

Plagues, Pathogens and People: How Pandemics Have Transformed Our Lives
(Emily Balch Seminar Section 021)
Fall 2026

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Class Timing- T Th 11:40-1:00 pm.
Class Location- Carpenter Library 15

Office Hours: Tuesday and Thursday 10.30-11.30 am or by appointment



The European Plague Doctor

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Course Description

Having collectively lived through the COVID-19 pandemic, we know that pandemics can be testing and transformative times for society. Pandemics are unique moments in history as fault lines in society that are otherwise overlooked become starkly visible during pandemics. In this course, we will be examining a range of pandemics and epidemics which have proven to be transformative both in the past and in contemporary times. The pandemics and epidemics we will examine will range from the Justinian plague of the 6th century CE to the 2025 measles outbreak. The course will be global in nature, examining how pathogens and people have traveled across the world having varying impacts on different societies. We will also be employing an interdisciplinary perspective that includes public health approaches, literary narratives, historical methodology as well as ethnographic perspectives. We will be asking questions regarding disease, health, and well-being from the point of views of healers, patients, physicians as well as caregivers. We will understand how the management of pandemics has allowed nation-states to devise novel methods of managing populations and obtaining data about our individual and collective selves. While pathogens are crucial agents in the outbreak of pandemics, this course will show how it is human actions as well as societal factors that ultimately determine the outcome of pandemics. The course will also go beyond conventional thinking on pandemics and pay attention to the burgeoning but often ignored issues of mental health and disabilities.

Course Objectives

This Emily Balch Seminar has two primary objectives:

- 1) The seminar aims to introduce students to understand how disease, medicine and health are socially constructed experiences through studying pandemics that have occurred in the past and the present. While pathogens and pandemics are undoubtedly biological entities this seminar will show how the course of pandemics together with their consequences are shaped by social factors such as race, class, gender and sexuality. We will learn how pandemics have shaped our socio-cultural understandings of health and well-being while simultaneously transforming our collective lived experiences.
- 2) The other significant goal of this seminar is to develop and strengthen a set of writing, critical thinking, and analytical skills that will lay the foundation for a successful career in college and beyond. This seminar aims to equip students with the foundational skills required to master the art of writing a persuasive college essay. The seminar will allow students to understand and hone the key components of a good college essay- the thesis, overall argumentation, evidence and analysis, style and structure along with revision. We will also learn about the significance of citation and the importance of avoiding plagiarism. The seminar will also emphasize the value of draft writing as well as revising one's writing. At the end of this seminar, you will possess the requisite skills to master the art of writing an excellent college essay.

Class Structure

Classes will be organized around brief lectures, a variety of large and small group discussions as well as students leading discussions. The class discussions are designed for an in-depth engagement with class materials as well as the core concepts and ideas of the course. The class discussions will provide students with an opportunity to learn how to share ideas and questions in the context of the college classroom. Students will also get an opportunity to respond and provide constructive feedback to the ideas and writings of their peers.

Accommodations for Disabilities

Bryn Mawr College is committed to providing equal access to students with a documented disability. Students needing academic accommodations for a disability must first register with Access Services. Students can call 610-526-7516 to make an appointment with the Access Services Director, Joanna Timmerman, jtimmerman@brynmawr.edu, to begin this confidential process. Once registered, students should schedule an appointment with me as early in the semester as possible to share the verification form and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement. Any student who has a disability-related need to tape record this class must first speak with the Access Services Director and to me, the instructor. Because of laws within the State of Pennsylvania, class members need to be aware that this class may be recorded. More information can be obtained at Access Services.

Honor Code/Academic Integrity Statement

I regard plagiarism as a very serious matter. In this class, plagiarism consists of work taken partially or entirely from an uncited source (online content, a peer, a published article, etc.) and assumed as your own. If I have reasons to suspect plagiarizing, I will ask that you report yourself to the Bryn Mawr Honor Board. See the Bryn Mawr Honor Code and Honor Board Hearing Process in the Student Handbook for more information.

Note about the usage of AI: My policy on the usage of generative AI is line with [Bryn Mawr's Honor Code](#). Generative AI should not be used for the purpose of completing written assignments for the course. The aim of the seminar is to allow you to learn to develop critical writing skills that will serve you throughout college. The uncritical usage of generative AI defeats the fundamental purpose of the class. It does not allow you to cultivate your own voice and impedes your growth as a writer. It also devalues my effort to provide feedback on your work and aiding your journey of writing and learning. I am happy to discuss this policy further and answer questions related to it.

Course Material and Policy

All course readings will be available on Moodle. You are not required to purchase any textbook. The instructor reserves the right to change or modify readings and course material

based on the progress and circumstances of the class. Such changes or modifications, if any will be communicated in advance.

Assignments Details

- 1) **Journal Reflections**: There are five journal reflections due in the course of the class. These reflections are meant to very brief written responses to prompts for a given reflection as indicated in the detailed syllabus. There are five such reflections required through the class and each reflection should be between 200-250 words (1 double-spaced page) and is worth 2 points. These reflections will be graded on completion only and can be an excellent opportunity to practice and work on writing skills.
- 2) **Building Block Assignments**: There will be four building block assignments focusing on different methodologies of health studies and different epidemics/pandemics. The writing exercises for each of these assignments will be discussed and practiced providing ample opportunities for working on drafts and revision for each of the assignments. Each of these assignments will work as “building blocks” for the final paper. The details for each of the assignments are as follows. More detailed instructions will be provided well before each assignment is due:
 - i) **Pandemics in Historical Sources**: In this assignment students will focus on the ancient plague of Justinian as well as the medieval black death pandemic to understand how a diverse set of historical sources can be used to reconstruct the course of past pandemics. In particular we will be examining a historical debate concerning the intensity and extent of the Justinian plague and also incorporate primary historical sources to reconstruct the history of the medieval plague pandemic. The assignment will be 2-3 pages in length (500-750 words).
 - ii) **Social Epidemiology of the 19th Century Plague Pandemic**: For this assignment we will be examining the social history of the bubonic plague pandemic in 19th century India and China. We will be critically analyzing the pandemic from the lens of social epidemiology which will be the main focus of this assignment. This assignment will familiarize students with the method of social epidemiology and also show how it is not just the biological but also the social context and factors that determine the course and outcomes of pandemics. This assignment will be 3-4 pages in length (750-1000 words).
 - iii) **Literary Representations of the 1918 Flu Pandemic**: This assignment will allow students to appreciate the value of literature in understanding human experiences in pandemics and medicine more broadly. We will be focusing on literary representations of the 1918 flu pandemic with particular emphasis on American author Katherine Porter’s *Pale Horse Pale Rider*. The central theme of this assignment will be how literary narratives, and the medical humanities more broadly showcase unique disease experiences and voices that enables us to view pandemics or disease more broadly from a novel perspective. This assignment will be 4-5 pages in length (1000-1250 words).
 - iv) **A Sociological and Anthropological Take on Ebola and COVID-19**: In this assignment we will learn how sociologists and anthropologists view pandemics/epidemics and diseases in general through the example of the

contemporary pandemics of Ebola and COVID-19. This assignment will also empower you to draw from your own experiences during COVID-19 using the method of autoethnography and we will also be conducting brief informal interviews of our peers during class to gauge their experiences of the pandemic. We will contextualize these experiences against the sociological and anthropological literature on COVID-19 and Ebola. This assignment will be 5-6 pages in length (1250-1500 words).

- 3) **Final Assignment:** The final essay for the class will be in the form of a 8-10 page essay in which students will focus on three pandemics and three methods (historical, epidemiological, literary, sociological or anthropological) and state how examining different pandemics from these diverse viewpoints has revealed newer perspectives about the course and consequences of pandemics. The final essay will focus on how social factors, individual experiences, bio-medical and public health responses together with cultural ideas contextualize the health and healing during pandemic outbreaks. The final assignment will be carried out in stages and will also include a brief presentation during the final week of class. There will be ample opportunities to revise drafts based on feedback and we will also devote class time to work on the assignment.

i) **Draft 1- Proposal, Argument, Sources:** The first draft of the final essay will be devoted to laying out the basic proposal of the essay, the primary argument and thesis of the essay together with sources that you will be using. This will be a brief draft of 1-2 pages (250-500 words).

ii) **Draft 2:** In this draft, students will begin to work on the final essay, and it is expected that students will have at least 4 pages (1000 words) written by the due date so that they can receive feedback on the final draft of the essay. In addition to the argument and sources, this draft should give the reader a clear sense of how the evidence from the sources is being used to frame the thesis. Students should also engage with at least one theme or topic from the last few weeks of class- disability, dengue pandemic, mental health and loneliness or pandemics in the 21st century/future pandemics.

iii) **Class Presentation:** Students will provide a very brief and informal presentation of the topic, themes and arguments in their final essay. Each presentation can range between 5- 10 minutes followed by some Q&A.

iv) **Final Essay:** This will be the final essay for the class incorporating all the feedback from the first two drafts. The final essay will be 8-10 pages in length (2000-2500 words).

Assignment Details and Due Dates

10% Journal Reflections (5x2)	Varying Deadlines (See detailed syllabus)
05% Assignment 1- Pandemics in Historical Sources	Due September 27th, 11.59 pm.
7.5% Assignment 2 – Social Epidemiology	Due October 11 th , 11.59 pm.
10% Assignment 3- Literary Representations 1	Due November 1st, 11.59 pm.
12.5% Assignment 4- Socio and Anthro- Ebola & Covid	Due November 18th, 11.59 pm.
05% Final Essay Draft 1	Due November 25 th , 11.59 pm.
10% Final Essay Draft 2	Due December 6th, 11.59 pm.

05% Class Presentation
20% Final Essay
15% Participation and Attendance

Due December 10th-In Class.
Due December 18th, 12.00 pm.

Conferences

In addition to office hours, the Emily Balch Seminar expects students to meet the instructor for at least 4 conferences(meetings) of at least 20 mins duration in the semester to discuss their overall progress with the class, their writing goals, any content related questions or any other aspect of the class which may be beneficial for the students. The dates listed below are suggestive and students may arrange an alternative meeting time with the instructor around these dates. The details about meeting times, etc. will be communicated in the course of the class and meetings can be conducted both virtually and in-person. In either case, the instructor will confirm with each student before their conferences.

Conference 1	Week 3- 14 th to 18 th September
Conference 2	Week 6- 5 th to 9 th October
Conference 3	Week 10- 9 th to 13 th November
Conference 4	Week 13- 30 th Nov to 4 th Dec

Grade Distribution

<u>Grades</u>	<u>Percentage</u>
A (4.00)	93.00-100
A-(3.70)	90.0-92.9
B+(3.30)	87.0-89.9
B (3.00)	83.0-86.9
B-(2.70)	80.0-82.9
C+(2.30)	77.0-79.9
C (2.00)	73.0-76.9
C- (1.70)	70.0-72.9
D+ (1.30)	67.0-69.9
D (1.00)	65.0-66.9
F (0)	64.9 and below

Late Policy, Extensions and Penalty

Students are expected to submit their assignments on time. It is understandable that there may be extenuating circumstances which may require some students to request an extension on some assignments. All such extensions must be approved by the instructor. If seeking an extension, please mention the date by which you can reasonably submit the assignment. The penalty for late assignment will be 5% of the grade for each day the assignment is late.

Attendance and Participation

Students are expected to be present for most classes. If possible, please inform the instructor in advance if you have to miss class on a certain date/dates. Attendance and participation constitute 15% of the grade. As stated earlier, the class is designed to ensure optimal participation on the part of every student. Meaningful participation involves active discussion together with meaningful commentary that takes into account and appreciates the views and ideas of others. Effective listening and speaking are both equally important parts of meaningful participation. While debates and discussions are a natural part of a discussion-based course, it is expected that students will be respectful of each other's views and collectively and proactively contribute towards creating an optimal and inclusive learning environment. Each student will also be responsible for leading class discussion for at least one week of classes over the semester. Students will be doing this in pairs and more details regarding signing up and format, etc. will be provided on the first day of class. Leading class discussion will contribute significantly to the participation and attendance grade.

Religious Holidays and Observances

The instructor understands that some students may have to miss class or request an extension on an assignment because of religious holidays and observances. Students should feel free to contact the instructor about any such accommodation and the instructor will be happy to work with students in order to provide an alternate due date or leave of absence.

Resources

The well-being of every student is of foremost importance to the instructor and hence it is encouraged that students prioritize their physical and mental health first. Please communicate with the instructor if you are unable to fulfil any class related requirements or responsibilities due to illness or aggravating personal circumstances. These are some of the additional resources available at Bryn Mawr College which may prove to be particularly helpful:

Health and Wellness Center: <https://www.brynmawr.edu/inside/offices-services/health-wellness-center>

Access Services: <https://www.brynmawr.edu/inside/offices-services/access-services>

Academic Support: <https://www.brynmawr.edu/inside/offices-services/peer-tutors/resources-academic-support>

Campus Safety: <https://www.brynmawr.edu/inside/offices-services/campus-safety>

Writing Center

The Emily Balch Seminar is a writing intensive class and the Writing Center- Website: <https://www.brynmawr.edu/inside/offices-services/writing-center>, can be of great to navigate issues around writing or your overall approach to writing. It is strongly encouraged that you make yourself familiar with the resources available at the Writing Center and also books appointments via- <https://brynmawr.mywconline.com/> to get the most out of your writing

experience in this seminar. Please contact the staff- <https://www.brynmawr.edu/inside/offices-services/writing-center/meet-staff> for more information.

To get a writing partner you can email the student coordinator for the Writing Partners program is Ella Horvath '27 (ehorvath@brynmawr.edu). Interested students can email Ella to request a partner.

Title IX

Bryn Mawr/Haverford College is committed to fostering a safe and inclusive living and learning environment where all can feel secure and free from harassment. All forms of sexual misconduct, including sexual assault, sexual harassment, stalking, domestic violence, and dating violence are violations of Bryn Mawr/Haverford's policies, whether they occur on or off campus. Bryn Mawr/Haverford faculty are committed to helping to create a safe learning environment for all students and for the College community as a whole. If you have experienced any form of gender or sex-based discrimination, harassment, or violence, know that help and support are available. Staff members are trained to support students in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more.

The College strongly encourages all students to report any incidents of sexual misconduct. Please be aware that all Bryn Mawr/Haverford employees (other than those designated as confidential resources such as counselors, clergy, and healthcare providers) are required to report information about such discrimination and harassment to the [Bryn Mawr Title IX coordinator](#).

Information about the College's Sexual Misconduct policy, reporting options, and a list of campus and local resources can be found on the College's website:

[Bryn Mawr Sexual Misconduct Policy](#)

Wellness and Academic Success

As mentioned before your wellbeing is my utmost priority as your instructor for this class. I want every student in this class to do very well. I believe that you can succeed, and I see myself as an equal participant in your personal growth and development. Therefore, I am here to support you. You should unhesitatingly email me or drop into my office hours, and I will help you to the best of my abilities. If required, I will also try to direct you to the right sources which can assist you further.

Detailed Syllabus

Week 1: Introduction and Situating Pandemics in the Medical Humanities and Social Sciences

Sept 1st: Introduction to the Class

Discussion of the Syllabus

Sept 3rd: Plagues, History and the Medical Humanities

Jane Macnaughton, “Does Medical Humanities Matter? The Challenge of COVID-19,” *Medical Humanities* 49, no. 4 (December 19, 2023): 545–52, <https://doi.org/10.1136/medhum-2022-012602>.

David S. Jones, “History in a Crisis — Lessons for Covid-19,” *New England Journal of Medicine* 382, no. 18 (April 30, 2020): 1681–83, <https://doi.org/10.1056/NEJMp2004361>.

Writing Exercise: Journal 1- A New Perspective on Pandemics- Due Sept 6th

Week 2: Contextualizing Epidemics in History

Sept 8th: What is an Epidemic: The Historical Example of HIV-AIDS?

Charles E. Rosenberg, *Explaining Epidemics* (Cambridge: Cambridge University Press, 1992), 278–304. <https://doi.org/10.1017/CBO9780511666865>.

Sept 10th: Historical Overview of Epidemics

Frank M. Snowden, *Epidemics and Society: From the Black Death to the Present* (Yale University Press, 2019), 28–57.

Writing Exercise: Journal 2- Historicizing Epidemics- Due Sept 13th

Week 3: A Historical Debate on the Ancient Plague of Justinian (Conference-1)

Sept 15th: Examining the Significance of the Plague of Justinian

Merle Eisenberg and Lee Mordechai, “The Justinianic Plague and Global Pandemics: The Making of the Plague Concept,” *The American Historical Review* 125, no. 5 (December 29, 2020): 1632–67, <https://doi.org/10.1093/ahr/rhaa510>

Sept 17th: Historically Reviewing The Plague of Justinian

Peter Sarris, “Viewpoint New Approaches to the ‘Plague of Justinian’*,” *Past & Present* 254, no. 1 (February 1, 2022): 315–46, <https://doi.org/10.1093/pastj/gtab024>.

Writing Exercise: Journal 3- Making Sense of a Medical History Debate- Due Sept 20th

Week 4: Plague in the Medieval and Early Modern Period

Sept 22nd: The Black Death: Public Health and Primary Historical Sources

Paul Slack, “Responses to Plague in Early Modern Europe: The Implications of Public Health,” *Social Research* 55, no. 3 (1988): 433–53.

Selection of Primary Historical Sources from Rosemary Horrox, *The Black Death*, 1st edition (Manchester: Manchester University Press, 1994).

Sept 24th: In-Class Writing Exercise for Assignment 1 on Pandemics in Historical Sources (Recorded Lecture)

Chapters 1 and 2, Gordon Harvey, *Writing with Sources: A Guide for Students* (Hackett Publishing, 2008).

Writing Exercise: Work on Assignment 1- Pandemics in Historical Sources- Due Sept 27th

Week 5: The Bubonic Plague in 19th Century China and India

September 29th: A Social Epidemiological Study of Plague in 19th Century China (Recorded Lecture)

Carol Benedict, "Bubonic Plague in Nineteenth-Century China," *Modern China* 14, no. 2 (April 1, 1988): 107–55, <https://doi.org/10.1177/009770048801400201>.

October 1st: Plague and the Colonial State in 19th Century India (Discussion Class)

Plague: Assault on the Body in David Arnold, *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India* (University of California Press, 1993), 200-239.

Writing Exercise: Journal 4- Socially Contextualize the 19th Century Bubonic Plague Pandemic- Due Oct 4th

Week 6: Contextualizing the 19th Century Bubonic Plagues through the lens of Social Epidemiology (Conference 2)

October 6th: Understanding Social Epidemiology and In-Class Writing

Kaori Honjo, "Social Epidemiology: Definition, History, and Research Examples," *Environmental Health and Preventive Medicine* 9, no. 5 (September 2004): 193–99, <https://doi.org/10.1007/BF02898100>.

Start Working on Draft of Assignment 2- Social Epidemiology of the 19th Century Plague Pandemic

October 8th: Peer-Review of Assignment 2- Social Epidemiology of the 19th Century Plague Pandemic

Nancy Kreigar, A Glossary of Social Epidemiology, *Epidemiological Bulletin* / PAHO, Vol. 23, No. 1 (2002)

Chapter 3, Gordon Harvey, *Writing with Sources: A Guide for Students* (Hackett Publishing, 2008).

Writing Exercise: Work on Assignment 2- Social Epidemiology of the 19th Century Plague Pandemic- Due October 11th

Week 7: A Novella on the 1918 Flu Pandemic

October 20th: The 1918 Flu Pandemic in Fiction

Katherine Anne Porter, *Pale Horse, Pale Rider: Three Short Novels*, 1st Modern Library Edition (The Modern Library, 1939)- Part 1

October 22nd: The 1918 Flu Pandemic in Fiction

Katherine Anne Porter, *Pale Horse, Pale Rider: Three Short Novels*, 1st Modern Library Edition (The Modern Library, 1939)- Part 2

Writing Exercise: Work on Draft of Assignment 3- Literary Representations of the 1918 Flu Pandemic

Week 8: Literary Representations of the 1918 Pandemic and Its Spread in the United States

October 27th: Situating Epidemics in Literature and In-Class Writing

Caroline Hovanec, “Of Bodies, Families, and Communities: Refiguring the 1918 Influenza Pandemic,” *Literature and Medicine* 29, no. 1 (2011): 161–81.

Work on Draft of Representations of the 1918 Pandemic in Literary Works

October 29th: Historical Context of the 1918 Flu Pandemic in the United States and In-Class Writing

Smithsonian Magazine and John M. Barry, “How the Horrific 1918 Flu Spread Across America,” Smithsonian Magazine, accessed September 1, 2024,

<https://www.smithsonianmag.com/history/journal-plague-year-180965222/>

Work on Draft of Representations of the 1918 Pandemic in Literary Works

Writing Exercise: Work on Draft of Assignment 3- Literary Representations of the 1918 Flu Pandemic - Due November 1st

Week 9: Ebola through the lens of Medical Anthropology

November 3rd: An Anthropological at the Ebola Outbreak

Chapter 1, Paul Farmer, *Fevers, Feuds, and Diamonds: Ebola and the Ravages of History*, First Edition (New York: Farrar, Straus and Giroux, 2020).

November 5th: What Ebola Taught West Africa and the Need for Making Global Health truly Global

Kristen E. McLean, “Ebola Lessons: Did Prior Epidemic Experience Protect against the Spread of COVID-19 in Sierra Leone?,” *Medical Anthropology Quarterly* 38, no. 2 (2024): 164–78,

<https://doi.org/10.1111/maq.12850>.

“How The Current Ebola Outbreak Might Reshape American Foreign Aid | Health Affairs Forefront,” accessed August 29, 2026,

<https://www.healthaffairs.org/doi/10.1377/forefront.20260820.868707/full/>.

Ebola’s Spread Fueled by Cuts in Humanitarian Aid | Harvard T.H. Chan School of Public Health, June 18, 2026, <https://hsph.harvard.edu/news/ebolaspread-fueled-by-cuts-in-humanitarian-aid/>.

Writing Exercise: Journal 5- How different does Ebola look when examined through the lens of medical anthropology- Due November 8th

Week 10: COVID-19- Not the Great Equalizer that it was made to be. (Conference 3)

November 10th: COVID-19 and its intersection with Gender and Race

“COVID-19 in Context: Racism, Segregation, and Racial Inequities in Philadelphia,” Urban Health Collaborative, June 24, 2020, [https://drexel.edu/uhc/resources/briefs/Covid-19 in Context/](https://drexel.edu/uhc/resources/briefs/Covid-19_in_Context/).

Whitney N. Laster Pirtle and Tashelle Wright, “Structural Gendered Racism Revealed in Pandemic Times: Intersectional Approaches to Understanding Race and Gender Health Inequities in COVID-19,” *Gender & Society* 35, no. 2 (2021): 168–79, <https://doi.org/10.1177/08912432211001302>.

Hannah Pinski, “First-Hand Experiences of Asian American Racism in the Age of COVID-19,” Amplify, *The Daily Iowan*, n.d., accessed October 11, 2025, <https://dailyiowan.com/2020/10/27/first-hand-experiences-of-asian-american-racism-in-age-of-covid-19/>.

November 12th: COVID 19- and Global Health Equity

Jennie Gamlin et al., “Centering a Critical Medical Anthropology of COVID-19 in Global Health Discourse,” *BMJ Global Health* 6, no. 6 (June 14, 2021): e006132, <https://doi.org/10.1136/bmjgh-2021-006132>.

Peter J. Hotez, “Global Vaccine Access Demands Combating Both Inequity And Hesitancy: Commentary Reflects on the COVID-19 Pandemic Vaccine Experience and the Need to Combat Vaccine Hesitancy and Inequity,” *Health Affairs* 42, no. 12 (December 1, 2023): 1681–88, <https://doi.org/10.1377/hlthaff.2023.00775>.

Interview Peers on their Pandemic Experiences and Work on your Covid Autoethnography

Writing Exercise: Work on Assignment 4- A Sociological and Anthropological Take on Ebola and COVID-19- Due November 18th

Week 11: Disability and Pandemics, Draft 1- Final Project

November 19th: Being disabled in a Pandemic

David S. Copley, “Rising to the Challenge: Disability Organisations in the COVID-19 Pandemic,” *Disability & Society* 39, no. 5 (May 27, 2024): 1236–55, <https://doi.org/10.1080/09687599.2022.2114884>.

November 21st: Final Paper Draft 1

Work on Proposal, Argument, Methods and Sources for Final Project- Draft 1

Writing Exercise: Work on Draft 1 of Final Paper- Due November 25th

Week 12: The Loneliness Epidemic and Mental Health

November 24th: An Invisible and Ignored Epidemic all around us

Matthew Shaer, “Why Is the Loneliness Epidemic So Hard to Cure?,” *The New York Times*, August 27, 2024, sec. Magazine, <https://www.nytimes.com/2024/08/27/magazine/loneliness-epidemic-cure.html>.

Week 13: Contemporary Pandemics (Conference 4)

December 1st: A Symposium on Pandemics in the 21st Century

“Pandemics in the 21st Century | Harvard Medical School,” June 9, 2022, <https://hms.harvard.edu/news/pandemics-21st-century>.

In-Class Writing: Work on Draft 2 of Final Paper

December 3rd: The Epidemics of Today

Andrea Uhlig and Jennifer B. Nuzzo, “We Study Pandemics, and the Resurgence of Measles Is a Grim Sign of What’s Coming,” *The Conversation*, March 12, 2026, <https://doi.org/10.64628/AAI.79cqssvs7>.

Tulio de Oliveira and Houriiyah Tegally, “Will Climate Change Amplify Epidemics and Give Rise to Pandemics?,” *Science* 381, no. 6660 (2023): eadk4500, <https://doi.org/10.1126/science.adk4500>.

David W. Purcell, “Forty Years of HIV: The Intersection of Laws, Stigma, and Sexual Behavior and Identity,” *American Journal of Public Health* 111, no. 7 (2021): 1231–33, <https://doi.org/10.2105/AJPH.2021.306335>.

J et al., “When U.S. Foreign Aid Changed, AIDS Workers in Africa Felt It,” *NPR*, June 7, 2026, <https://www.npr.org/2026/06/07/nx-s1-5837324/usaid-aids-africa>.

In-Class Writing: Work on Draft 2 of Final Paper

Writing Exercise: Work on Draft 2 of Final Paper- Due December 6th.

Week 14: The Future of Pandemics and Final Paper Class Presentations

December 8th: Are we ready for another Pandemic?

“Are We Ready for the Next Pandemic? 5 Reasons to Feel Confident—and 5 to Be Worried,” *Boston University*, March 11th, 2025, <https://www.bu.edu/articles/2025/are-we-ready-for-the-next-pandemic/>.

December 10th: Final Paper Presentations and Conclusion
Final Paper Due December 18th