

TROY UNIVERSITY PACIFIC REGION  
COURSE SYLLABUS



IR 6600 Selected Topics in International  
Relations: Plagues and Peoples/ Asian  
Emphasis

Yongsan

Term 2, 2009

31 Oct – 1 Nov, 5 - 6 Dec, 12 – 13 Dec

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**INSTRUCTOR/PROFESSOR**     **Andrew Bosworth** (PhD. Univ. of Washington)  
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**MEETING LOCATION, DATES & TIMES:**

In-class sessions of the course will meet on the weekends of 31 Oct – 1 Nov, 5 – 6 Dec, and 12 – 13 Dec.

**CATALOG COURSE DESCRIPTION:**

An examination of a specifically defined topic of special and/or current interest and importance, which is not covered in regular course offerings in the International Relations program. A selected topic in International Relations course can only be used as an elective in the program. See semester hour limits listed under Course Restrictions in General Regulations section.

This course examines the relationship between human societies and disease, using the perspectives of "bio-politics" and "medical ecology." It considers how cities, states and civilizations have responded to the bubonic plague, smallpox, yellow fever, cholera, typhoid, tuberculosis, AIDS, SARS, Avian flu and other afflictions. The course also analyzes political controversies, laws and court cases. China, Korea, Japan and other Asian societies feature prominently in the second half of the course, with the focus on SARS and Avian flu.

## **TEXTBOOK(S):**

Abraham, Thomas, *Twenty-First Century Plague: The Story of SARS*, Johns Hopkins University Press, 2007. ISBN-10: 0801886325, ISBN-13: 978-0801886324.

McNeill, William H. *Plagues and Peoples*, Anchor Books, 1977. ISBN-10: 0385121229, ISBN-13: 978-0385121224.

## **OVERALL OBJECTIVES/ PURPOSE:**

The student will analyze the impact of plagues and disease on civilizations, public policy, and international relations. As a result of the course, students will be able to analyze and critically evaluate the contemporary relationship between politics and pandemics.

## **STUDENT OUTCOMES/ COURSE LEARNING OBJECTIVES:**

Upon completion of this course the student should be able to: (1) Compare and contrast the origins, development and outcomes of major plagues; (2) Demonstrate knowledge of the concepts and case studies; and (3) Discuss the interrelationship between pandemics and international politics.

## **SCHEDULE OF ASSIGNMENTS:**

Each day will consist in a mixture of lectures; discussions; small group projects and brief individual writing assignments (such as 2-page compare and contrast essays). The course also includes a hybrid component.

Assigned readings should be completed before the scheduled class dates. Assignments (essays and other projects) are to be started within the indicated class but completed *after* the schedule class dates. The instructor will go through a step-by-step process regarding how these essays are to be written. Small group discussions, class discussions, and presentations will be part of the course, and a student's active participation will secure this portion of the grade. The topics below correspond to the chapters in the textbook.

1 Demographics and Disease

Primitive and Ancient Afflictions

History of Epidemics and Plagues

Study of Ancient and Modern Plagues (NIH)

History of World Population Growth

History of Public Health

Wiki: Chronology of Plagues

Assignment: Measuring Mortality Rates

Discussion: Causes & Effects of an Ancient Plague

## 2 Medieval Diseases and Epidemics from Europe to China

Kings, Knights and Lepers

History of Leprosy

International Leprosy Association

The Black Death of 14th-Century Europe and China

Background on the Black Death

Bubonic Plague Traced to Ancient Egypt

Boccaccio: Decameron, 1350

Pistoia's Ordinances for Sanitation, 1350

The Great Plague of London

Discussion: The Plague as Pivot between Medieval and Modern Worlds

Assignment: Understanding the Plague

## 3 When Worlds Collide

The Atlantic Exchange of Disease

The Spanish and Nahuatl Views of Smallpox

The History of Smallpox, University College of London

The Boston Smallpox Epidemic, 1721

Destroy the Last Smallpox Stocks?

The Origins of Syphilis (Archeology)

Syphilis: 1494 - 1923

Discussion: Old World Smallpox and New World Syphilis

Assignment: Isolated Cultures

#### 4 Industrialism, Imperialism and Disease

Diseases of the Industrial Revolution

Factory Children: The Conditions of Labor in Britain, 1832

Medical History of British India

Tuberculosis in North America and Europe

Yellow Fever and the Panama Canal (CDC)

William Gorgas and Yellow Fever

Finding the Vector: The Camp Lazear Experiments

The Informed Consent Agreement for Antonio Benigno, 1900

Clara Louise Maass

The Tuskegee Syphilis Study

National Commission for the Protection of Human Subjects

The Yellow Fever Experiments: Ethical or Not?

Discussion: Typhoid Mary - Hero or Villain?

#### 5 Midterm Project

## 6 Disease on the Battle Front

War and Disease from Napoleon to the Gulf War

The Royal Navy and Prevention of Scurvy

Civil War Medicine and Disease

Review of "The Republic of Suffering" (Death in the Civil War)

Trench Foot and Military Medicine

Tropical Diseases During WWII

Neurotropic Viral Diseases, Korean War

Hemorrhagic Fever and the Korean War

Anthrax Vaccinations and Politics

Court Ruling on Anthrax and Informed Consent

Discussion: From Yellow Fever to Trench Foot

## 7 The Great Flu Pandemic of 1918

The 1918 Influenza Pandemic (NIH)

The Biological Basis for the Pandemic (CDC)

Documents Relating to the Great Pandemic, 1918

Discussion: Science versus Superstition

Assignment: Explaining the Mortality Rate

## 8 Disease in the Developing World

AIDS, Marburg and Ebola

Cholera in Zimbabwe (WHO)

Advocacy to Control TB Internationally (Gates Foundation)

Discussion: Extreme Drug Resistant Tuberculosis or XDR-TB

Discussion: The Origin of AIDS

## 9 The Politics of Pandemics in Asia

SARS, Avian Flu and Swine Flu

Facts About Avian Flu (CDC)

Bird Flu: A Virus of Our Own Hatching

The Ominous March of SARS/ China's response

SARS and International Cooperation

Swine Flu in 1976

Mixing Viruses in a Pandemic Study

The Nuremberg Code

The Project Bioshield Act of 2004

Discussion: The Project BioShield Act

Debate: US Supreme Court/ Jacobson v. Mass (1905)

## 10 Assignment: Critical Review

Discussion: East Asian Cooperation

**Final Exam:** The exam will consist of 50 multiple choice questions.

## **ASSIGNMENT OF GRADES:**

**Evaluation:** Grades for the semester will be based on the following criteria:

--Individual Essays and Papers	40%
--Class Participation/Small Groups	30%
--Final Examination	30%

Final letter grades are then calculated on the following basis:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

## **ATTENDANCE POLICY:**

Attendance is mandatory. No automatic cuts are authorized. Arrangements for excused absences must be made PRIOR to the absence. By university policy, the TROY's coordinator must be notified of students who miss more than 25% of classes, if applicable.

## **INCOMPLETE GRADE POLICY:**

A grade of "INC" can be assigned only when the student has a medical condition; a job or military duty schedule conflict; or some significant personal event. If a student requests an "INC", he or she must submit to the instructor a signed Petition for and Work to Remove an Incomplete Grade form indicating the compelling reason for the "INC". The instructor approving the request will document the required work and the deadline for completion. When the student completes the required work, the instructor will submit a Change of Grade form. In cases where a student fails to make up "INC" course work by the end of the next term in which they enroll, the "INC" will automatically be recorded as an "F" grade on the student's record.

## **MAKE-UP WORK POLICY:**

All classes missed must be made up, regardless of whether the absences were excused or unexcused. Make-up assignments will be given by the instructor on an individual basis.

## **AMERICANS WITH DISABILITIES ACT (ADA):**

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that post-secondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link: <http://www.troy.edu/humanresources/ADAPolicy2003.htm>

**STANDARDS OF CONDUCT:** By their enrollment, students are responsible for following the “Standards of Conduct” as they apply in the Troy University Pacific Region. Students may be disciplined up to and including suspension and expulsion for the commission of offenses in described in the Graduate Bulletin. As a reminder to graduate students, the “Standards of Conduct” regards dishonesty as an offense, which includes cheating and plagiarism. Students should carefully study the definitions of cheating and plagiarism:

### 1. Cheating includes:

a) Copying, or relying upon, another student’s answers or submitting another student’s work as one’s own or submitting as new work assignments previously completed for another class, while completing any class assignment, study group assignment, or during in-class or take-home examinations.

b) Providing one’s own answers to another student while completing any class assignment, study group assignment (except where approved by the instructor due to the nature of the assignment itself), or during in-class or take-home examinations.

c) Using notes, books, or any other unauthorized aids during an examination; or holding an unauthorized discussion of answers during in-class examinations.

2. Plagiarism is submitting a paper, other required student course requirement in which the language, ideas, or thoughts are identical to published or unpublished material from another source, including material found on the Internet, without correctly giving credit to that source. A good rule of thumb for correctly crediting a source is found in the citation below:

"Quotation marks should be used to indicate the exact words of another. Summarizing a passage or rearranging the order of a sentence and changing some of the words is paraphrasing. Each time a source is paraphrased a credit for the source needs to be included in the text. ... The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words." (Publication Manual of the American Psychological Association, 2001, p.349)

While computers and the Internet allow students to cut and paste work from other material, new software is making it easier for universities detect plagiarism. Instructors may screen electronic versions of student assignments using the detection software. To avoid the pitfalls of plagiarism, students are strongly encouraged to review information on it available through Troy University Writing Center resources at <http://www.troy.edu/ecampus/onlinegraduateprograms/writingresources.htm> and at the link to the Purdue University Online Writing Lab.

### **LIBRARY SUPPORT:**

For online journals go to <http://www.troy.edu/>; select "Library"; then "Services"; and finally "Remote Services/Databases". At this point, you are required to put in your social security number to login to the databases.