



Going Viral:

Epidemics in American History,
Literature, and Culture

INTD38910 (4 credits)
TR 1.45-3.45, Drury Hall



Instructor: Emily Waples, PhD (she/her)

Office: Mahan House

Email: waplesej@hiram.edu

Year/Term: Fall 2018 12-week

Phone: 330-569-6113 (office)

248-605-5362 (cell)

Office Hours: by appointment

Teaching Delivery Method

Face to Face (F2F)

We will meet in Drury Hall during our schedule class period, TR 1.45-3.45. **For the duration of the semester, properly-fitting masks will be required when we are in the classroom space together.** I will build in breaks during the class period so that you may go outside for fresh air.

When weather permits, we may hold class outdoors, in which case you may remove your mask if you are fully vaccinated against COVID-19. In the event that the class delivery must change due to COVID-related circumstances, we will meet via Zoom for synchronous class sessions during our regularly-scheduled time period. You will find the link at the top of our Moodle page.

Course Description

Epidemics are not only biological events, but cultural phenomena that produce wide-ranging effects on populations and nations. This course explores how American history, literature, and culture have been shaped by epidemics, from small pox outbreaks in the American colonies to the AIDS crisis of the 1980s. Through a study of historical scholarship, literary texts, and cultural artifacts, we will consider issues such as how epidemiological theory has informed federal policy; how disease has been employed as a metaphor in political rhetoric; how ideas about immunity and susceptibility have produced understandings of race, citizenship, and national belonging; how epidemic events have mobilized initiatives in public health and health activism; and how tropes of communicable disease have manifested in American popular culture. Entering U.S. history at crucial moments of biological crisis, this course aims to analyze the many ways medical theory, practice, and policy have inflected—or infected—the American experience.

Goals and Course Objectives

Through engagement with the materials and methodologies of disciplines including history, literary and cultural studies, and sociology, students will learn to think and write critically about epidemic disease events from an interdisciplinary perspective, considering the complex interconnections among scientific knowledge-making, political ideology, and public health policy. Thinking beyond biomedical, epidemiological models of disease, students will assess both primary source material and secondary academic scholarship to analyze the political, socio-cultural, representational, interpersonal, and affective dimensions of epidemics. In so doing, students will develop and strengthen skills in textual interpretation, research, and written and oral communication.

By the end of the course, successful students will be able to:

- Analyze and interpret historical primary source material and cultural documents, attending to the contexts of production and reception.
- Discuss scholarship from a variety of academic disciplines, identifying and evaluating different disciplinary conventions, argumentative strategies, and uses of evidence.
- Construct a complex, convincing academic argument that is sufficiently supported by research-based evidence.
- Create multimedia materials that effectively convey ideas and messages with written and visual rhetoric.
- Synthesize scholarly and theoretical approaches from multiple disciplines to analyze common concepts.
- Critique the ways in which medio-scientific discourse has operated to produce and perpetuate beliefs about race, ethnicity, sexuality, and national belonging.
- Apply scholarly theorizations of past epidemic events to current public health debates.

Technical Skills and Technologies

Required Technical Skills

To succeed in this course, you should be able to:

1. Use a mouse or keyboard to scroll, left-click, or right-click.
2. Navigate the Internet and the Learning Management System (Moodle).
3. Send and receive e-mails, including attachments.
4. Use office applications (e.g., Microsoft Office 365) to create and save documents.
5. Upload and download files in Moodle.
6. Take a quiz or exam in Moodle.
7. Post to discussion forums in Moodle.
8. Download and install required software or plug-ins on your computer.
9. Utilize Zoom to participate in virtual class discussions or office hours

Required Technologies

In order to successfully complete this course, you need access to a computer and a reliable Internet connection. Mobile devices will let you access much of what is in the course, but are not recommended for use with online assessments like exams or quizzes. Your computer or mobile device should:

1. Be capable of handling Moodle. It works well with many browsers, but Firefox is particularly recommended. Internet Explorer is not. A Moodle app is now available for mobile devices.

2. Allow you to access and download and/or create and upload documents. Hiram College provides Microsoft Office 365 free to students. Documents should be submitted in Word, PowerPoint, or Excel format unless otherwise specified.
3. Allow you to access and/or create multimedia content, including audio content.
4. Allow you to take online exams or quizzes.
5. Allow you to participate in a virtual classroom via Zoom, which may require a webcam and a microphone.

Tools Utilized in Course Delivery

The following external tools are utilized in this course. Links to the accessibility policy and privacy statement of each are provided, or it is noted that no such policy exists.

1. Moodle learning management system. [Moodle privacy policy](#). [Moodle accessibility statement](#).
2. Microsoft Office. [Microsoft privacy policy](#). [Microsoft accessibility statement](#).
3. Adobe. [Adobe privacy policy](#). [Adobe accessibility statement](#).
4. Apple. [Apple privacy policy](#). [Apple accessibility statement](#).
5. Zoom. [Zoom privacy policy](#). [Zoom accessibility statement](#).
6. YouTube. [YouTube privacy policy](#). [Google accessibility statement](#). [Utilizing YouTube with a screen reader.](#)]
7. Google. [Google privacy policy](#). [Google accessibility statement](#).]
8. WordPress. [Wordpress privacy policy](#). [Wordpress accessibility statement](#).

Texts and Materials

Required Texts and Materials

All of the texts for this course are available as web documents or PDFs, and are uploaded to Moodle as well as hyperlinked in the course schedule below.

Please use a program such as Notability to annotate and take notes on the class readings, and have your annotated texts available for reference in class.

Optional Resources

Additional resources (e.g. style guides, supplemental/recommended readings and viewings) are posted on Moodle and on our course Wordpress site.

Instructor Contact and Feedback Policy

You can reach me via my Hiram email or Moodle message. I have also provided my cell phone number in case of emergency/urgent necessity.

I will try to respond to your contact or provide feedback on your assessments in a timely manner:

1. I will make every effort to respond to your email within 24 hours. Feel free follow up with a nudge if I have not responded within that time.
2. I typically provide feedback on major assignments within 7-10 days of receipt.
3. I will respond to some but not all Moodle discussion forum postings.

In the event I need to contact you, I will message you through Moodle or use your Hiram College e-mail account. Please check regularly for my communications. You are responsible for the information they contain whether or not you open them.

Expectation—Average Hours Per Week

To successfully complete this course, you should plan on spending time on course activities each week. The table below summarizes the time commitment you should expect; however, spending the predicted amount of time on an assignment does not ensure any particular grade on that assignment or in the course.

Activity	Average Hours Per Week
Face-to-face class hours	4
Study hours, including but not limited to the following: <ul style="list-style-type: none">• Reading• Drafting, writing, and revising• Project work• Research	8.5
Total Per Week	12.5
Grand Total for the Course (hours/week * number of weeks)	150 hours

Evaluation and Assessment

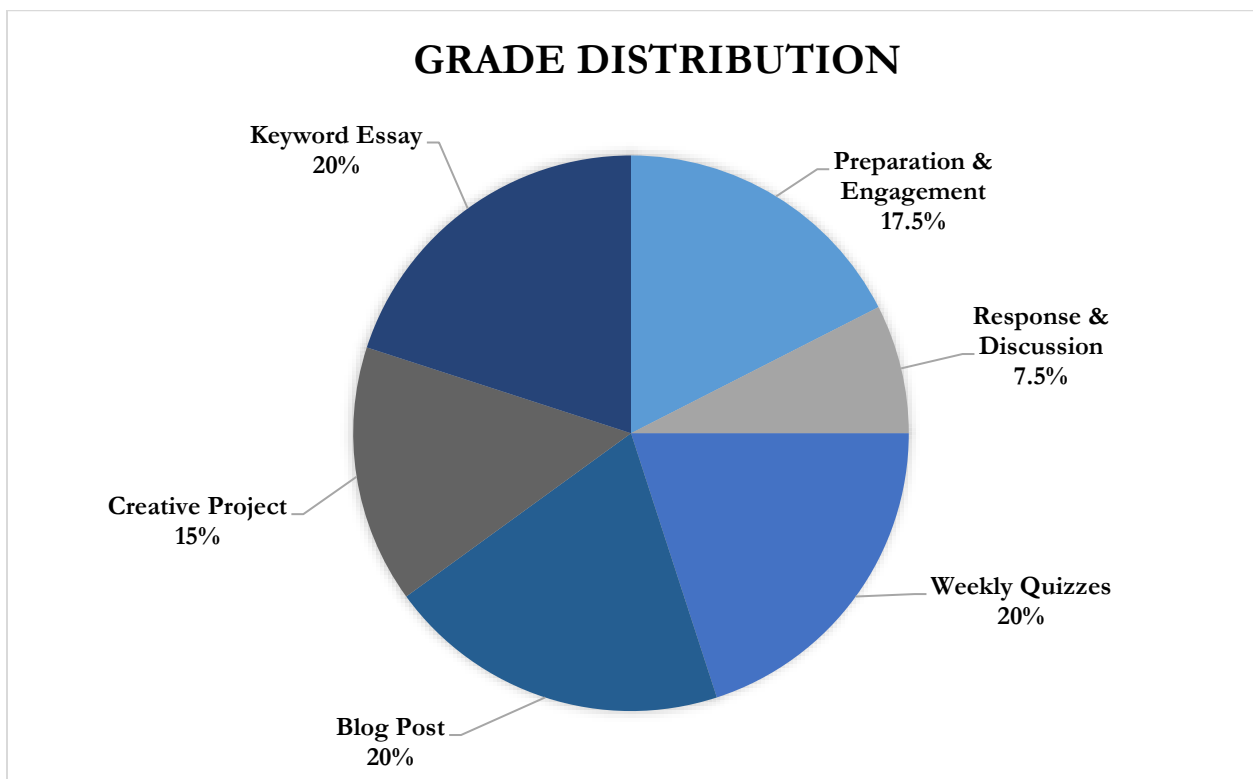
Grading Scale

Letter Grade	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

Breakdown of Final Grade

The final grade will be calculated using the following points and percentages. All assessments will appear in the Moodle gradebook.

Description	Total Points	Percentage of Final Grade
Preparation & Engagement	35	17.5%
Weekly Quizzes	40	20%
Response & Discussion	15	7.5%
Creative Project	30	15%
Blog Post	40	20%
Keyword Essay	40	20%
TOTAL	200	100%



Assessments

Preparation & Engagement (17.5%)

35 points

Preparation & engagement counts for a good portion (17.5%) of your final grade for this course. You demonstrate your **preparation** by coming to class having completed and taken notes on the daily readings and formulated questions and comments for class discussion. Frequently, I will assign a short preparatory assignment to be posted to the Moodle discussion forum by the beginning of the class period and/or a reflection prompt to be answered by the beginning of the following class period; timely completion of these assignments counts toward the preparation & engagement portion of your grade.

You demonstrate your **engagement** with course material by contributing to class in a way demonstrates your preparation for discussion (ie, shows that you have done the reading) and advances learning by formulating thoughtful responses to the material at hand and/or raising questions for the good of the group. Productive and meaningful engagement is that which cultivates class community by making space for other voices, listening generously, and responding genuinely and respectfully.

Guidelines for Class Discussion

- Be aware of your language use and how it might be interpreted. Use “I” language; be mindful of speaking for others’ experiences. Avoid overgeneralizations.
- Respond to ideas, not the person saying them. Be descriptive with feedback rather than evaluative.
- Acknowledge how your own background, identity, positions, and experiences impact your comments.
- If something that comes up in class makes you uncomfortable, use your judgment to engage in a way that best serves you (eg. responding respectfully, writing your thoughts, speaking to me privately).
- Be aware of your level of participation. If you tend to speak a lot in class, I ask that you challenge yourself to allow others to speak first; if you tend to be quieter during class discussions, I ask that you challenge yourself to speak more.
- Listen deeply and generously; commit to learning from others’ perspectives.

Quizzes (20%)

40 points

Brief Moodle quizzes (4 points each) will be administered at the beginning of the class period each Thursday in weeks 2-11. Quizzes assess comprehension of the week’s readings, including the reading assigned for that day. If you are unable to attend class, please notify me in advance to arrange an alternative time to take the quiz.

Response & Discussion (7.5%)

15 points

At the beginning of the semester, you will sign up for a date to serve as a primary respondent & discussion leader for one of the scholarly readings marked by an asterisk in the course calendar. By 12 PM on your designated discussion date, you will post to Moodle discussion forum a document containing:

- A one-paragraph **summary** of the chapter or article (5 points), identifying the author's key claims/arguments and explaining and defining any useful terminology. Include quotations and parenthetical page citations as appropriate.
- A one-paragraph **response** to the chapter or article, adding your own reflections, observations, and/or arguments (5 points). For instance, you might consider:
 - What **questions** remain for you after reading? What *doesn't* the author discuss that you wish they did?
 - What **connections or extensions** can you make between this reading and previous course readings? Between this reading and our current historical moment?
 - What do you notice about the author's **style or method**? How does the author's **academic discipline** inform their approach or relationship to the topic?
- At least two **specific, complex, debatable questions** for class discussion (2 points). Ideally, discussion questions will identify & cite from a specific place in the text as a point of orientation (eg, "On page 27, Wisecup claims...").

For a portion of the class period (around 20 minutes), you and your co-respondent will be responsible for directing class discussion (3 points). More than merely posing their prepared questions moving on, successful discussion leaders will use their prepared questions as a starting point for a genuine, engaged, inclusive discussion—generating additional questions and comments, drawing as many others as possible in, and summarizing and reflecting back key points generated by the group.

Creative Project (15%)

30 points

Pitch due to Moodle by class time Thursday, 9/23

Due by class time Thursday, 10/7

From Edgar Allan Poe's Red Death to the "walker" virus of *The Walking Dead*, fictional epidemics have preoccupied the American imagination, exposing and commenting on broader sociocultural and political anxieties about communication, interrelation, and social belonging.

Working either individually or in a small group, you will produce a creative project that imagines a **fictional epidemic** in order to **respond to, comment on, or critique a social issue**. Like Poe, who uses the tale of a fictional disease (the Red Death) ostensibly to lambaste the social response to a real disease (cholera), you may use your imaginary epidemic as a way to offer commentary on some aspect of COVID-19. Alternatively, in the mode of much sci-fi/horror, you might use the speculative conventions of the genre to critique a contemporary social issue (ie, using disease as symbol or metaphor). The tone of your commentary/critique may be serious or satirical, but the

project should strive to communicate a clear message/meaning to its audience.

Your project may take any form you wish, including but not limited to:

- short story
- short film
- skit or one-act play
- podcast
- visual art/photography
- comic/graphic narrative
- public health posters/pamphlets
- song
- website
- game

Whatever you choose, make sure to include:

- A **name** for your disease
- A clearly defined **method of transmission** and **symptoms** (these need not be “realistic”)
- A sense of **time** (An alternative past? A speculative future, whether near or distant?) and **place** (actual or fictional)

Along with your project itself, you will include an **artist statement/reflection of 500-800 words (~2-3 double-spaced pages)**, in which you discuss the intention of your project (what were you trying to convey?) and explaining the artistic choices you made to communicate your message.

Blog Post (20%)

40 points

Pitch due to Moodle by class time Tuesday, 10/12

Due to Wordpress and Moodle by midnight Sunday, 10/31

The COVID-19 pandemic has provided ample opportunities for reflection on historical parallels and precedents. For the past year and a half, many have turned to history to reflect on how we’ve gotten here, on what we’ve learned from the past—and on what we haven’t. For this assignment, you will author a **researched blog post of 1,000-1,500 words** in which you **draw a connection between a past epidemic (or other moment in medical history)** and some part of the COVID-19 pandemic. We will examine the three blog posts from *Nursing Clio* on the syllabus for 10/7 as examples/models for both content and style.

Your post should include:

- Citation of/engagement with **at least 3 credible secondary sources** (eg scholarly journal articles, journalistic essays, academic book chapters): ie, commentary **about** the time period you’re discussing. You may use items from our class syllabus, but **at least 2 sources** should be new. *I am happy to help you locate appropriate and useful sources.*

- Analysis/interpretation of **at least 1 primary source**: i.e., an artifact/cultural production **from** the time period you're discussing. You may analyze a primary source from the past (a newspaper article on mask orders from 1918) or the present (a Twitter thread on masks)—or both. You are welcome to use primary sources we have looked at in class, or to discover your own.

Successful blog posts will:

- Be **meaningfully titled**, giving the reader a clear indication of the content/argument
- Begin with an **engaging “hook”** – such as an anecdote or an analysis of a cultural object – that draws the reader in and provides a clear introduction to the topic
- Draw from **responsibly-cited research** to provide necessary **background information**, including **definitions of any important terminology**
- **Advance an argument**: beyond merely being interesting, what should this historical example show us about the present moment? How should it get us to **think and/or act differently?**
- Conclude with a **compelling takeaway point** that clearly demonstrates **why we should care** about the topic, and **what we should do** as a result
- **Cite all outside information (all material both quoted and consulted) in the form web links** (see the example posts for when and how to include links)
- Include **at least one meaningful image, including citation information**

Keyword Essay (20%)

40 points

Draft due to Google Drive by midnight Sunday, 11/14

Due to Moodle and Wordpress by 5 PM Tuesday, 11/23

For the final project for this class, we will collectively compose a “keywords” guide for the study of epidemics. Using [Keywords for American Cultural Studies](#) as a model, we will work to identify relevant epidemiological, sociological, cultural, and literary concepts we have encountered throughout the semester, noting common themes, ideas, and preoccupations that arise in our readings (eg. hysteria, immunity, metaphor, virality). Each student will select one of these “keywords” and compose a **short (1,000-1,500 word) essay that defines the term (perhaps in multiple ways) and analyzes its significance for the study of epidemics, citing and engaging with at least 6 sources, at least 4 of which must be class readings.**

A successful keyword essay will address most if not all of the following questions:

- What are the multiple meanings/associations of this word? How might this word be defined differently in different disciplinary contexts?
- What is the history of this word? How has its meaning shifted over time? What are some key examples of primary source material where it appears?
- What are some related terms, and how is this term different/significant?
- In what contexts, and for what purposes, do we see this term applied?
- Who are some scholars who have addressed this concept, and in what ways? What are the similarities/differences of these critical approaches, taking into account their disciplinary orientations?

Your contribution should include in-text citations and a Works Cited list in [MLA style](#).

Note on Plagiarism & Citation

Cases of plagiarism result in automatic failure of the assignment and a report to the Associate Dean.

The following is considered plagiarism:

1. Using **language** from another person's work without proper attribution, whether copying word-for-word, modifying slightly, or interspersing one's own words. (A rule of thumb is that you should use no more than three words without quotation marks. Any specialized or specific phrases/terminology should be placed in quotation marks).
2. Using **ideas** from/paraphrasing another person's without proper attribution. (Any information that cannot be considered "common knowledge" must include a citation).
3. Failing to provide **clear and complete citations** for language or ideas taken from a source.
4. Fabricating sources.
5. Submitting work written, in whole or in part, by someone else.
6. Submitting the same work, or portions of the same work, for two different courses.

Course Policies

Attendance

We are holding class amid an actively escalating pandemic and I take this very seriously. I understand that your physical attendance in class may be affected by circumstances beyond your control (COVID-related or otherwise). **Please remain in communication with me to make arrangements for your engagement in the class.** I am willing to work with you to ensure that you can access this class and participate in alternative ways if need be.

For your own care and the care of those around you, please do not attend class in person if you are experiencing any symptoms of illness, or if you have been in contact with someone who has tested positive for COVID-19. Please get tested at the Health Center and maintain distance until you are assured of a negative test result.

Due Dates

Assignment due dates and submission methods (eg Google Drive, Moodle) are noted in the course calendar. If you feel you cannot meet a deadline for any reason, please let me know in advance of the deadline. I want you to be successful in this class and am happy to work with you to arrange a reasonable extension.

Health Resources

Health Center

Located on the corner of Hinsdale and Peckham. Open Monday-Friday 8:30 AM – 5 PM (closed between 12:30-1:30 PM). Appointments with a nurse practitioner available Monday-Friday. Doctor visits by appointment.

Health Center: (330) 569-5418

After-hours on-call physician: (877) 233.5159

Hiram Emergency Squad: (330) 569-5414

Contact: Asha Goodner, Director of Health Services

goodneral@hiram.edu, (330) 569-5419

Counseling Services

On-campus counseling is available to all traditional students free of charge. Located in the Julia Church Health Center (see above). Appointments available Monday-Friday, 9 AM-12 PM & 1:30 PM-4 PM. Call (330) 569-5962 for an appointment.

Contact: Kevin Feisthamel, Director of Counseling, Health & Disability Services

fesithamelkp@hiram.edu / (330) 569-5962

Hiram College Policies

Non-Discrimination Policy

Hiram College is committed to equality of opportunity and does not discriminate in its educational and admission policies, scholarship and loan programs, and athletic and other school-administered programs on the basis of race, color, national origin, religion, gender, sexual orientation, age, or disability. The College will not tolerate harassment, prejudice, abuse, or discrimination by or of any of its students, faculty, or staff.

If you want to report an incident or share your concerns about a student, complete the following report: [Incident Report Form](#). View our current Title IX Policy [here](#).

Title IX Coordinator:

Martha Schettler, Ground Floor, Kennedy Center

(330) 569 – 6116

schettlerma@hiram.edu

Communication with Others

Hiram College encourages students to speak directly with faculty regarding course content and performance. Students are also encouraged to speak with members of their family or others, particularly if the student remains dependent on others for financial support. Faculty may choose to speak with others, but generally, faculty will require a written FERPA waiver to be signed by the

students before speaking with another person. FERPA waivers may be found at the Registrar's Office in Teachout-Price, or [online](#).

Disability Support Services for Students with Special Needs

To arrange for support services, a student must submit appropriate, current, detailed documentation to the office of [Disability Services](#) together with a completed [Requests for Academic Adjustments, Auxiliary Aids, and Services form](#). After verification and in the spirit of federal law, the student will provide the accommodations letter from the office of Disability Services to each faculty member(s) to initiate accommodation services. Faculty are not permitted to make accommodations without the authorization of the Director of Counseling, Health, and Disability Services (CHDS). Hiram College adheres to Section 504 of the Rehabilitation Act to provide requested services for disabled students as specified by the requirements contained in the Americans with Disabilities Act (ADA) policy guidelines. The Director of CHDS is located in the Julia Church Health Center (330-569-5418) P.O. Box 67, Hiram OH 44234. Additional information is available online at [Services for Students with Disabilities](#).

Academic Dishonesty

There are many forms of academic dishonesty, including plagiarism, the giving or receiving of help in any form on an examination, the sale or purchase of papers and test materials, the abuse of computer privileges and regulations, the misuse or abuse of online or library resources, and any other action which debases the soundness of the educational process. Any student who violates the integrity of the academic process will be subject to punishment, including possible dismissal from the College.

Hiram College believes that the development of intellectual honesty is at the heart of a college education. The process of education is severely compromised if we cannot depend on the academic integrity of each member of the community. Moreover, the principles of academic honesty are aligned closely with the principles of good scholarship and research, principles of critical thinking and reasoning, and the standards of professional ethics. Thus, students who fail to practice academic honesty not only risk losing the trust of the academic community, they also fail to develop the most essential skills and abilities that characterize a college graduate.

Faculty members, librarians and staff are expected to report all instances of academic dishonesty to the Associate Dean of the College, who will provide advice on an appropriate action.

Grade Appeals

Academic performance is to be judged solely by individual faculty members. Grades are not subject to alteration based on the amount of effort exerted by, or past performance of, a student. Faculty are expected to provide performance criteria (such as attendance policies, deadlines, assignment expectations, etc.) as part of course syllabi or distributed assignments, but assessment of student performance in meeting said criteria is for the individual faculty member to determine. If a student believes that criteria were ignored, or that work submitted was not included, the student should consult the "Student Academic Responsibilities and Performance" section of the current [Hiram College Catalog](#). Therein is provided the process for grade appeals. Please note that all grade appeals reside wholly with the professor alone until the official posting of grades by the Registrar.

Credit Hour Policy

The credit hour is an institutionally established equivalency that reasonably approximates one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week within each part of the term within a full semester. An equivalent amount of work is required for other academic activities, including: independent study, internship, field experience, clinical experience, laboratory work, private instruction, studio work, and other academic work leading to the award of credit hours. For classes offered in a shortened format, the hours are prorated so the classes contain the same total number of hours as if the classes were scheduled for a full fifteen-week semester.

Audio and Video Recording Policy

The use of technologies for audio and video recording of lectures and other classroom activities is allowed only with the express permission of the instructor. In cases where recordings are allowed, such content is restricted to personal use only unless permission is expressly granted in writing by the instructor and by other classroom participants, including other students. Personal use is defined as use by an individual student for the purpose of studying or completing course assignments. When students have permission for personal use of recordings, they must still obtain written permission from the instructor to share recordings with others.

For students who have been approved for audio and/or video recording of lectures and other classroom activities as a reasonable accommodation, applicable federal law requires instructors to permit those recordings after the accommodation letter is presented to the faculty member. Such recordings are also limited to personal use, except with permission of the instructor and other students in the class.

Questions, concerns, or alleged violations of this policy should be referred to the Associate Academic Dean.

Hiram College Resources and Student Services

Hiram College offers many resources to assist you on- or off-campus. We encourage you to make yourself aware of all [online student services](#), including:

- Academic Development
- Bookstore
- Campus Safety
- Career Development
- Computer Center Help Desk
- Financial Aid
- Health, Counseling, and Disability Services
- Hiram College Library
- Registrar
- Student Accounts Office

Several of these services are summarized below.

Technical Support Services

If you have questions about technology, visit [the Hiram College Online Helpdesk](#) or contact the Hiram College Dray Help Desk by e-mail, helpdesk@hiram.edu, phone, 330-569-5313, or during limited hours via [Chat](#). You can also visit in person in the lower-level of Teachout-Price Hall.

If your question cannot be addressed immediately, a ticket will be created and tracked until the issue is resolved.

Academic Support Services

Academic Development

The office of [Academic Development](#) provides a variety of on-ground and online resources to help you be successful, including workshops, helpful handouts, and personalized, one-to-one academic success coaching. Services include a [Study Skills self-assessment](#), forms to assist with time management, and tutoring in many subjects through the [Academic Resource Center at Hinsdale \(ARCH\)](#). You can make a daytime or evening appointment for an in-person or phone conference by e-mail, (SantavyAD@hiram.edu), phone, 330-569-5131. In addition, you may request an appointment for online tutoring via video conferencing by completing a [Distance Learning Tutor Request Form](#).

Writing Center

The [Writing Center](#) offers afternoon and evening hours for personal, one-to-one tutoring. For more information e-mail swensonjc@hiram.edu or call 330-569-5397.

Hiram College Library

The [Hiram College Library](#) offers access to online academic texts and links to additional online resources that can assist you with general writing needs and writing research papers in particular. Many books, CDs, and DVDs are available for checkout to Hiram College students, and resources at other Ohio institutions can be requested via OhioLink. The [online OneSource](#) tool allows you to search multiple databases simultaneously for the best search results. For more information, call 330-569-5489.

Career Development

Visit the [Career Development](#) website for information on career development, including career advising, resume building, interviewing, and job coaching that can help you prepare for a new career or a career change. The office also offers on-campus and Weekend College workshops. You can make an appointment for an in-person or phone conference by phone, 330-569-5131, or dropping by Hinsdale Hall 101.

Online Etiquette (Netiquette)

Discourse in an online setting is subject to the same responsibilities and rules as discourse in a face-to-face environment. All students are expected to express themselves respectfully and avoid the use of offensive language **or behavior**. This applies to both synchronous (real-time) online settings, e.g., web-conferencing via Zoom, and asynchronous online settings, e.g., communication via discussion forums, Chat, e-mail, or voice mail.

Synchronous settings. Links to faculty private or scheduled Zoom rooms, which might be shared via Moodle or another way, may not be shared with others. There are media reports

of unwanted visitors dropping in on Zoom sessions and behaving inappropriately, forcing the sessions to end early. If you are found responsible for sharing a link, you will be held responsible for any inappropriate behavior enacted by the person/s with whom you shared it.

Asynchronous settings. Since written communication lacks nonverbal cues that might signal that a person is joking, avoid any possibility of misinterpretation. **Additionally, do not assume your audience, including the faculty member, will interpret an emoji or common abbreviation as you intended. Err on the side of clarity.**

E-mail related to your courses is also an academic form of communication. When communicating by e-mail:

1. Use your Hiram College e-mail address.
2. Include a descriptive subject line.
3. Keep your e-mail focused.
4. Verify who you are sending it to. E-mail addresses can “auto-complete” to the wrong person, or you can send a private e-mail in error to a group. You are responsible for any e-mail communication, intentional or not.
5. Avoid sending attachments that will close down a recipient’s mailbox due to size.
6. Do not forward chain letters or jokes.
7. Do not share the e-mail addresses of classmates with others.

Course Calendar/Topic Breakdown

Week 1: The Outbreak Narrative

- Tu. 8/31** Introduction to the course
- Th. 9/2** Jill Lepore, [“It’s Spreading”](#)
Willa Paskin, [“The Ebola Story”](#)
Edgar Allan Poe, [“The Masque of the Red Death”](#) (1842)
- Recommended:
- Priscilla Wald, [Introduction to Contagious: Cultures, Carriers, and the Outbreak Narrative](#)
 - Charles Rosenberg, [“Explaining Epidemics”](#)
 - Jeremy A. Greene and Dora Vargha, [“How Epidemics End”](#)

Week 2: Colonial Smallpox

- Tu. 9/7** Elizabeth Fenn, [“Variola”](#)
Nathaniel Hawthorne, [“Lady Eleanore’s Mantle”](#) (1838)
- Th. 9/9** **Quiz 1**
Kelly Wisecup, [“African Medical Knowledge, the Plain Style, and Satire in the 1721 Boston Inoculation Controversy”](#)

Week 3: Yellow fever, 1793

- *Tu. 9/14** Martin S. Pernick, [“Politics, Parties and Pestilence: Epidemic Yellow Fever and the Rise of the First Party System”](#)
- Th. 9/16** **Quiz 2**
Benjamin Rush, [excerpt from *An Account of the Bilious Remitting Yellow Fever, as it Appeared in Philadelphia in the Year 1793*](#) (1794)
Charles Brockden Brown, [excerpt from *Ormond*](#) (1799)
- In class: excerpts from Charles Brockden Brown, *Arthur Mervyn* (1798)

Week 4: Yellow fever, cont.

- Tu. 9/21** Mathew Carey, [excerpt from *A Short Account of the Malignant Fever, Lately Prevalent in Philadelphia*](#) (1793)
Absalom Jones and Richard Allen, [excerpt from *A Narrative of the Proceedings of the Black People During the Late Awful Calamity in Philadelphia*](#) (1794)
- Th. 9/23** **Creative project pitch due to Moodle**

Quiz 3

John Edgar Wideman, [“Fever”](#) (1989)

Week 5: Cholera, 1832

Tu. 9/28 Charles Rosenberg, [The Cholera Years](#) (excerpt)
[Cholera poems](#) (1832)

***Th. 9/30** **Quiz 4**
Owen Whooley, [“Choleric Confusion”](#)

In class: cholera primary source groupwork

Week 6: Cholera, cont.

Tu. 10/5 Sarah Schuetze, [“Mapping a Demon Malady: Cholera Maps and Affect in 1832”](#)
Anonymous, [“Don’t Be Alarmed!”](#) (1834)
Edgar Allan Poe, [“The Sphinx”](#) (1846)

Th. 10/7 **Creative project due in class**
Quiz 5

Evan P. Sullivan, [“Misinformation, Vaccination, and ‘Medical Liberty’ in the Age of COVID-19”](#)
Matthew Newsom Kerr, [“Wearable Immunity: Beauty Lessons from the Pockmarking Era”](#)
Jessica Brabble, Ariel Ludwig, and E. Thomas Ewing, [“‘All the World’s a Harem’: Perceptions of Masked Women during the 1918-1919 Flu Pandemic”](#)

Week 7: 19th Century Epidemics: Race, Class, & Power

***Tu. 10/12** **Blog post pitch due to Moodle**
Jim Downs, [“Reconstructing an Epidemic: Smallpox among Former Slaves, 1862-1868”](#)

In class: excerpts from Sojourner Truth, *The Narrative of Sojourner Truth* (1850); William Wells Brown, *Clotel* (1853); Hannah Crafts, *The Bondwoman’s Narrative* (ca 1850s)

***Th. 10/14** **Quiz 6**
Howard Markel, [“Bubonic Plague Visits San Francisco’s Chinatown”](#)
Radiolab, [“The Most Horrible Seaside Vacation”](#) (audio, 16 min)

Week 8: Influenza, 1918-1919

***Tu. 10/19** Nancy Tomes, [“‘Destroyer and Teacher’: Managing the Masses During the 1918-1919 Influenza Pandemic”](#)

Th. 10/21 **Quiz 7**
J. Alexander Navarro, [“Mask Resistance During a Pandemic Isn’t New”](#)
In class: [Influenza Encyclopedia](#)

Week 9: Influenza, cont.

Tu. 10/26 Katherine Anne Porter, [“Pale Horse, Pale Rider”](#) (1939)

***Th. 10/28** **Quiz 8**
Rachel Conrad Bracken, [“Influenza and Embodied Sociality in Early Twentieth-Century American Literature”](#)

Blog post due to Moodle and Wordpress by midnight Sunday, 10/31

Week 10: AIDS in the 1980s: Sexuality, Scapegoating, & Stigma

Tu. 11/2 Read & comment on 3 blog posts
In class: Introduction to AIDS: epidemiology, iconography, & rhetoric

***Th. 11/4** **Quiz 9**
Paula Treichler, [“AIDS, Homophobia, and Biomedical Discourse: An Epidemic of Signification”](#)
[Keywords for American Cultural Studies](#) – Keyword essay of your choice

Week 11: AIDS, cont.

Tu. 11/9 Paul Monette, [excerpt from *Borrowed Time*](#) (1988)
[United in Anger: A History of ACT UP](#) (2012) -- video, 1 hour 33 minutes

***Th. 11/11** **Quiz 10**
Cindy Patton, [“What ‘Science’ Knows About AIDS: Formations of AIDS Knowledges”](#)

Keyword rough draft due to Google Drive by midnight Sunday, 11/14

Week 12

Tu. 11/16 Keywords workshop

Th. 11/18 Wrap-up

Finals Week

Tu. 11/23 **Keyword essay due to Moodle & Wordpress by 5 PM**