	
		2	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>David Arnold, "Plague: Assault on the Body," in <i>Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India</i>, (Berkeley: University of California Press, 1993). (need to copy)</li> </ul> <p><i>Explore:</i></p> <ul style="list-style-type: none"> <li>Contagion: Historical Views of Diseases and Epidemics. Harvard Library Curated Collections. <a href="https://curiosity.lib.harvard.edu/contagion">https://curiosity.lib.harvard.edu/contagion</a> (sections on all of the diseases)</li> </ul>	Discussion post due 10/6 by 9pm and responses due 10/8	
		3	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>Mitchell Hammond, "Smallpox and American Catastrophe," chapter 3 in <i>Epidemics and the Modern World</i> (University of Toronto Press, 2020)</li> </ul>	Discussion post due 10/8 by 9pm and responses due 10/10	
10/12 – 10/18	Smallpox	1	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>Robert McCaa, "Spanish and Nahuatl Views on Smallpox and Demographic Catastrophe in Mexico," <i>The Journal of Interdisciplinary History</i>, Vol. 25, No. 3 (Winter, 1995), pp. 397-431</li> <li>"Aztec Account of the first Smallpox Epidemic," US History Digital History Reader. <a href="https://www.dhr.history.vt.edu/modules/us/mod01_pop/evidence_detail_08.html">https://www.dhr.history.vt.edu/modules/us/mod01_pop/evidence_detail_08.html</a></li> </ul>	Discussion post due 10/11 by 9pm and responses due 10/13	Small groups assigned for Podcast 1
			<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>Alan Swedlund, "Contagion, Conflict, and Captivity in Interior New England: Native American and European Contacts in the Middle Connecticut River Valley of</li> </ul>	Discussion board post due 10/13 and	

		2	<p>Massachusetts, 1616–2004,” in Paul Kelton, Catherine Cameron and Alan Swedlund, eds., <i>Beyond Germs: Native Depopulation in North America</i> (Tucson: University of Arizona Press, 2015). (online at NU? I think so)</p> <ul style="list-style-type: none"> <li>• “Exactly How New England’s Indian Population Was Decimated,” <i>New England Historical Society</i> (Updated 2018). <a href="https://www.newenglandhistoricalsociety.com/exactly-new-englands-indian-population-decimated/">https://www.newenglandhistoricalsociety.com/exactly-new-englands-indian-population-decimated/</a></li> </ul>	responses due 10/15	
		3	<p><i>Listen:</i></p> <ul style="list-style-type: none"> <li>• Josh Shwartz, “Infectious, Part I: Scabs, Pus and Puritans,” Endless Threads Podcast. <a href="https://www.wbur.org/endlessthread/2019/05/03/scabs-pus-puritans">https://www.wbur.org/endlessthread/2019/05/03/scabs-pus-puritans</a></li> </ul>	FlipGrid due 10/15 by 9pm and responses due 10/17	
10/19 – 10/25		1	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• “Tracing Smallpox Through the Burying Grounds,” <i>Historic Burying Grounds Initiative Newsletter</i> 4:1 (Spring 2015), pp. 1, 5-11. <a href="https://www.boston.gov/sites/default/files/file/document_files/2016/12/hbgi_spring_2015_newsletter.pdf">https://www.boston.gov/sites/default/files/file/document_files/2016/12/hbgi_spring_2015_newsletter.pdf</a></li> </ul> <p><i>Explore:</i></p> <ul style="list-style-type: none"> <li>• Virtual (or real-time) tour of Boston cemeteries</li> </ul>	Assignment due 10/18 and responses due 10/20	<b>Complete second live office hours by 10/20!</b>
		2	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Margot Minardi, “The Boston Inoculation Controversy of 1721-1722: An Incident in the History of Race,” <i>The William &amp; Mary Quarterly</i> 61, no.1 (2004): 47-76</li> <li>• Michael Albert, Kristen Ostheimer, Joel Breman, “The Last Smallpox Epidemic in Boston and the Vaccination Controversy, 1901–1903,” <i>New England Journal of Medicine</i> (February 1, 2001). <a href="https://www.nejm.org/doi/full/10.1056/NEJM200102013440511">https://www.nejm.org/doi/full/10.1056/NEJM200102013440511</a></li> </ul>	Discussion post due 10/20 and responses due 10/22	
		3	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• David Arnold, “Smallpox: The Body of the Goddess,” in <i>Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India</i>, (Berkeley: University of California Press, 1993).</li> </ul>	Discussion post due 10/22 and responses due 10/24	
10/26 – 11/1	Cholera	1	<p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>• Complete and upload your first podcasts, and provide feedback on two others.</li> </ul>	<b>Podcast due 10/25</b> and responses due 10/27	
		2	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Frank Snowden, “Cholera,” chapter 13 in <i>Epidemics and Society: From the Black Death to the Present</i> (online at NU)</li> </ul>	Discussion post due 10/27 and responses due 10/29	
		3	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">“John Snow and the 1854 Broad Street Cholera Outbreak”</a> (8:02) (HarvardX – Alyssa Goodman)</li> </ul>	Discussion post due 10/29 and	

			<ul style="list-style-type: none"> <li>Altschuler, Sari. "The Gothic Origins of Global Health." <i>American Literature</i> 89.3 (2017): 557-590.</li> </ul>	responses due 11/1	
11/2 – 11/8		1	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>Short biography of Harriet Beecher Stowe. <a href="https://www.womenshistory.org/education-resources/biographies/harriet-beecher-stowe">https://www.womenshistory.org/education-resources/biographies/harriet-beecher-stowe</a></li> <li>Harriet Beecher Stowe letters to her husband during the Cholera epidemic. Skim chapter 5, beginning on page 100, until page 120. Then read carefully until page 125. <a href="https://www.gutenberg.org/files/6702/6702-h/6702-h.htm#Page_100">https://www.gutenberg.org/files/6702/6702-h/6702-h.htm#Page_100</a></li> </ul> <p><i>Explore:</i></p> <ul style="list-style-type: none"> <li>The John Snow Archive and Research Companion (section on Snow’s contemporaries). <a href="http://johnsnow.matrix.msu.edu/index.php">http://johnsnow.matrix.msu.edu/index.php</a> and Contagion: Historical Views of Diseases and Epidemics. Harvard Library Curated Collections. <a href="https://curiosity.lib.harvard.edu/contagion">https://curiosity.lib.harvard.edu/contagion</a></li> </ul>	Discussion post by 11/1 and responses due 11/3	
		2	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>David Arnold, “Cholera: Disease as Disorder,” in <i>Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India</i>, (Berkeley: University of California Press, 1993).</li> </ul>	Discussion post due 11/5 and responses due 11/8	
11/9 – 11/15	1918 Influenza	1	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>Mitchell Hammond, “Influenza: One Pandemic, Many Experiences,” chapter 8 in <i>Epidemics and the Modern World</i> (University of Toronto Press, 2020)</li> </ul>	FlipGrid due 11/8 and responses due 11/10	
		2	<p><i>Watch:</i></p> <ul style="list-style-type: none"> <li>Influenza 1918, American Experience, PBS. <a href="https://www.pbs.org/video/american-experience-influenza-1918/">https://www.pbs.org/video/american-experience-influenza-1918/</a></li> </ul> <p><i>Read:</i></p> <ul style="list-style-type: none"> <li>Mari Webel and Megan Culler Freeman, “Compare the Flu Pandemic of 1918 and Covid-19 With Caution,” <i>Smithsonian</i> (June 5, 2020). <a href="https://www.smithsonianmag.com/science-nature/compare-flu-pandemic-1918-and-covid-19-caution-180975040">https://www.smithsonianmag.com/science-nature/compare-flu-pandemic-1918-and-covid-19-caution-180975040</a></li> </ul>	Discussion post due 11/12 and responses due 11/15	Groups assigned for final podcast
11/16 – 11/22		1	<p><i>Listen:</i></p> <ul style="list-style-type: none"> <li>“Global Impacts, Local Traces,” Going Viral Podcast (July 19, 2019). <a href="https://goingviralthepod.libsyn.com/5-global-impacts-local-traces">https://goingviralthepod.libsyn.com/5-global-impacts-local-traces</a></li> </ul> <p><i>Read:</i></p> <p>Christine Hauser, “The Mask Slackers of 1918,” <i>The New York Times</i> (August 3, 2020)</p>	Discussion post due 11/15 and responses due 11/17	



			<a href="https://www.nytimes.com/2020/08/03/us/mask-protests-1918.html">https://www.nytimes.com/2020/08/03/us/mask-protests-1918.html</a>		
		2	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• A Letter from Camp Devens, The American Experience, <a href="https://www.pbs.org/wgbh/americanexperience/features/influenza-letter/">https://www.pbs.org/wgbh/americanexperience/features/influenza-letter/</a></li> <li>• Meilan Solly, “What We Can Learn from 1918 Influenza Diaries,” <i>Smithsonian</i> (April 13, 2020). <a href="https://www.smithsonianmag.com/history/what-we-can-learn-1918-influenza-diaries">https://www.smithsonianmag.com/history/what-we-can-learn-1918-influenza-diaries</a></li> <li>• Influenza Encyclopedia Website (University of Michigan Center for the History of Medicine). <a href="https://quod.lib.umich.edu/f/flu?page=boolean;rgn=full+text;q1=boston">https://quod.lib.umich.edu/f/flu?page=boolean;rgn=full+text;q1=boston</a></li> <li>• Ellen Carol Dubois, “A Pandemic Nearly Derailed the Women’s Suffrage Movement,” <i>National Geographic</i> (April 20, 2020). <a href="https://www.nationalgeographic.com/history/2020/04/pandemic-nearly-derailed-womens-suffrage-movement/">https://www.nationalgeographic.com/history/2020/04/pandemic-nearly-derailed-womens-suffrage-movement/</a></li> </ul>	FlipGrid due 11/17 and responses due 11/19	<b>Zoom check-in with professor by 11/20!</b>
		3	<p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>• Groups submit a topic proposal for the final podcast, plus a bibliography of three textual and three web-related sources.</li> </ul>	Assignment due 11/20	
11/23 – 11/29	<b>Thanksgiving Break!</b>				
11/30 – 12/6	What goes around, comes around?	1	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Snowden, “Dress Rehearsals for the Twenty-First Century: SARS and Ebola,” chapter 22 in <i>Epidemics and Society</i>.</li> </ul>	Discussion post due 11/29 and responses due 12/1	
		2	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Mitchell, “The Shortages May be Worse than the Disease,” <i>The Atlantic</i> (March 2020). <a href="https://www.theatlantic.com/ideas/archive/2020/03/humanitys-long-history-of-making-epidemics-worse/607780/">https://www.theatlantic.com/ideas/archive/2020/03/humanitys-long-history-of-making-epidemics-worse/607780/</a></li> <li>• Jim Downs, “The Epidemics America Got Wrong,” <i>The Atlantic</i> (March 2020). <a href="https://www.theatlantic.com/ideas/archive/2020/03/role-apathy-epidemics/608527/">https://www.theatlantic.com/ideas/archive/2020/03/role-apathy-epidemics/608527/</a></li> </ul>	FlipGrid due 12/1 and responses due 12/3	
		3	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Philip Thai, “The proven solution to pandemics that President Trump continues to reject,” <i>Washington Post</i> (May 19, 2020). <a href="https://www.washingtonpost.com/outlook/2020/05/19/">https://www.washingtonpost.com/outlook/2020/05/19/</a></li> </ul>	Discussion post due 12/3 and responses due 12/5	<b>Third live office hours appts by 12/6!</b>

			<p><u><a href="#">prove-solution-pandemics-that-president-trump-continues-reject/</a></u></p> <ul style="list-style-type: none"> <li>• Keeanga-Yamahtta Taylor, “The Black Plague,” <i>The New Yorker</i> (April 16, 2020). <u><a href="https://www.newyorker.com/news/our-columnists/the-black-plague">https://www.newyorker.com/news/our-columnists/the-black-plague</a></u></li> </ul>		
12/7 – 12/10		1	<p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>• Submit a revised proposal and complete bibliography for your final group podcast</li> </ul>	Assignment due 12/6	
		2	<p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>• Final discussion post bringing the issues of the course together</li> <li>• Upload your second Covid-19 Archive interview with the same partner you interviewed at the beginning of the semester</li> </ul>	Assignment due 12/8 and responses due 12/10	
<b>Upload final podcast by December 16 at 11:59pm</b>					