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RPOS 599
Mon 6:00-8:50PM
Synchronous Simulcast
Office Hours:
Tues. 2:00-4:00 PM & Apt

Global Mobility, Contagious Disease and International Relations

Fall 2021

Draft syllabus

Unprecedented human mobility across international boundaries at the rate of over 2 billion international travelers per year increased humanity's vulnerability to contagious diseases with economic and security consequences that have major ramifications for International Relations. Epidemiologists have long feared an outbreak of influenza that reached proportions similar to the 1918 pandemic, particularly because air travel now connects all populations and makes rapid worldwide spread of diseases through human-to-human contact possible. A novel coronavirus, not influenza, caused the feared pandemic, which forced governments to limit in-person interactions in schools, businesses, and social gatherings as well as restrict international and domestic travel and is only beginning to be brought under control through mass vaccinations in a few countries. Some vaccines have proven less effective against emerging variants of COVID-19 and, even if enough of the world's population is sufficiently vaccinated to contain the disease through global herd immunity, other diseases, like influenza, still present similar threats to humanity. This course examines: the security consequences of human mobility and disease in world history; the role of isolation and quarantine to control disease transmission within a broader discussion of state controls over borders, the relationship between epidemics and national security as well as international political economy; and, finally, international cooperation on global mobility and public health.

Prerequisites: There are no prerequisites for the course.

Course Objectives

By the end of the course, all students should:

1. Understand the historical evolution of human mobility and contagious diseases
2. Understand how major theories of international relations address (or fail to address) the subjects of disease and mobility
3. Understand the implications of global mobility and pandemics for international relations
4. Identify key concepts in readings and describe the steps of an argument
5. Critically evaluate common readings in discussions with instructor and fellow students
6. Ask incisive questions of texts as well as of fellow seminar participants
7. Be able to speak and write effectively about course topics in formats appropriate to career goals.

Teaching mode: Synchronous simulcast using Zoom. This means that some students will be in the classroom with the instructor and some students will be joining class via Zoom. Even though we all won't be meeting in a physical classroom, we're going to try to create a classroom experience on Zoom that's as close as possible to everyone being in a regular classroom. To help achieve that goal, I would like all students who take this course to do the following when joining via Zoom:

- Situate yourself in a place that's suitable for learning—ideally in a quiet room where you can sit upright in a chair and place your laptop or mobile device on a stable surface for capturing your Zoom video;
- Join the Zoom meeting right at the start of each class and remain in the meeting until the class is dismissed;
- Keep your camera turned on throughout the class and keep your face in the picture;
- Keep your microphone turned off when other people are speaking, but be ready to turn it on when you're asked to speak; and
- Ensure that your Zoom window displays the name you would like me to refer to you by.

*If you think you may have difficulty with any of these items, please don't hesitate to get in touch with me so that we can discuss suitable accommodations.

We may also have guest lecturers join class from remote locations using Zoom. Groups of students should also use Zoom to work together on their team projects. Students will give presentations to the class and may use Zoom to do so, simply by using the screen share feature of Zoom. Students aspiring to professional in political science, public policy and international affairs careers should be able to express themselves and communicate in a range of formats and modes from email exchanges and informal dialogues with co-workers to formal written reports and oral presentations to the leadership of their organizations and the leadership of other organizations with whom they may need to negotiate. While presentations often take place in conference rooms similar in size to a seminar room, they may also be done on conference calls and through videoconferences. Hence, class sessions should be considered opportunities to practice and learn effective communication and presentation skills.

Textbooks:

Required:

(available at the UAlbany Bookstore)

William H. McNeill, *Plagues and Peoples* (Garden City, New York: Doubleday/Anchor, 1976).

(any more recent editions/printings are fine)

(available on-line through UAlbany Library: Concurrent user: limited user access, 1 copy)

John M. Barry, *The Great Influenza: The Story of the Deadliest Pandemic in History* (Penguin, 2005)

(any more recent editions/printings are fine)

(available on-line through UAlbany Library: Concurrent user: limited user access, 1 copy)

Mark Zacher and Tania J. Keefe, *The Politics of Global Health Governance: United by Contagion* (Palgrave 2008).

(available on-line through UAlbany Library: Concurrent user: unlimited user access)

Peter J. Hotez, *Preventing the Next Pandemic: Vaccine Diplomacy in a Time of Anti-Science* (Johns Hopkins University Press, 2021).

Recommended:

Alfred W. Crosby, *America's Forgotten Pandemic: The Influenza of 1918* (Cambridge, UK: Cambridge University Press, 1989). First published as *Epidemic and Peace: 1918* (Greenwood Press, 1976).

Alfred W. Crosby, *Ecological Imperialism: The Biological Expansion of Europe 900-1900* (Cambridge, UK: Cambridge University Press, 1986).

(available on-line through UAlbany Library: Concurrent user: unlimited user access)

Additional required readings: The bulk of the readings not in the above books will be journal articles and policy reports that will be posted on Blackboard. Unless noted, all required articles can also be accessed on-line at a under “e-journals” or through Lexis/Nexis. Readings that are not available in the UAlbany e-journal collection and are marked with an asterisk (*) will be made available on Blackboard. The instructor will assign several additional readings after the course begins – refer to the syllabus posted on Blackboard for all assignments and required for each session.

Knowledge of current events: All students should keep abreast of recent developments with respect to the contemporary coronavirus pandemic and international travel by reading a high quality daily news source with good international coverage (e.g. *New York Times*; *Wall Street Journal*; *Financial Times*, *Washington Post*) supplemented by a weekly newsmagazine, such as the *Economist*. Additional online world news sources include: BBC World News <https://www.bbc.com/news/world>; Reuters World News <https://www.reuters.com/news/world>; NPR World <https://www.npr.org/sections/world/>

Guest speakers: We will have guest speakers join the class throughout the semester via Zoom. We may not be able to arrange for some of them to join during our Wednesday evening classes, given that some guests may be connecting from different time zones or may only be able to join during the day, Students may be asked join sessions with guests outside of class periods and, in order for these visits to be worthwhile, most students will need to commit to out-of-class-times (that will be scheduled at the most convenient times for speakers and students).

Description of requirements

1. Class participation: All students are expected to attend all classes, complete all assigned readings in advance of class and be prepared to discuss them, including cold calls. The base line grade for class participation is a D. Routine attendance with minimal participation will earn a C. Regular contributions to class discussion that are appropriate and draw on readings will earn a B. Students who are consistently well prepared to discuss the assigned readings nearly every class and actively participate in discussions will receive an A for class participation.

2. Personal statement: All students are asked to submit a 250-word statement describing their background, academic interests and research objectives as they relate to this course. These should be posted on the discussion forum on Blackboard. Although mandatory, the assignment will not be graded; its purpose is for students (and the instructor) to get to know one another better.

3. Reaction memos: Students will submit **five** brief memos (of approx. 700-1,000 words) in which students react to required weekly readings of five selected class sessions. Students need not cover each and every reading for the week in these memos. The point is to focus on and analyze what you see as important, interesting issues in the reading. The memo should be analytical, not just a summary. These reaction memos are intended generate informed class discussion, so they must be written and submitted **before** class (via Blackboard). Each reaction memo is worth 5% of the course grade. Excellent papers will receive 5 points, good 4 points, failing 3 points. A total of **five reaction memos** must be submitted for full credit. Students may choose which week’s readings to review, however, reaction memos chosen **must** be distributed in the following manner:

One on or before **9/20**

One on or before **10/18**

One on or before **11/1**

One on or before **11/15**

One on or before **12/6**

If students do not hand in the required reaction memo by the date specified above, the overdue memo will be considered a failed assignment. They will **not receive credit for the missing reaction memo**.

4. Questions for discussion: All students should formulate **one** thoughtful question about the required readings for each week of class (aside from the first class, i.e., 12 weeks worth). Each question should explicitly reference one (and possibly more) of the assigned readings (other than the readings referred to in a reaction memo for that week). Each question should be no more than 50 words long, be formulated with the audience of the entire class in mind and with the objective of generating discussion. Questions that do not demonstrate engagement with one or more of the required readings will not receive full credit. Students must post the questions on the appropriate question section of the Blackboard discussion board by 12:00 noon on the day of class. Over the course of the semester, students should paste the questions in a word document that lists by date all of the students' questions (A schedule of class session dates and titles will be posted and can be used for organization). Send this inventory of questions to the instructor on the last day of class.

5. Data analysis report:

Students will select an topic of global mobility and/or contagious disease, assess the data available in this area and provide a descriptive analysis of the data in a word document (1,000-1250 words) that includes data tables and data visualizations (graphs) derived from excel spread sheets (also submitted) and a set of powerpoint slides that presents the highlights of the analysis, the data and visualizations. Students should use this exercise to explore the data available in an area of interest (e.g., differences in the number of cases of COVID-19 in certain countries; declines in the number of air travelers to various countries, vaccination rates, travel restrictions, etc.). The report should provide comparative (two or more countries), regional or global descriptive statistics including time series data, if available, and the report should critically examine any data availability and quality issues. This data analysis report may be utilized as a preliminary exploration of data that may subsequently be further analyzed in the student's seminar research paper. The report is due Oct. 25.

6. Seminar paper: PhD Students are expected to write a paper of about 6,000 – 7,000 words (double-paced, 12 pt, one inch margins). PhD student papers should demonstrate a command of the theoretical literature relevant to the topic selected and develop an analytical argument related to debates in that literature. Students may do any one of the following: 1) a paper that is based on secondary sources; 2) a paper based mostly on primary sources or 3) a paper based on the analysis of existing data sets or data that the student has collected. Masters students are expected to write a paper of about 4,000-5,000 words. Masters students may opt to model their papers on policy reports published by think tanks such as the Brookings Institution, the Wilson Center, etc. or articles found policy-oriented journals such as *Washington Quarterly*, etc. All students are expected to draw on material from the syllabus but students should also incorporate significant additional research on the topic chosen (which would be reflected in a majority of references to material not listed as required reading on the syllabus). All students may select a topic of their own choosing as long as it is within the confines of the course and approved by the instructor. For those students having difficulty selecting a topic, a good approach would be to consider a paper topic that delves into the details of one aspect of one of the session topics. At the very beginning of the course, students should carefully review the entire syllabus and scan readings for possible topics. Students are expected to submit a paper topic by Sept. 13. Students are expected to submit a full paper proposal comprised of a 100-150 word abstract, outline and preliminary bibliography by Sept. 27 then schedule a Zoom meeting with the instructor to discuss their project. Students should submit a rough draft of their paper (at least half the total length) by Nov. 1. If students miss the deadline for the proposal 2 points will be subtracted from the final grade for the paper. If the rough draft deadline is missed, a half letter grade (5 points) will be subtracted from the final grade for the paper. Students will give a brief presentation (10-12 minutes) of their paper project to the class, which will contribute to the overall grade for the paper. Seminar papers are due on Wed. Dec. 8.

Grading

Reaction memos	about 25%
Questions	about 5%
Data analysis report	about 10%

Seminar paper	about 40%
Class participation	about 20%

Grade Scale:

A	90 and above
A-	88-89
B+	85-87
B	80-84
B-	78-79
C+	75-77
C	70-74
C-	68-69
D+	65-67
D	60-64
E	Below 60

Late assignments will be penalized.

Incomplete grades: A tentative grade given only when the student has nearly completed the course but due to circumstances beyond the student's control the work is not completed on schedule. The date for the completion of the work will not be later than one month before the end of the Fall semester. The grade I is automatically changed to E or U unless work is completed as agreed between the student and the instructor.

References:

All papers submitted must have all sources properly referenced. Students should use footnotes following the Chicago manual of style https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html. Papers without proper references are unacceptable and will not be read. Papers should be submitted via Blackboard.

Academic integrity: All students are responsible for understanding and following the university's rules on academic integrity (see http://www.albany.edu/elt/academic_integrity.php.) Students must properly reference **all** sources, including assigned readings, in **all** written assignments. References to all sources must be clearly indicated. Direct quotations must be marked with double quotation marks (e.g. "...") and the source cited. Indirect quotations must have sources cited. Sources require citation each time they are referred to.

Class Schedule:

Outline:

8/23 Introduction

I. Migration and epidemics in world history

8/30 The interaction of diseases and peoples from prehistory to the modern era

9/13 The emergence of modern medicine, public health and epidemiology

9/20 Influenza pandemic of 1918-19

II. Border controls and public health

9/27 Pandemic preparedness, surveillance and response

10/4 International travel: inspection, isolation and quarantine

III. Epidemics and international security

10/18 Epidemics, differential immunities and military conflicts

10/25 Pandemics, state power and international relations

11/1 Biological warfare and bioterrorism

IV. Epidemics and international political economy

11/8 Epidemics and Economic Globalization

11/15 Epidemics and economic development

V. International cooperation on global mobility and public health

11/22 Politics of Global Health and Global Mobility Governance

11/29 Vaccine Diplomacy and Vaccine Nationalism

12/6 International cooperation to combat COVID-19

8/23 Introduction

Required:

William H. McNeill, *Plagues and Peoples*, Introduction, pp. 1-13.

*William. H. McNeill, "Human Migration: A Historical Overview," in W. H. McNeill and R. S. Adams eds., *Human Migration: Patterns and Policies* (Bloomington IN: Indiana University Press, 1978), 3-19.

Laurie Garrett, "The Next Pandemic?" *Foreign Affairs*, July/August 2005, pp. 3-23.

Zacher and Keefe, *The Politics of Global Health Governance*, Ch. 1, pp. 1-24.

(Total: 73 pp)

I. Migration and epidemics in world history

8/30 The interaction of diseases and peoples from prehistory to the modern era

Required:

McNeill, *Plagues and Peoples*, Chs. 1-5, pp. 14-207.

Crosby, *Ecological Imperialism*, prologue, pp. 1-7, Ch. 9, pp. 195-216.

(available on-line through UAlbany Library: Concurrent user: unlimited user access)

*Elizabeth A. Fenn, *Pox Americana* (New York: Hill and Wang, 2001), Introduction, Ch. 1, pp. 1-43.

(Total: 262 pp.)

Recommended:

Alfred W. Crosby, *The Columbian Exchange* (Greenwood Press, 1972).

Philip D. Curtin, *Death by Migration: Europe's Encounter with the Tropical World in the Nineteenth Century* (Cambridge, UK: Cambridge University Press, 1989)

Philip D. Curtin, "Disease Exchange Across the Tropical Atlantic," *History and Philosophy of the Life Sciences*, 1993, Vol. 15, No. 3 (1993), pp. 329-356.

Patrick Manning, *Migration in World History* 3rd edition (Routledge, 2020). (available on-line through UAlbany Library: Concurrent user: unlimited user access)

9/13 The emergence of modern medicine, public health and epidemiology

(Paper topic due)

Barry, *The Great Influenza*, Prologue, Part 1, pp. 1-87

Principles of Epidemiology in Public Health Practice, (a self-study course) Third Edition, (Centers for Disease Control and Prevention, 2006) <https://www.cdc.gov/csels/dsepd/ss1978/SS1978.pdf>

Chapter 1, pp. 1-80 (exercises optional)

Zacher and Keefe, *The Politics of Global Health Governance*, pp. 25-33.

"The viral universe: Viruses have big impacts on ecology and evolution as well as human health," *The Economist*, Aug. 20, 2020 (2 pp.). <https://www.economist.com/essay/2020/08/20/viruses-have-big-impacts-on-ecology-and-evolution-as-well-as-human-health>

(Total: 177 pp.)

Recommended:

McNeill, *Plagues and Peoples*, Ch. 6, pp. 208-257.

9/20 Influenza pandemic of 1918-19

Required:

Barry, *The Great Influenza*, Parts 2-10, pp. 89-448.

(Total: 359 pp.)

Recommended:

Watch: "Pandemic Preparedness: Lessons Learned 100 Years after the Spanish Flu Pandemic," a panel discussion with John Barry, Laurie Garrett and Anne Schuchat, Council on Foreign Relations

<https://www.cfr.org/event/pandemic-preparedness-lessons-learned-100-years-after-spanish-flu-outbreak>

II. Public health and border controls

9/27 Pandemic preparedness, surveillance and response

(Paper proposal due)

Required:

David L. Heymann, "The international response to the outbreak of SARS in 2003," *Philosophical Transactions of the Royal Society, Biological Sciences*, Volume 359 Issue 1447 (29 July 2004), 1127–1129.

Michael T. Osterholm, "Preparing for the Next Pandemic," *Foreign Affairs*, July 2005, 24-37.

*Emily Moon, "Predicting the Pandemic," *The Smithsonian*, June 2020, (one page)

William B. Karesh and Robert A. Cook, "The Human-Animal Link," *Foreign Affairs*, July 2005, pp. 38-49.

National Strategy for Pandemic Influenza, Homeland Security Council, November 2005 (12 pages)

<https://www.cdc.gov/flu/pandemic-resources/pdf/pandemic-influenza-strategy-2005.pdf>

Implementation Plan for National Strategy for Pandemic Influenza, Homeland Security Council, May

2006, Executive Summary, pp. 1-14. <https://www.cdc.gov/flu/pandemic-resources/pdf/pandemic-influenza-implementation.pdf>

Pandemic Influenza Plan 2017 Update, Department of Health and Human Services (HHS) June 2017, pp. 1-40 <https://www.cdc.gov/flu/pandemic-resources/pdf/pan-flu-report-2017v2.pdf>

Michael Greenberger, "Better Prepare Than React: Reordering Public Health Priorities 100 Years After the Spanish Flu Epidemic," *American Journal of Public Health*, Vol. 108, No. 11 (Nov 2018): 1465-1468 at: <https://ajph.aphapublications.org/toc/ajph/108/11>

CDC Influenza Global Planning webpage (1 pp.) <https://www.cdc.gov/flu/pandemic-resources/planning-preparedness/global-planning.html>

CDC Influenza Global Monitoring webpage (1 pp.) <https://www.cdc.gov/flu/pandemic-resources/monitoring/global-monitoring.html>

Global Influenza Surveillance and Response System (GISRS) webpage (1 pp.)

<https://www.who.int/initiatives/global-influenza-surveillance-and-response-system>

U.S. Influenza Surveillance System: Purpose and Methods webpage, read (about 3 pp.)
<https://www.cdc.gov/flu/weekly/overview.htm>

Watch “How has WHO Responded to COVID-19” (5 min.) <https://youtu.be/qHksVwOrpbE>

Take a look at: “Timeline: WHO’s COVID-19 response” <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/interactive-timeline#event-0>

Rockefeller Foundation, *National Covid-19 Testing and Tracing Action Plan*, read overview (pp. 4-10 skim rest) at: <https://www.rockefellerfoundation.org/national-covid-19-testing-and-tracing-action-plan/>

Ashish Jha, “One Virus, Two Americas: How Federalism Both Saved and Doomed the United States,” *Foreign Affairs Snapshot* (online), September 22, 2020, (2 pp.)

Michael T. Osterholm and Mark Olshaker, “Chronicle of a Pandemic Foretold: Learning From the COVID-19 Failure—Before the Next Outbreak Arrives,” *Foreign Affairs*, July/August 2020, pp. 10-20.

Lawrence Wright, “The Plague Year: The mistakes and the struggles behind America’s coronavirus tragedy,” *The New Yorker*, Vol. 96 Issue 43, (January 4 and 11, 2021), pp. 20-59.
<https://www.newyorker.com/magazine/2021/01/04/the-plague-year>

Christopher T. Lee and Tom Freiden, “Why Even Well-Prepared Countries Failed the Pandemic Test: Bad Politics Can Undermine Good Public Health,” *Foreign Affairs Snapshot* (online), March 29, 2021 (2 pp.)

Larry Brilliant, Lisa Danzig, Karen Oppenheimer, Agasta Mondal, Rick Bright, W. Ian Lipkin, “The Forever Virus: A Strategy For the Long Flight Against COVID-19,” *Foreign Affairs*, Vol. 100, No. 4 (July/Aug. 2021), pp. 76-91.

The UNU Evidence, Policy, and Interventions for COVID-19 Tracker (UNU EPIC Tracker), read “Know More” (2 pp.) then browse <https://epictracker.org>

(Total: 184 pp.)

Recommended:

Laurie Garrett, *Betrayal of Trust, The Collapse of Global Public Health* (New York: Hyperion, 2000), esp. Chapter 4.

Emerging Infectious Diseases: Asian SARS Outbreak Challenged International and National Responses. United States Government Accountability Office, GAO-04-564. Washington, D.C.: April 28, 2004.

10/4 International travel: inspection, isolation and quarantine

Required:

Mary E. Wilson, “The traveler and emerging infections: sentinel, courier, transmitter,” *Journal of Applied Microbiology*, Volume 94, Issue 1 (May 2003) Pages 1-11.
<https://sfamjournals.onlinelibrary.wiley.com/doi/full/10.1046/j.1365-2672.94.s1.1.x>

CDC’s Quarantine Legacy, September 21, 2018 <https://youtu.be/3Tt9-Tvoz5w> (8 minutes)

Brock C. Hampton, “Development of the National Maritime Quarantine System of the United States,” *Public Health Reports*, Vol. 55, No. 28 (July 12, 1940), pp. 1241-1257.

Mildred L. McKinnon and Louis C. Remund Smith, “Quarantine Inspection of International Air Travelers: Idlewild Airport, New York *Public Health Reports* Vol. 77, No. 1 (Jan., 1962), pp. 65-69.

Institute of Medicine, *Quarantine Stations at Ports of Entry: Protecting the Public’s Health* (Washington, DC: The National Academies Press, 2006), pp. 1-13, 36-59; skim rest.
<https://www.nap.edu/catalog/11435/quarantine-stations-at-ports-of-entry-protecting-the-publics-health>

Stephen H., Waterman, Miguel Escobedo, Todd Wilson, Paul J. Edelson, Jeffrey W. Bethel, Daniel B. Fishbein, “A New Paradigm for Quarantine and Public Health Activities at Land Borders: Opportunities and Challenges,” *Public Health Reports*, Vol. 124 (March–April 2009), pp. 203-211.
<https://journals.sagepub.com/doi/pdf/10.1177/003335490912400207>

UNWTO *World Tourism Barometer*, Vol. 19, No. 3 (May 2021) Excerpt, pp. 1-4. https://webunwto.s3.eu-west-1.amazonaws.com/s3fs-public/2021-06/UNWTO_Barom21_03_May_EXCERPT.pdf?HX6_a1qO47A3NC.WgFNaY6RtGjTkNNHM

Jaffar A. Al-Tawfiq, Alimuddin Zumla, Ziad A. Memish, “Travel implications of emerging coronaviruses: SARS and MERS-CoV,” *Travel Medicine and Infectious Disease* (2014) 12, 422-428
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7110592/>

- Yu Liu and Richard B. Saltman, "Policy Lessons From Early Reactions to the COVID-19 Virus in China," *American Journal of Public Health*, Vol. 110, No. 8 (Aug 2020), pp. 1145-48.
<https://ajph.aphapublications.org/toc/ajph/110/8>
- David J. Bier, "Research Provides No Basis for Pandemic Travel Bans." CATO Institute, April 15, 2020, (5 pp.) <https://www.cato.org/blog/research-provides-no-basis-pandemic-travel-bans>
- Philip Dollard, et. al., "Risk Assessment and Management of COVID-19 Among Travelers Arriving at Designated U.S. Airports, January 17–September 13, 2020," *Morbidity and Mortality Weekly Report*, 2020 November 13; 69(45): 1681–1685.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7660668/>
- International Organization for Migration (IOM) Travel Restrictions database <https://migration.iom.int>
- Michael R. Kenwick and Beth A. Simmons, "Pandemic Response as Border Politics," *International Organization* 74 Supplement, December 2020, pp. E36–E58
- Mika Gröndahl, Tariro Mzezewa, Or Fleisher and Jeremy White, "How Safe Are You From Covid When You Fly? *New York Times*, April 17, 2021 (1 pp.)
<https://www.nytimes.com/interactive/2021/04/17/travel/flying-plane-covid-19-safety.html>
- Rey Koslowski, "We can make air travel safer with a TSA Public Health Corps staff," *The Hill*, August 16, 2020 (2 pp.) <https://thehill.com/opinion/healthcare/512219-we-can-make-air-travel-safer-with-a-tsa-public-health-corps-staff>.
- Victor Cha, "Asia's COVID-19 Lessons for the West: Public Goods, Privacy, and Social Tagging," *Washington Quarterly*, 43:2 (Summer 2020), pp. 33–50.
- IATA Travel Pass (read and watch video) <https://www.iata.org/en/programs/passenger/travel-pass/>
- Baobao Zhang, Laurin Weissinger, Johannes Himmelreich, Nina McMurry, Tiffany Li, Naomi Schinerman and Sarah Kreps, "Building robust and ethical vaccination verification systems," TechStream, Brookings Institution, January 26, 2021 (3 pp.). <https://www.brookings.edu/techstream/building-robust-and-ethical-vaccination-verification-systems/>

(Total: 141 pp.)

Recommended:

- United Nations Department of Economic and Social Affairs, Population Division (2020). International Migration 2020 Highlights (ST/ESA/SER.A/452), pp. 1-11.
- Beth A Simmons, "Border Rules," *International Studies Review*, Vol. 21, No 2, June 2019, Pages 256–83
- Sonja J. Olsen, Hsiao-Ling Chang, Terence Yung-Yan Cheung, Antony Fai-Yu Tang, Tamara L. Fisk, Steven Peng-Lim Ooi, Hung-Wei Kuo, Donald Dah-Shyong Jiang, Kow-Tong Chen, Jim Lando, Kwo-Hsiung Hsu, Tzay-Jinn Chen, "Transmission of the Severe Acute Respiratory Syndrome on Aircraft," *New England Journal of Medicine* 349 (December 18, 2003), pp. 2416-2422.
<https://www.nejm.org/doi/full/10.1056/nejmoa031349>
- Alexandra Mangili and Mark A Gendreau, "Transmission of infectious diseases during commercial air travel," *Lancet*, 12-18 March 2005; 365(9463): 989–996.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7134995/>
- Doug Saunders, "Why Travel Bans Fail to Stop Pandemics Hasty Border Closures Invite Chaos—and Can Seed New Outbreaks," *Foreign Affairs Snapshot* (online), May 15, 2020. (2 pp.)
- Paul Meyer James Kondo Christoph Wolff, "Cross-border travel is confusing after COVID – this framework can help borders reopen safely," World Economic Forum, Jul. 10, 2020 (2 pp.)
<https://www.weforum.org/agenda/2020/07/cross-border-travel-covid-commonpass-borders-reopen-safely>

III Epidemics and international security

10/18 Epidemics, differential immunities and military conflicts

Required:

- *William. H. McNeill, "Human Migration: A Historical Overview," p. 7.
- Peter C. Perdue, "Empire's Little Helper: Chinese history shows that where soldiers march, plague follows," *Foreign Policy*, Summer 2020, pp. 88-89.

- John R. McNeill, "Ecology, Epidemics and Empires: Environmental Change and the Geopolitics of Tropical America, 1600–1825," *Environment and History*, Vol. 5, No. 2 (June 1999), 175-84.
- John R. McNeill, *Mosquito empires: ecology and war in the Greater Caribbean, 1620-1914* (Cambridge University Press 2010), pp. 8-11 and pp. 193-234 (chapter 6). (available on-line through UAlbany Library: Concurrent user: unlimited user access).
- *Elizabeth A. Fenn, *Pox Americana* (New York: Hill and Wang, 2001), chs 2-4, pp. 44-134.
- Matthew Smallman-Raynor, *War epidemics : an historical geography of infectious diseases in military conflict and civil strife, 1850-2000* (Oxford University Press, 2004), pp. 1-7, 25-44. (available on-line through UAlbany Library: Concurrent user: unlimited user access)
- *Crosby, *America's Forgotten Pandemic*, ch. 9-10, pp. 145-200. (221 pp.)

10/25 Pandemics, national security and the global order

(Data analysis report due)

Required:

- David L. Heymann, "The Evolving Infectious Disease Threat: implications for national and global security," *Journal of Human Development*, Vol. 4, No. 2 (July 2003), pp. 191-207.
- Susan Peterson, "Epidemic Disease and National Security," *Security Studies*, Vol. 12, No. 2 (Winter 2002/3): 43-81.
- Barry R. Posen, "Do Pandemics Promote Peace? Why Sickness Slows the March to War," *Foreign Affairs Snapshot* (online), April 23, 2020 (2 pp.)
- Kurt M. Campbell and Rush Doshi, "The Coronavirus Could Reshape Global Order: China Is Maneuvering for International Leadership as the United States Falter," *Foreign Affairs Snapshot* (online), March 18, 2020 (2 pp.)
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