

Outbreak! [W] Spring 2021 (remote)

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ENG 202/01
TR 2:45 p.m. – 4:00 p.m.
Virtual Office Hours:
TR 4:00 – 5:00 p.m. or by appointment

Office Hours Zoom Link:
<https://lafayette.zoom.us/j/94566820337>

Course Description

Infection. Detection. Spread. Treatment. Containment.

Whether encountered in literature, film, television, or our daily news, we are all intimately familiar with the major plot points of what Priscilla Wald has called the “outbreak narrative.” Outbreak narratives provide a familiar structure for understanding overwhelming public health crises. They transform complex biomedical occurrences into mythic struggles between heroic epidemiologists and villainous superspreaders. These myths come to shape how scientists, politicians, and everyday people respond to epidemics. More than anything, outbreak narratives reveal the indivisible relationship between culture and disease. In fact, Wald argues that outbreak narratives are deeply related to anxieties about globalization, social mobility, and purity. As evidenced by both COVID-19’s disproportionate effects on communities of color and the recent amplification of xenophobic rhetoric by powerful social actors, outbreak narratives have real consequences that put real people at risk. In this writing seminar, we will critically examine the outbreak narrative. We will read widely, cataloging the ways that epidemics are talked about in historical, fictional, official, popular, and vernacular texts. We will discuss how epidemics move from being distant threats to overwhelmingly present realities. Historical case studies will allow us to interrogate familiar outbreak tropes and subsequently ask how blame becomes asymmetrically distributed among Othered groups. We will also examine how epidemics change our relationships with the environment and nonhuman animals.

Through class readings, discussions, and writing assignments, we will root outbreak narratives in their cultural contexts, whether those be national or international, technical or popular, or historical or contemporary. While one purpose of this course is to familiarize you with the work of important culture theories of outbreaks, another is to prompt questioning, observation, and sustained creative engagement with a range of real-world pandemic artifacts through writing and rewriting...and rewriting again.

Learning Goals and Outcomes

By the time you finish this course, you should be able to:

Goal 1: Explain and identify common features of outbreak narratives across a range of texts.

Outcome: Each week, you will be required to contribute to your pathography journal. The pathography journal is a way for you to collect, describe, and formulate arguments about diverse, contemporary pandemic artifacts that you encounter in your daily life. These journals are not necessarily personal reflections on the artifacts, though reflection might be part of your analysis. Instead, they are a space for you to begin interrogating the structure of COVID-19 discourses. As the

semester progresses, you will use your entries to define and develop research agendas for your midterm and final projects.

Goal 2: Apply class theories to current and historical case studies to illuminate the roles that culture, language, and societal position play in constructing public perceptions of contagious disease.

Outcome 1: The Critical Case Study assignment asks you to select a pandemic artifact and analyze that artifact in light of the theories we've read in class. You may return to an artifact from your pathography journal to conduct a more sustained analysis or you can select a new artifact. Either way, your selection should be complex enough to allow you to engage in a sustained analysis of its "deep structure," or the internal, sometimes unspoken logic that holds the artifact's argument together.

Outcome 2: At midterm, you will review your pathography journal entries to compose a Position Paper. This position paper is a chance for you to begin staking claims about which aspects of the outbreak narrative are most salient in your reading and analysis of contemporary COVID-19 discourse. This paper serves two functions: first, it asks you to review your pathography journal entries and begin to identify patterns that are compelling, interesting, and push course discussions in new or under-explored directions; second, you will use this paper to propose and justify the topic of your final COVID-19 pathography paper.

Goal 3: Develop transferable strategies for producing scholarly arguments through academic writing and analysis.

Outcome 1: Beginning with the Reading Through Contagion Assignment and ending in your final Pathography Paper, you will practice and refine close and critical reading strategies, rhetorical analysis techniques, and academic writing strategies. Through iterative revision in the form of peer reviews and one-on-one conferences with me, you will learn how to focus your attention on the ways that recurrent cultural arguments become embedded within seemingly novel or unprecedented pandemic discourses. You will then argue for what is at stake and who is affected by the discourse as it is constructed.

Outcome 2: Your final Pathography Paper is the culmination of your work throughout the semester. This assignment asks you to apply the close reading, research, and argument-building strategies we've discussed in class to a pandemic artifact. This is an extension of the project you proposed in your midterm Position Paper.

Goal 4: Evaluate and integrate peer and professor feedback at both sentence and global levels.

Outcome: For each long writing assignment, you will engage in structured peer reviews. During peer reviews, you will both receive and provide comments on drafts of written work. Along with peer feedback, you will also receive feedback from me. As you revise your assignments, you will need to decide what comments to integrate and which ones to discard given the inevitable shifts in your goals as a result for the review process.

Goal 5: Engage in rigorous class discussion through presenting ideas clearly and accessibly.

Outcome: This class requires participation. FULL STOP. Participation is more than merely talking during class however. In remote classrooms, participation also means staying focused on our meeting, asking and responding to questions in the chat, and engaging peers sincerely and fully in breakout room discussions.

Course Materials

Octavia E. Butler, *Clay's Ark* [currently ~\$14 on Amazon]

If, for any reason, you cannot get this book, let me know and I will ship a copy to you. No questions asked.

All other readings will be posted as PDFs through Moodle. If you would like to add a book to your personal library, please consult the bibliography below.

2021 Statement

We are living through a rapidly changing global pandemic that has disproportionately affected the most vulnerable and oppressed members of our society. Adding to the existential threat posed by COVID-19, we are also enduring imminent racist political violence perpetrated by domestic terrorists and propped up by tyrannical politicians. I understand that it is impossible to separate the challenges brought on by COVID-19 and emerging fascism from your work in this class. I want to stress that **I see you as a human first** (seriously, I do)! This means that I am aware that you bring with you to class myriad identities beyond that of a student – you might be a friend, sibling, parent, caregiver, child, partner, and/or essential service worker. The already tense dynamics between and among these identities are likely to increase unexpectedly during the course of this academic year. I will try my best to accommodate any unforeseen impacts that the COVID-19 pandemic and/or the contentious political environment might have. All I ask in return is that you maintain open communication with me – I am available to talk via email, Zoom, or on the phone. Just reach out.

You do not need to disclose any personal information, health or otherwise. However, if a situation arises that affects your capacity to attend class, participate in discussions, and/or complete course assignments, please let me know as soon as you can so we can *work together* to develop plans and identify resources that will help you get as much out of class as possible. Again, these are turbulent times; flexibility and communication are more important than ever.

COVID-19

Monitoring your health. What do you do if you become infected?

Until widespread vaccination becomes available, we all have a responsibility to ourselves and our larger communities to monitor our health for signs of COVID-19. With students returning to campus at record numbers, the urgency of proactive public health behavior is more intense than ever.

Along with practicing social distancing, wearing masks in public, frequent hand washing, and temperature checks, I encourage you all to download Pennsylvania's COVID-19 mobile tracking app: [COVID Alert PA](#)

COVID Alert PA is available for free download on Apple's App Store and on Google Play.

What do you do if you become infected?

If you suspect you have COVID-19 and are seeking a Dean's Excuse, please follow these steps:

- ***Students learning remotely/from home:*** Please obtain documentation from a medical provider at home regarding your diagnosis and submit to Bailey Health Center. After review, and if symptoms are significant enough to interfere with remote learning/engagement with classes, Bailey Health Center will submit a Dean's Excuse confirmation to the Office of Advising, who will process the Dean's Excuse.
- ***Students learning on campus:*** First contact Bailey Health Center for consultation and COVID-19 testing. If a positive test result is received, the student must follow the College's protocols for clearance. If symptoms are significant enough to interfere with remote learning/engagement with classes, Bailey Health Center will submit a Dean's Excuse confirmation to the Office of Advising, who will process the Dean's Excuse.

If, through Bailey Health Center's protocols, you are not cleared to attend in-person classes for a period of time, I will be informed of this status through the Office of Advising. You must not return to class until medically cleared to do so. I will also be notified when you are cleared to return to in-person classes.

Please note that Bailey Health Center or the Dean's Office will **not** disclose to me your specific medical information; they will not specify to me if you have to "isolate" due to a positive COVID-19 test, or "quarantine" due to possible exposure. They will only specify if you are "not cleared" or "cleared" to attend in-person classes. Additionally, please email me so that together we can make a plan to help you keep up with the course until you are cleared to return to in-person instruction.

Virtual Classroom Participation Expectations

This course requires you to read broadly and thoroughly. Despite the fact that class will be conducted remotely, please be prepared to create a vibrant learning community. This means that I will expect you to regularly participate in class discussions, either in spoken or written form. We will be meeting synchronously during our regularly scheduled class time. If you live in a time zone that prohibits you from meeting synchronously, please [contact me](#) as soon as possible and so we can make appropriate arrangements.

During our synchronous class meetings, I will run class like a seminar. This means that you should come to each meeting having read the readings and ready to engage in lively, rich, and textually-based discussions. Given the affordance of remote learning, participation will likely happen across a variety of platforms. We will talk face-to-face via Zoom; you will meet with peers in breakout rooms to work in small groups; and we will respond to others' ideas in writing through Moodle discussion boards and via our class's Slack chat.

While we will be communicating across platforms, the basic principles of participation remain the same:

- Arrive to class on time, prepared with specific questions, topics, and quotations you'd like to discuss.
- Be mindful that participation is more than just talking. Active engagement and collaborative knowledge-making requires that we all find ways to actively listen to others, ask open-ended, generative questions, and respond meaningfully to others' comments. Remember, we are all coming to this class with a variety of knowledge bases. For everyone to take something from this course, you will need to learn how to recognize the value of both your own expertise and the expertise of your classmates.

Camera policy: Since learning in this class is primarily facilitated through discussion, my default expectation is that you will keep your cameras on during class. Being able to see each other not only helps ease conversation but also lays the foundation for the community of mutual trust and accountability I hope we can build together. Of course, you are not required to keep your cameras on. I understand that there are many reasons why you might need to keep your camera off. If you have any concerns about keeping your cameras on or need to keep them off on a particular day, please let me know.

Assessments & Assignment Overview

Grades in this class will be determined through my assessment of both your presence and participation in class discussions and your completion of writing assignments. This is a W course, meaning that you will be expected to complete at least 20 pages of cumulative writing by the end of the semester. This writing load will be distributed across short- and long-form writing tasks. Beginning with your pathography journal entries and culminating in your final papers, you will develop over the semester the critical methods and strategies for engaging with key concepts from contemporary rhetoric.

While you will find brief assignment descriptions below, you will be provided with more detailed assignment prompts in class.

Summative & Shorter Writing Assignments

Summative assignments are small, low-stakes assignments that afford you the opportunity to test out ideas, gain practice writing and responding to theory, and, perhaps most importantly, receive early feedback on your work. While summative assignments will be graded and do factor into your final grades, consider them to be process work that supports your intellectual development.

Pathography Journal Entries¹ (~300 – 400 words)

Beginning in week two, you will be expected to contribute weekly to your pathography journal. Following Theresa MacPhail's notion of viral pathography, this assignment asks you to catalogue and reflect on the various connections, nodes, and commonalities among the readings we discuss in class and current COVID-19 artifacts (e.g. news articles, official scientific reports, government policies, movies, videos, social media posts, test protocols, etc.). Unlike traditional pathographies, which are local biographies or narratives of the impact of a disease or illness on an individual or a community, MacPhail's understanding of a viral pathography seeks to account for the "combination of historical, biological, social, individual, political, economic, and cultural narratives of a disease or its outbreak" (*The Viral Network*, p. 5). What this means is that you will research, select, and write about a contemporary COVID-19 artifact in light of our class readings and discussions. While we will be reading, discussing, and interrogating narratives of outbreak throughout the semester, the majority of our texts will be theoretical or historical. This assignment gives you a chance to operationalize those theories and cases to explain emerging COVID-19 discourse. Beyond anything else, these entries are critical. This does not mean that you're expected to criticize, denigrate, or argue against the artifact you select. Instead, it means that you are expected to engage carefully, thoughtfully, and intentionally with your artifact to show how it captures aspects of course theories or how it does something else. You should pay attention, however, to the consequences of certain logics embedded with COVID-19 artifacts. To do this, ask yourself: *What is the deep structure or organizing logic of the artifact? What or who is made salient? What consequences of this salience? What might happen if we changed the emphasis?*

When drafting your entries please keep the following considerations in mind:

- The primary function of the pathography journal is for you to begin noticing and making arguments about emerging COVID-19 discourses through course readings. Your entries will be made available to the class and will be the subject of class conversation.
- Each entry should contain the following:
 1. Citations (or links) for both the theoretical reading you're working with and the artifact you're analyzing. Please use either [MLA](#) or [Chicago](#) citation styles.
 2. A brief (no more than 100 word) summary of the artifact you have selected. These summaries should be detailed enough for readers unfamiliar with the object to get a sense of what it is. If you're analyzing a video or image, be sure to provide links.
 3. Critical definitions of one or two ideas, concepts, or keywords you plan on using from class readings to analyze the artifact. Include page numbers and brief description.
 4. This is the most important part. A critical analysis of the artifact using the concepts defined in step 3. You need to operationalize the concepts and make a case for what they show us about your artifact.
 5. Finally, one discussion question derived from your analysis. These questions should be open-ended and unanswerable through appeals to mere facts.
- Remember, your entries are going to be the subject of class discussions, so write them for your peers and for me.

¹These entries will require you to make observations, share insights, and engage thoroughly with diverse COVID-19 artifacts and activities. However, you are neither required nor expected to delve into personal experiences with the pandemic or any hardships it might have caused you or a loved one on a personal level. Your intimate experiences are valuable wellsprings from which to discover novel insights, to be sure. But, the point of this assignment is for you to deploy a range of reading strategies and perspectives to eventually develop an argument about these artifacts that will be shared with others. It might, therefore, be helpful to think of these entries as addressed to others rather than addressed to yourself like traditional journal entries are.

- Your entries will be posted to our class's shared Pathography Wiki and are due **before class** by 12:30 p.m. on the days you plan on posting.

I will be providing extensive feedback on the first rounds of submissions, after that, I will provide feedback at midterm and at the end of the semester. Your entries will be assessed in accordance with this rubric:

0	1	2	3
Incomplete/ Unacceptable Either not submitted or completely off topic/beyond the scope or purpose of the class.	Needs Improvement Response is largely summary rather than discussion-based and critical. Questions are closed, ungrounded, or overly subjective. Writing is poorly structured and does not suggest sustained revision.	Satisfactory Meets expectations for textual engagement. Writing and questions are adequate and aimed at conversation. More attention, however, could have been paid to teasing out the implications or effects on the argument itself.	Exceptional Well-conceived and well-written. Evidences careful engagement with reading and asks sophisticated questions that capture important nuances.

Reading Through Contagion Assignment (750 – 1,000 words)

For this assignment, you will summarize and respond to Martin Pernick's "Contagion and Culture." This assignment is meant to familiarize you with the art of academic reading and writing. It will also help me get a sense of your writing and thinking more generally. There are two parts to this paper.

- First, write a 1-1.5-page summary of Pernick's argument. Your summary should be organized in paragraphs and explain both the author's main claim and the premises he uses to support that claim.
- Second, write a 1-1.5-page response to Pernick's argument by using it to explain the cultural legacy of contagion rhetorics found within Lafayette's Student Pard Pledge. Your response should be organized around a claim and that claim should be supported by evidence.

You **should not** conduct outside research for this paper. You should spend **no more** than 1 hour on each part of this paper, meaning this assignment should take you two hours in total. This paper will be graded on the basis of its good faith completion.

Critical Case Study Assignment (850 – 1,000 words)

This assignment asks you to perform an extended analysis of one to two local COVID-19 artifacts. By local, I mean artifacts coming from your immediate area. For many of you, that might be campus. For others, it might not be. You may select a written text, video, or other object that conveys a message about emerging responses to COVID. Your close reading should be informed by class concepts and illustrate the rhetorical work accomplished by the artifact. This assignment requires you to pay precise, delicate attention to the function of language and/or other symbols in your artifact. You may choose to focus on how the artifact enforces or critiques power hierarchies; how the artifact positions actors against one another to surprising ends; how language choice, tone, and register support particular effects on the audience; or how certain rhetorical devices or tropes perform subtle persuasive work. This assignment allows you to engage in a sustained reading of an artifact in preparation for your final paper.

Long(er) Writing Assignments

Position Paper (1,000 – 1,250 words)

At midterm, you will write a position paper in which you review the entries in the Pathography Wiki to make an argument about which aspect(s) of the outbreak narrative is most salient in contemporary COVID-19 discourse. This is a thesis-driven essay in which you will use course readings, outside COVID artifacts, and at least three outside, scholarly sources to stake a claim about the cultural logics informing response to the outbreak.

While the primary purpose of this paper is for you to explore an aspect of the outbreak narrative more thoroughly, another is for you to begin identifying concepts, topics, and cases you might want to explore for your final paper. To that end, you will end your paper with a brief memo proposing a topic for your final paper. This memo needs to answer the following questions:

1. What topic or issue do you plan on analyzing for your final paper?
2. Why is this topic of issue significant to issues pertaining to the studying the pandemic culture surrounding COVID-19?
3. What possible cases/objects do you plan on analyzing?
4. What class concepts do you plan on drawing from most heavily?
5. What concerns or questions do you have going forward?

You should include a bibliography of possible outside sources at the end of your memo. I will be meeting with each of you individually to discuss your research plans.

Sample Analysis (1,000 – 1,500 words)

For this assignment, you will write toward your final paper. Using the concepts and theories forwarded in your Position Paper, you will illustrate the rhetorical work being accomplished by the outbreak narrative in your case or object. You will pay precise, delicate attention to the function of language and/or other symbols in your artifact. You may choose to focus on how the artifact enforces or critiques power hierarchies; how the artifact positions actors against one another to surprising ends; how language choice, tone, and register support particular effects on the audience; or how certain rhetorical devices or tropes perform subtle persuasive work. This project will allow you to receive feedback from me and your peers before beginning your final draft.

Pathography Paper (3,500 – 5,000 words)

Your final paper is the culmination of the project you proposed at the end of your Position Paper and the beginning in your Sample Analysis paper. The pathography paper asks you to explore the intersecting cultural, medical, and political forces that surround your case study. This paper may be devoted to building new insights by applying course concepts to a contemporary case study or researching and contextualizing an emerging COVID-19 mitigation strategy. Papers should include an introduction, argument for significance of case or controversy, a review of relevant literature, an analysis, and a conclusion.

Draft: You will submit a well-developed draft of your paper on **May 14** for review and feedback provided by your peers and me.

Final: All papers are due no later than **11:59 p.m. on May 27, 2021.**

Grade Breakdown

Participation, required assignments, and written work are weighted as follows:

Participation	20%
Peer Reviews	10%
Critical Case Study	5%
Pathology Paper	5%
Pathology Journal Entries	15%
Reading Through Contagion	5%
Critical Case Study	10%
Position Paper	15%
Final Paper	25%
Sample Analysis	10%
Draft	5%
Final	10%
Total: 100%	

Point Ranges
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 = 65 – 66%
D- = 63 – 64%
F = below 63%

Students with grades of D or lower at midterm will have their performance reported to the Academic Progress Committee and their advisers. This is not a punitive measure. It is to ensure that students experiencing academic difficulty are put into contact with the appropriate resources. **Midterm grades are not recorded on transcripts.**

Attendance

Our primary mode of learning will be in-class discussion. For this reason, I take regular attendance. While I expect your presence, I recognize that there may be instances that prevent you from coming to class. **You are allotted two excused absences this semester.** Treat these absences like personal days and use them at your discretion. You do not need to tell me why you are missing class. However, unless otherwise arranged, you will still be expected to turn in whatever work is due the day you miss class. Remember, it is your responsibility to meet with a peer to review the material we covered during your absence. While I am happy to meet with you during office hours to discuss specific content, I ask that you check in with one of your classmates first.

After two absences, your grade will decrease by half a letter grade for every subsequent unexcused absence. If an unexpected emergency or illness arises that causes you to miss more than three classes, please let me know and we will work together to secure a Dean's Note and accommodate your absences.

Deadlines, Extensions, and Incompletes

Unless otherwise arranged, I expect all assignments to be turned in on time on the day they are due. Rough drafts of long and short writing assignments are due by the start of class for peer review. The deadline for submitting final drafts for both short and long writing assignments is 5:00 p.m.. If you need an extension on a *final* draft, please contact me at least 48 hours in advance so we can establish a new, firm due date. Unless requested because of a major, unforeseen life event, I typically only grant 3-day extensions for final papers. Because rough drafts will be subject to peer review, I do not grant extensions on drafts unless absolutely necessary. I will **not** accept late Pathology Journal Entries.

***For every day that a graded assignment is late, I will deduct 5 points (half a letter grade) from the raw score.

Respectful Participation Statement

We will be reading about how language and other symbols condition public responses to global pandemics. As we will learn well, pandemic discourse is always about power – who has the right to speak, whose voice is heard, whose authority is recognized. For this reason, we must perpetually be aware of the fact that discussions in this class are not neutral and cannot be isolated from other parts of our lives. We will be reading a variety of texts that pertain to complicated and potentially triggering topics like race and racism, violence, illness and death, and immigration. While disagreement and debate are expected and welcomed, hostility and aggression are not.

A central goal for this class is to disrupt status quo power hierarchies and develop a critical repertoire for critiquing the ways that we reproduce oppressive power dynamics in the everyday ways we talk about controversial issues. For this reason, it is crucial that we establish rules of engagement, or discourse norms. For this class to “work,” we need to build a community. To build a community, we need to feel comfortable sharing our opinions, ideas, and perspectives on complicated topics. While we will work together to develop discourse norms, we must always be charitable when interpreting another’s comments.

Inclusivity Statement

Part of creating an inclusive learning environment is reckoning with the liberal arts’ historic purpose of training white, elite men in ways of exercising dominance over others, especially BIPOC communities and women. One small way to begin working against this history of violence is actively affirming the validity and value of those identities, ideas, and perspectives traditionally excluded from academic consideration. In the course, we will use language that is anti-racist, gender-inclusive, and non-sexist. We will affirm non-binary gender identification and respect students’ preferred pronouns. If you are accidentally misgendered, please feel comfortable correcting me or your peers.

Accessibility

I strive to foster a learning environment that is accessible and welcoming to all students. If you have a specific accommodation granted by Accessibility Services, please request that I receive your confidential accommodation notice during the first two weeks of the semester, or as soon as possible. Once I receive your accommodation, I will schedule a time to speak with you to construct a plan of action for the semester. If you suspect you might need an accommodation, please make an appointment with [Accessibility Services](#).

Academic Integrity

At its heart, academic integrity refers to honest and good faith engagement with both your own and others’ ideas. The best ideas are made in collaboration and through rigorous engagement with the work of others. However, there is a fine yet critical line between collaboration and plagiarism. At Lafayette, plagiarism and cheating are strictly forbidden. Each assignment requires you to adhere to the college’s community standards for academic integrity, which are elaborated [here](#).

Lafayette defines academic dishonesty as any of the following actions: submitting and claiming ownership of someone else’s work; incorporating, but not citing, someone else’s intellectual product, either in its entirety or in part; buying someone else’s work or encouraging another to do your work for you; reusing your own material from another course without explicit instructor permission; or

collaborating with other students without instruction or permission (Lafayette College Academic Integrity Statement). Students who are found to have violated standards for academic integrity will be referred for sanctioning.

If you are uncertain about how to appropriately engage with outside content, please reach out to me as soon as possible. As your professor, part of my job is guiding you through the dynamic process of academic inquiry. I am always happy to clear up any confusion.

Religious Observation

Students may receive an excused absence for religious observance. I ask that you give me at least one week's notice if you plan on missing class for a religious holy day. Follow [this link](#) for a calendar of many religious events compiled by the Office of Religious and Spiritual Life.

Campus Resources

Lafayette students have access to a variety of on-campus resources. These resources are academic, psychological, and legal. Below, you will find brief descriptions of these resources as well as URLs pointing you toward more information:

Academic Resource Hub provides academic services to enhance student success. It administers various support and enrichment programs as well as housing and Accessibility Services.

Website: <https://hub.lafayette.edu> <https://hub.lafayette.edu>

Counseling Center provides students with a safe, confidential environment to discuss personal and academic concerns. College is particularly stressful and around 40% of Lafayette students have sought counseling services.

If you are experiencing psychological distress, contact the Counseling Center by phone: (610) 330-5005

In the case of a life-threatening emergency, contact the Office of Public Safety: (610) 330-4444

Website: <https://counselingcenter.lafayette.edu/about-us/>

Bailey Health Center connects students with quality health care and promotes an environment of wellness, where students are treated with compassion and understanding. For serious or life-threatening problems, call x4444 and request an ambulance. Sexual assault counselors are available if needed.

Phone #: (610) 330-5001

Website: <https://healthcenter.lafayette.edu>

Title IX and Mandatory Reporting

Lafayette is committed to rooting out and ending sexual misconduct. Faculty and staff are required both by college policy and by law to report instances of sexual misconduct to the Title IX Coordinator. If a report is filed, this does not necessarily mean that the incident will

automatically be moved forward to a disciplinary hearing. When reporting a case, you may request the following: resources, no further action, informal resolution, and/or formal resolution.

Website: <https://sash.lafayette.edu/titleix/>

Course Bibliography

- ACT UP Oral History Project, *United in Anger: A History of ACT UP*, dir. Jim Hubbard (2012). Available through the Library on Kanopy.
- Charles Rosenberg, "Framing disease: Illness, society, and history" from *Explaining Epidemics and Other Studies in the History of Medicine* (New York: Cambridge University Press, 1992): 305 – 318.
- Christos Lynteris, "The Epidemiologist as culture hero" from *Human Extinction and the Pandemic Imaginary* (New York: Routledge, 2020): 99-117.
- Emily Martin, "Historical Overview" from *Flexible Bodies: The Role of Immunity in American Culture from the Days of Polio to the Age of AIDS* (Boston: Beacon Press, 1994): 21-43.
- Fran Smith "On the hunt for the next deadly virus," *National Geographic*, June 19, 2020: [LINK](#)
- Frank Snowden, "Humoral Medicine: The Legacy of Hippocrates and Galen" from *Epidemics and Society: From the Black Death to the Present* (New Haven: Yale University Press, 2019): 9-27.
- Gregg Gonsalves and Amy Kapczynski "The New Politics of Care," *Boston Review* April. 27, 2020 *Historical Review* 124, no. 2 (2019): 425 – 455.
- In the Dark, *Coronavirus in the Delta*, "Parchman," episode 2.
- Jesmyn Ward, "On Witness and Despair: A Personal Tragedy Followed by Pandemic" [LINK](#)
- John Fabian Witt, "Introduction" and "Quarantinism in America," from *American Contagions: Epidemics and the Law from Smallpox to COVID-19* (New Haven: Yale University Press, 2020): 1-12; 35-60.
- Kathryn Olivarius "Immunity, Capital, and Power in Antebellum New Orleans," *American*
- Kim Stanley Robinson, "The Coronavirus is Rewriting our Imaginations," *New Yorker*, May 1, 2020, [LINK](#)
- Martin Pernick, "Contagion and Culture," *American Literary History* 14, no.4 (2002): 858 – 865.
- MK Czerwicz, *Taking Turns: Stories from the HIV/AIDS Care Unit 371* (State College: Penn State University Press, 2017).
- Natalie Porter, *Viral Economies: Bird Flu Experiments in Vietnam* (Chicago: University of Chicago Press, 2019).
- Nathan Wolf, "The jungle search for viruses" TED Talk (12 minutes): [LINK](#)
- Paula Treichler, "AIDS, Homophobia, and Biomedical Discourse: An Epidemic of Signification" (Durham: Duke University Press, 1999): 11 – 41
- Priscilla Wald, "Introduction" from *Contagious: Cultures, Carrier, and The Outbreak Narrative* (Durham: Duke University Press, 2008): 1- 28.
- Randy Shilts, "Patient Zero" from *And the Band Played On: Politics, People, and the AIDS Epidemic* (New York: St. Martin's Press, 1988): 128 – 140.
- Richard A. McKay "Introduction: He Is Still Out There" from *Patient Zero and the Making of the AIDS Epidemic* (Chicago: University of Chicago Press: 2017): 1-42.
- Susan Sontag, *Illness as Metaphor* (New York: Picador, 1977): 1-87.
- Theresa MacPhail, *The Viral Network: A Pathography of the H1N1 Influenza Pandemic* (Ithaca: Cornell University Press, 2014).
- Yuliya Parshina-Kottas, et al. "This 3-D Simulation Shows Why Social Distancing is so Important," *New York Times*, April 14, 2020, [LINK](#)

Outbreak! Course Schedule*

| Spring 2021

*Readings and assignment due dates are subject to change. I will notify you in advance of any changes to this calendar.

Week 1	Topic	Assignments Due	For Homework
02/09	Introductions: The Course, Orientations, Norms		Read: Pernick, "Contagion and Culture;" COVID-19 in the moment readings. Complete: Reading through Contagion Assignment.
02/11	Introduce Pathography Journal Assignment	Due: Reading through Contagion Assignment	Read: Rosenberg, excerpts from <i>Explaining Epidemics</i> (pp. 264-70; 305-318). Post first pathography journal entry.
Week 2			
02/16	Perceiving Disease: The (Bio)Sociality of Contagion	Due: First Journal Entry	Read: Wald, "Introduction" from <i>Contagious: Cultures, Carriers, and the Outbreak Narrative</i> (pp. 1-28)
02/18			Read: MacPhail, "Prologue to a Pathography" and "Seeing the Past or Telling the Future" from <i>The Viral Network</i> (pp. 1-15; pp. 18-47) Assignment sheet for Pathography of the Plague Year Assignment
Week 3			
02/23	A Pathography of the Plague Year		Read: Sontag, excerpts from <i>Illness as Metaphor</i> Kim Stanley Robinson, " The Coronavirus is Rewriting our Imaginations " Booth, "Making Good Arguments"

02/25	<p>PLAYER I: The Imagination</p> <p>Discuss making good arguments</p>		<p>Read: Snowden, “Humoral Medicine: The Legacy of Hippocrates and Galen” from <i>Epidemics and Society</i> (pp. 9-27)</p> <p>Martin, “Historical Overview” from <i>Flexible Bodies</i> (pp. 21-43).</p> <p>Review: Parishina-Kottas, “This 3-D Simulation Shows Why Social Distancing is so Important”</p> <p>Write a brief argument about the role that imagination plays using Booth’s scheme.</p>
Week 4	THE PLAYERS		
03/02	<p>PLAYER II: The Body</p> <p>In Class: Discuss arguments, reasons, evidence, and warrants</p> <p>Summary Vs Analysis</p> <p>Assign Critical Case Study Paper</p>		<p>Read: Otis, “Virchow and Koch: The Cell and the Self in the Age of Miasmas and Microbes” (pp. 8-36).</p> <p>Complete: Select artifact(s) to analyze and write a brief justifying statement</p>
03/04	<p>PLAYER II: The Pathogen</p> <p>Writing Introductions And outlining</p>		<p>MacPhail, “Seeing the Past or Telling the Future?” from <i>The Viral Network</i> (pp.18-47).</p> <p>Draft Intro and outline for CCS</p>
Week 5			
03/09		Due: CCS Intro Draft	<p>Watch: “He Survived Ebola. Now This Doctor Is Battling Coronavirus”</p>

			Read: Lynteris, “The Epidemiologist as Culture Hero” from <i>Human Extinction and the Pandemic Imagination</i> (pp. 99-117) Read: Kolln, “Cohesion”
03/11	Writing Workshop: Coherence and Cohesion		Watch: Contagion Read: Booth, “Revising Style” Complete: CCS Draft
Week 6			
03/16	Revision Strategies Peer Reviews	Due: CCS Draft by Class time	Finish CCS Peer Review Prepare for Peer Review Conference
03/18	Peer Review Day: Regular Class Canceled PLAYER III: The Superspreader		Read: Wald, “The Healthy Carrier: ‘Typhoid Mary’ and Social Being” (pp. 68-113). Finish: CCS
Week 7			
03/23	Introduce Position Paper	Due: CCS final by 5 p.m.	Read: Link & Phelan, “Social Conditions as Fundamental Causes of Disease” (pp. 80-94). Booth, “From Topics to Questions” Complete from Topics → Questions Worksheet
03/25	PLAYER IV” The Population Visit from Research Librarian		Post: Revised Research Question Read: Booth, “Engaging Sources” Complete: Engaging Sources Homework Begin Drafting Position Paper

Week 8			
03/30	No Class: Spring Break (Sorta?)	Due: Engaging Sources Homework	
04/01	Position Paper Peer Review	Due: Position Paper Draft	Read: Butler, <i>Clay's Ark</i> Part I (pp.1-73).
Week 9			
04/06	<i>Clay's Ark</i>		Read: Butler, <i>Clay's Ark</i> Part II (pp. 76-110)
04/08		Due (4/9): Position Paper Final by 5:00 p.m.	Read: Butler, <i>Clay's Ark</i> Part III & Part IV (pp. 113-168). Schedule one-on-one meeting with me to discuss project
Week 10			
04/13			Read: Butler, <i>Clay's Ark</i> Part V-End (pp. 171-225).
04/15	Assign Sample Analysis		Read: Olivarius, "Immunity, Capital, and Power in Antebellum New Orleans" (pp. 425 – 455). Booth: "Making Claims" and "Assembling Reasons and Evidence"
Week 11			
04/20	Diseased Communities: Race(ism), Disease, and BLM		Read: Solomon, "The rhetoric of dehumanization" (pp. 233-247). Listen: In the Dark, <i>Coronavirus in the Delta</i> , "Parchman," episode 2. LINK
04/22	Textual analysis review		Read: Polk, from <i>Contagions of Empire</i> Hoffman, "I Won't Be Used as A Guinea Pig for White People" LINK

			Ward, “On Witness and Despair: A Personal Tragedy Followed by Pandemic” LINK Complete Sample Analysis Draft
Week 12			
04/27	(Non)human Communities	Due: Sample Analysis Draft	Finish Sample Analysis Peer Reviews
04/49	Regular Class Cancelled: Sample Analysis Peer Reviews	Due: Sample Analysis Peer Review	Read: Porter, excerpts from <i>Viral Economies</i> Smith “On the hunt for the next deadly virus” LINK Watch: Wolf, “The jungle search for viruses” LINK
Week 13			
05/04			Watch: Hubbard, <i>United in Anger: A History of ACT UP</i> available through Lafayette Library via Kanopy Read: Czerwiec, excerpts from <i>Taking Turns</i>
05/06	How to Have Care in a Pandemic: Lesson from HIV/AIDS	Due (5/07): Sample Analysis Final by 5:00 p.m.	Royels, excerpts from <i>To Make the Wounded Whole</i> Watch: Dunye & Spiro, <i>DiAna’s Hair Ego</i> REMIX LINK
Week 14			
05/11	No Class: Writing Day		Bring most up-to-date draft of Pathography Paper.

05/13	Writing Workshop		Complete Peer Reviews
Week 15			
05/18	LAST DAY OF CLASS!!! ☺	Due: Pathography Paper Peer Reviews	

Final Papers Due: 5/27 @ 11:59 p.m.