



CHAPTER 17

Helping Readers Imagine the Past and Remember the Future

Calming Anxieties and Fostering Literacies during Crises

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Reading about pandemics, fictional or real, does more than just entertain or console during the outbreak of a dangerous new disease. Reading pandemic literature, both fiction and factual, also helps us recognize and combat the dangerous historic cycles of societal ills, such as racialized scapegoating and misinformation campaigns that have plagued communities during a disease outbreak.

As the COVID-19 pandemic emerged in 2020, people searched for ways to cope with the frightening realities the novel coronavirus posed to daily life. The emotional trauma of the crisis motivated many to explore how others endured past epidemics. This chapter examines the increased interest in pandemic literature during the COVID-19 crisis and describes how libraries responded by recommending pandemic fiction and nonfiction titles through reader's advisory guides via LibGuides or other library-hosted platforms. These efforts to assuage readers' mounting anxiety and isolation gave students opportunities to investigate past pandemic narratives amidst the harmful "infowhelm" created

by inconsistent pandemic reporting.¹ Helping readers discover historical fiction and nonfiction chronicles of past pandemics also allowed students to consider how fact and fiction can combat anxiety, misinformation, and isolation during a crisis.² The promotion of pandemic literature through LibGuides, book clubs, author talks, or other academic library programming can increase students' historical and information literacy skills as outlined by the Association of College and Research Libraries' (ACRL) *Framework for Information Literacy for Higher Education*.³ Why is this a great time to start a reader's advisory initiative or a book club? Because recreational reading has increased dramatically in the last two years; OverDrive, a major distributor of e-books, audiobooks, and streaming video to libraries, reported that more than 289 million e-books were checked out in 2020, "a 40 percent increase from 2019," presenting an opportunity for academic libraries.⁴ While reader's advisory services and the marketing of fiction collections traditionally are public library specialties, these efforts can increase students' literacy skills and bolster student engagement with other academic library programming such as archival and special collection exhibits, book talks, and library-sponsored book clubs.⁵ In this chapter, examples of how academic librarians might employ emerging reader's advisory tools to engage their community and foster critical thinking are also shared. The benefits of the paired promotion of pandemic fiction alongside recommended nonfiction studies to foster historical literacy as well as information and health literacies are also explored. Examples of popular pandemic literature titles promoted by academic libraries during the COVID-19 crisis, including historical fiction and nonfiction studies, are included in Appendix A: Bibliography of Pandemic Literature.

Pandemic Fiction and Its Impact on Readers

Published statistics reveal that Americans not only read more books during this pandemic, they also wanted specifically to read more pandemic fiction.⁶ When the *Washington Post* asked subscribers what they were reading to cope with the pandemic in May of 2020, Albert Camus's 1947 novel *The Plague* emerged as the fifth most reported title.⁷ Many readers attempted to escape their newfound isolation by reading recent bestsellers or older pulp novels about fictional pandemics like Stephen King's 1978 dystopian novel *The Stand*.⁸

As the pandemic dragged on, more obscure works of pandemic fiction were also discussed by library book clubs, including Daniel Defoe's 1722 *A Journal of the Plague Year*, which weaves fact with fiction to warn readers of future plagues. It chronicles the dangers posed by the Great Plague of London in 1655 and became a frequently recommended pandemic read in 2020.⁹

A partnership between the University of Iowa's famous writing workshop and Iowa City created the 100 Days of Decameron pandemic project, where students and the community met virtually to read and discuss Boccaccio's *Decameron* tales to celebrate "the remarkable resilience of the human spirit at times of global catastrophes."¹⁰

What was motivating people to read about past epidemics during the quarantine for a deadly new virus? What were readers hoping to discover by reading historical pandemic-themed novels? When analyzing the attraction that pandemic fiction in literature or film holds, Kathryn VanArendock posits that

pandemic fiction is about how people behave in response to acute, sudden-onset helplessness. When we're confronted with that helplessness in real life..., some version of it—any version of it, and ideally one where at least some people survive—is comforting. It's a model for how we could respond.¹¹

Reading about pandemics, fictional or real, does more than just entertain or console during the outbreak of a dangerous new disease. Reading pandemic literature, both fiction and factual, also helps us recognize and combat the dangerous historic cycles of societal ills, such as racialized scapegoating and misinformation campaigns that have plagued communities during a disease outbreak.

Pandemic fiction is not a new genre. It has resonated with readers for as long as books and other creative works have existed. From Homer's *Iliad* (850–750 BCE), which includes a plague wreaking havoc on the Greeks during battle at Troy, to Philip Roth's 2010 novel *Nemesis*, which shows how Americans reacted with fear, suspicion, and racial scapegoating during the polio virus outbreaks of the 1940s, fiction set during epidemics has shaped the trajectory of literature as much as the diseases that have occurred throughout history. From historical fiction to science fiction, narratives about deadly epidemics have enthralled readers for centuries. In fact, some of the best examples of pandemic literature were also written by authors who had real experiences with deadly illnesses. For example, Mary Shelley's *The Last Man*, considered by many to be the first science fiction–based apocalyptic novel set within a pandemic, was written in 1826, following the first great cholera epidemic in India and Asia between 1817 and 1824. That epidemic alerted Shelley and others to the dangers of cholera. Jack London's pandemic novel *The Scarlet Plague* is another example; it was written after he lived through the deadly bubonic plague epidemic in San Francisco, California, between 1900 and 1904. While neither of these fictional works are as well-known as some of the authors' other writings, they speak to the need of the human experience to process and document for others the effect of pandemics on society.

Scholars have long understood the impact that literary works focused on epidemics and illness have on readers. For example, Suzanne Keen and Neil Gaiman posit that reading disease- or apocalyptic-themed literature, or even general fiction, helps readers develop empathy for the fragility of the human condition.¹² Other scholars like Robert Wuthnow, Kathryn Shwetz, and Kerry Mallan suggest that pandemic fiction within the science fiction genre helps readers develop survivalist instincts to combat future health threats emerging from globalism, industrialization, or even climate change.¹³ Whether fictional works prepare the reader to confront future diseases and their societal impact is a worthy subject to explore. As Neda Ulaby states, “by helping us make sense of the real world . . . books, TV shows and movies based on pandemics explore how people live upon and move around a planet defined by compromised ecosystems, borders and barricades.”¹⁴

Assigning fictional works about epidemics is not a new trend within university courses. Ann Hudson Jones points out how medical students are regularly assigned novels discussing diseases to teach how illnesses and treatments impact patients.¹⁵ Nationwide, specialized undergraduate courses also study diseases through literature. The work of Hawkins and McEntyre documents how these courses emerged as the medical humanities developed in the 1970s to help premed and humanities majors understand how illness and disease impact the human condition.¹⁶ While these courses regularly read books on fictional and nonfictional accounts of past epidemics, university courses and classes outside literature or medical humanities programs are less likely to explore how epidemics impact people by examining literature. Researchers have studied undergraduates' health literacy and found wide variations in the formal knowledge students attain. Their findings suggest that it is not surprising that students not enrolled in public health education programs are less likely to formally study the historical roles that public health guidelines and medical interventions played in saving lives during disease outbreaks.¹⁷ The existence of public health curricular gaps and health literacy disparities within undergraduate curricular settings outside public health programs, which were already noted as a growing concern in 2007, may still contribute to health illiteracy and impair some students' abilities to cope in a public health crisis.¹⁸ Exploring the differences between historical and fictional pandemic narratives, and the impact that fictionalized reconstructions of disease outbreaks have on our ability to navigate public health crises, remains important for lifelong learning.

Readers Advisory Responses to the COVID-19 Pandemic

In response to the COVID-19 pandemic, faculty and librarians at Princeton University began developing course readings for students to discover how past societies dealt with outbreaks of novel deadly diseases. Princeton University's spring 2020 semester undergraduate course Literature and Medicine adapted its syllabus to focus on pandemic literature across genres and centuries to "bring the pandemic into focus ...and delve into classic readings on epidemics 'as signifiers of a culture and its deep-seated values and fears.'"¹⁹ This modification generated rich class discussions on how pandemics historically caused xenophobia and prejudice when people looked to blame a new disease's origins on other countries or groups to scapegoat or "pathologize a place along with its population and culture."²⁰ Other universities also brought the pandemic into the classroom; law students at the University of Washington explored literature examining how past epidemics posed legal challenges to societies. The law libraries supported students by creating LibGuides like the University of Washington's "Law in the Time of Covid-19."²¹ Other universities offered less formal reading lists via blogs and clubs that went virtual, recommending a variety of topics for their readers, including pandemic-themed books such as *Love in the Time of Cholera* and *The Plague*.²²

Around the country, faculty across disciplines began to crowdsource "#CoronavirusSyllabus" to plan lessons around the COVID-19 virus.²³ The results of the

#CoronavirusSyllabus project revealed academia's collective desire to accurately teach students about past epidemics like the great influenza outbreak of 1918, in order to expose the tragic consequences of unchecked pandemics. Prior to the COVID-19 pandemic, many Americans remained uneducated about the deadly influenza outbreak that the Centers for Disease Control and Prevention says infected over 500 million worldwide by 1920, killing between 20 and 50 million people.²⁴ When the popular television series *Downton Abbey* aired its second season's episode highlighting the deadly 1918 influenza outbreak in 2012, most younger Americans had not even heard of the historic pandemic, which was also labeled "the Spanish flu." As Leslie Gerwin noted when discussing this failed media education moment, "the general public's unwillingness to confront the reality of what a serious disease threat could look like in reality," even after viewing its devastation on a television show that averaged 9 million weekly viewers, supports the need to inform students about the likelihood of future public health threats.²⁵ Educating students about past epidemics to prepare them for future public health crises will require more than offering limited literature courses to premed students and literature majors. Entire academic communities, and their libraries, must create post-pandemic learning opportunities that strengthen the multiple literacies needed for critical thinking during public health crises. Critical-thinking skills can combat some of the effects of fake news during a crisis such as a pandemic, making these skills more important than ever.

More Than Reading: Reader's Advisory Services as Information Literacy Programming

While librarians were not teaching stand-alone courses on pandemic literature during the spring of 2020, many responded to the demand to identify pandemic literature during lockdown closures by curating online research guides, bibliographies, and other published reading recommendations. While the majority of COVID-19-themed LibGuides published by academic libraries since 2020 share published data and news from the Centers for Disease Control and Prevention and state and local public health authorities, a search of Google or the LibGuides community repository also retrieves large numbers of pandemic-themed recommended reading lists and subject guides.²⁶ Academic librarians have created similar guides showcasing authoritative information sources during previous national public health crises and traumatic events. Bibi Alajmi's work, examining the role that libraries can play during national crises, highlights library responses to crises like 9/11, Hurricane Katrina, and public health threats like HIV/AIDS, SARS, and the recent opioid health crisis.²⁷

Noteworthy examples of academic libraries' LibGuides showcasing pandemic fiction and nonfiction reading suggestions include the University of West Florida's "A Scholar's Guide to Pandemics," Worcester Polytechnic Institute's "Pandemics and Intellectual Discourse," Claremont Colleges Library's "Pandemics and Epidemics: A Topic Resource

Guide,” and Menlo College’s “Coronavirus Racism.”²⁸ These guides offer excellent paired recommendations of pandemic fiction and nonfiction titles. They also all delve deeper into pandemic topics by recommending titles that cover the history of diseases and vaccinations as well as the xenophobia and racial disparities in health care that plagued past public health crises. The creators of these resources all reported that these LibGuides were not formally tied to courses or assessed for impact beyond capturing LibGuide usage statistics. Therefore evidence of growth in critical-thinking skills, student knowledge of the topic, or other impacts of students viewing these highlighted resources are not known. The LibGuides created and launched closest to the outbreak of the COVID-19 pandemic have thus far received the most usage. Menlo College reports that its LibGuide, which was created for general use in the spring of 2020 and not connected to any courses, was surprisingly one its most heavily accessed guides during the fall semester of 2020, receiving 3,312 viewings on a campus with a student population of approximately 750 students. The University of West Florida Library reported that its LibGuide was viewed 1,000 times since it was launched in 2020. Worcester Polytechnic Institute’s Library reported that its LibGuide was accessed 2,255 times since its launch in May of 2020. Claremont Colleges Library’s LibGuide, created in 2021, reported that its captured analytics show 216 viewings.²⁹

There are several important lessons to be learned from the collected reported experiences of these sample academic libraries’ LibGuides showcasing pandemic readings. One is that stand-alone LibGuides that are not formally used within library instruction or tied to other programming often face difficulty in determining whether students discussed the recommended titles with peers or faculty after consulting these resource guides. Secondly, without running an assessment tied to reading recommendation promotions, it is difficult to measure impact beyond circulation statistics or LibGuide usage. Thirdly, it is helpful to establish a LibGuide launch and promotion time-line sequence. Closely timing the publication and marketing of reader’s advisory LibGuides to the targeted crisis, current event, or shared societal issue may help drive initial student engagement with the resource. Sequencing the launch of related promotional tools, like tied-in book discussions, reading groups, or special speaker events, will also help ensure that reader’s advisory LibGuides avoid becoming stand-alone resources with decreasing or limited viewings as time moves forward. Well-timed marketing instances, via library social media platforms and elsewhere, implemented after a LibGuide’s publication are also recommended.³⁰

Reader’s advisory programming promoting leisure reading on high-interest topics should ideally be paired with library activities that will increase students’ development of the concepts found in ACRL’s *Framework for Information Literacy for Higher Education*. As Sanches, Antunes, and Lopes explain, “The analysis of literary reading promotion practices developed in an academic context points to a relationship between the information literacy and the skills associated with it.... With the different approaches to promoting literary reading, often mixing leisure and critical thinking.”³¹ The work of Sanches, Antunes, and Lopes supports the notion that ACRL’s *Framework for Information Literacy for Higher Education*’s six threshold concepts can be presented in effective cocurricular fashion through common library reader’s advisory methods such as having

students meet with an invited author to explore the concept of Authority Is Constructed and Contextual; using reading groups or book clubs to reveal Information Creation as a Process; promoting the discovery of an academic library's literary fiction or nonfiction collection dedicated to leisure reading, nonfiction titles, or other materials such as special collection holdings, using curated LibGuides to demonstrate the concepts of Information Has Value and Searching as Strategic Exploration; or lastly using group reading or discussion activities after author talks to investigate the Research as Inquiry and Scholarship as a Conversation framework concepts.

While most academic libraries promote their literary collections through new book title lists or dedicated leisure reading collections, more interactive efforts like those above would help academic libraries deliver more formal information literacy programming, while also promoting the value of their entire collections. Boston College's virtually hosted author talk with Emma Donoghue discussing her 2020 historical pandemic fiction novel, *The Pull of the Stars*, offers an example of an effective promotion of recent pandemic historical fiction that hits many of the information literacy framework's threshold concepts. This successful program saw 225 of the 310 people who registered attend this virtual-only event.³² The author talk gave students a unique opportunity to learn about the writing and research process that Donoghue used to create her historical novel set during 1918 Spanish flu. While academic libraries previously struggled to fund bringing authors to campus, the successful pandemic use of Zoom and other virtual platforms to host live author discussions identified cost-effective ways to connect students with renowned authors worldwide. While academic librarians also previously feared that students would not attend leisure reading promotions, there is now ample evidence that suggests otherwise. Heightened interest in attending virtual book talks nationwide during the pandemic has caused publishers and authors to both embrace and see value in providing virtual book talks via Zoom and other platforms. As Hart and Nicolau note, "Authors are willing to do online events, and audiences are willing to show up—perhaps more willing than they had been before."³³

The Promise of Reader's Advisory Programming during and after a Crisis

The scholarly literature of academic librarianship has long lamented the difficulties of promoting reading. As Pauline Dewan notes, "In the past fifty years, very few academic librarians have provided reader's advisory service, believing it to be a public library initiative" or an unpopular undergraduate activity.³⁴ Academic librarians may lack training in reader's advisory services, which is the process of making reading suggestions, typically fiction or nonfiction books, through direct or indirect methods to meet the information needs of their clientele. Subject specialists serving as discipline liaisons to academic departments are often best equipped to match titles to users' reading interests. But during a complex crisis like a pandemic, an entire staff of librarians may need to contribute to curated title lists to meet the full spectrum of information needs. For librarians unprepared

to recommend pandemic literature or other public health titles, New York University's (NYU) Langone Health Center Library's freely available database Literature Arts Medicine (LitMed) offers annotations of both fictional and nonfictional works focused on diseases and past pandemics and other health topics.³⁵

While interest in reading for pleasure may have been waning a decade ago, recent studies show that college-age students are increasingly readers outside of class. A survey analyzing the printed book reading population in the United States as of February 2019 "showed that 18 to 29-year-olds were more likely to have read a print book in the last year than their older counterparts."³⁶ The growing popularity of GoodReads, online celebrity book clubs, and #BookTok indicates that college-aged students are using online platforms to share reviews of books they read for pleasure. Student responses to 2020's multiple societal crises also show that interest in locating quality book recommendations on topics ranging from climate change to social justice exists. The myriad of anti-racist literature reading lists created by academic libraries and shared by students on social media following the murder of George Floyd in 2020 demonstrates that students were truly interested in these reading recommendations. Many students read and discussed these recommended titles in virtual reading groups at colleges and universities nationwide.³⁷ Mr. Floyd's tragic death and the powerful impact of the Black Lives Matter movement led to widespread calls for activism to promote social and racial justice and police reform. Historic protests and student activism inspired many campus libraries and reading groups to simultaneously discuss anti-racist and pandemic literature books. For example, the University of Maryland's Research Commons Interdisciplinary Dialogue speaker program, "Tale of Two Pandemics: Illuminating Structural Racism and COVID," explored the concurrent pandemics of racism and COVID-19 through a virtual discussion featuring faculty experts, students, and librarians.³⁸

Interest in online reading groups and engagement with library-hosted talks also increased with the unprecedented move to remote learning and student isolation during pandemic lockdowns. Students joined virtual book clubs and Zoom reading circles to stay connected to others. In 2020, the Pandemic Book Club was founded at the University of California, Santa Barbara, in "hopes of creating a space where a remote community can grow around a love of reading ...and weigh-in with their thoughts and opinions on the shared books or presentations via the online forum."³⁹ Over 160 students and faculty members participated in this reading group, which required only campus identification for participation. While this group initially read Emily St. John Mandel's popular pandemic-themed novel *Station Eleven*, its subsequent readings were not limited by genre or format. The University of Texas at San Antonio's (UTSA) peer virtual book club, which promoted the Big Texas Read Initiative through a partnership with Gemini Ink, a local literacy organization, was also lauded by the American Library Association's I Love Libraries initiative for its creative pandemic work. In this reading group, the library's peer student coaches mentored fellow students in research skills and technology while also promoting the book club to the UTSA community and providing technology support to guest authors.⁴⁰ Both these pandemic reading groups and others across the nation read a

wide range of fiction, historical studies, and other nonfiction works, proving that student interest in reading and discussing books is strong.

Pandemics and Fear: How Reading History Helps Demystify Public Health Crises

Historians and history librarians can play a critical role during pandemics and other public health crises. The American Historical Association stressed how history and historians could help during the COVID-19 crisis by

shedding light on the history of pandemics and the utility of that history to policy formation and public culture ...and explain[ing] social and cultural challenges met in crisis situations, epidemics and pandemics.... The fears, challenges, and permanent changes that will accompany this pandemic are both rooted in a historical context and have historical precedents themselves.⁴¹

While historical studies reveal how past generations dealt with other public health crises, most students are unlikely to explore this research without curricular interventions. Subjects like the fourteenth century's Black Death are typically only briefly covered in large western civilization survey courses. Most college graduates remain uneducated about the role that epidemics and other public health crises have played in American history. For example, few students probably ever learn that George Washington's soldiers faced a deadly outbreak of smallpox during the American Revolution, resulting in the controversial vaccination of soldiers in 1777.⁴² Studying past events like these can provide critical historical understanding about important and historic public health literacy lessons.

To help readers learn more about past responses to public health crises, reader's advisory efforts in academic libraries ideally need to promote paired fictional and nonfictional recommendations and encourage the exploration of primary source holdings that support historical and information literacies. Recommended fiction title lists should include historical fiction and historical novels written during past disease outbreaks alongside related academic historical studies. Guest authors and scholars may also be invited to lead group discussions of curated titles and topics to improve students' historical thinking skills and increase awareness about the research process involved in creating accurate historical fiction or public history. Other programming possibilities include linking reader's advisory efforts to library special collections exhibitions or film showings.

While some academic librarians may not see a need for building up historical fiction collections, historians like Jessica Hower argue that historical fiction, in both print and film formats, fosters the development of critical-thinking skills in students.⁴³ Historical fiction is also highly effective at generating class discussions about past events and controversial crises. As Anna Diamond reminds us,

History is a narrative after all, whether the information presented, or arguments made are in standardized textbooks or fictionalized accounts. The ability to decipher and interrogate historical assertions—by comparing, contrasting, and fact-checking them—is a vital tool, and one that it's never too early to start learning.⁴⁴

Strong examples of academic libraries and history departments using library book clubs and joint programming to invite scholars to lead students in discussions about the creation, documentation, and preservation of historical research and other historical literacy skills during the COVID-19 pandemic can be found in the University of California Berkeley's Oral History Book Club and the Ohio State University's program *Pandemics: Past, Present, Future*. Many historians hope that more students will become interested in reading existing and future historical scholarship on pandemics that examines past pandemics and fosters reflection on our COVID-19 pandemic experiences.

Charity Anderson reminds educators interested in facilitating change in nontraditional academic settings during a crisis that humanistic texts promote reflection and change and build community. Rejecting the notion that COVID-19 did not offer fulfilling learning opportunities, Anderson writes that

COVID-19, and all that encompassed 2020, re-shaped our country, hurting us deeply.... [It] has been an educational opportunity, a transformative one ...where humanistic texts and art can be incorporated across disciplines, giving students a chance to make interdisciplinary connections, question their beliefs and assumptions, and transform their perspectives.⁴⁵

Before the historic and chaotic events of 2020, many in academia realized that films and television shows focused on fictional or real epidemics or even horrific historical events could inspire student class discussions and paper topics. Indeed, television shows like *Downton Abbey* or even *Watchmen* may potentially inspire some history majors to study the impacts of the Spanish flu or the Tulsa race riot of 1921. However, as most history librarians working in an academic library setting will attest, these same students will also need assistance in locating historical studies or primary sources that support studying these events. The success of reader's advisory programming during the COVID-19 pandemic proves that proactive library efforts can potentially inspire all students to learn more about historical events through the promotion of fictionalized or nonfiction narratives and work with research librarians. Post-pandemic reader's advisory programming in libraries must focus on helping students attain the critical-thinking skills needed to combat the most frustrating aspects of today's seemingly never-ending "infodemic."⁴⁶ An academic library's post-pandemic LibGuides, book clubs, hosted author events, and exhibitions must aim to balance fiction and nonfiction recommendations to foster the multiple literacies needed to understand Sir Lewis Namier's adage that we "imagine the past and remember the future."⁴⁷

APPENDIX A

Bibliography of Pandemic Literature

Bubonic Plague

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Cholera

FICTION

- García Márquez, Gabriel, and Edith Grossman. *Love in the Time of Cholera*. New York: Alfred A. Knopf, 1988.
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- Mann, Thomas. *Death in Venice*. Cutchogue, N.Y: Buccaneer Books, 1986
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NON-FICTION

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Flu/ Influenza (1918)

FICTION

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HIV/AIDS

FICTION

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NON-FICTION

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FICTION

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NON-FICTION

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Malaria

FICTION

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Shah, Sonia. 2011. *The Fever: How Malaria Has Ruled Humankind for 500,000 years*. New York: Picador.

Polio

FICTION

Roth, Philip. *Nemesis*. Boston: Houghton Mifflin Harcourt, 2010.

NON-FICTION

Oshinsky, David M. *Polio: an American Story*. Oxford: Oxford University Press, 2005.

Rabies

FICTION

García Márquez, Gabriel, and Edith Grossman. *Of Love and Other Demons*. New York: Penguin Books, 1996.

Hurston, Zora Neale and Jerry Pinkney. *Their Eyes Were Watching God*. Urbana: University of Illinois Press, 1991.

NON-FICTION

Wasik, Bill, and Monica Murphy. *Rabid: A Cultural History of the World's Most Diabolical Virus*. New York, New York: Viking, 2012.

Smallpox

FICTION

Donoghue, Emma. *Frog Music: A Novel*. New York: Little, Brown and Company, 2014.

NON-FICTION

Fenn, Elizabeth A. *Pox Americana: the Great Smallpox Epidemic of 1775-82*. 1st ed. New York: Hill and Wang, 2001.

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Tuberculosis

FICTION

Le Carré, John. *The Constant Gardener: A Novel*. New York: Scribner, 2001

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NON-FICTION

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Typhus

FICTION

- Mason, Daniel. *The Winter Soldier*. New York: Little Brown and Company, 2018
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NON-FICTION

- Allen, Arthur. *The Fantastic Laboratory of Dr. Weigl: How Two Brave Scientists Battled Typhus and Sabotaged the Nazis*. New York: W.W. Norton & Company, 2014.

Yellow Fever

FICTION

- Anderson, Laurie Halse. *Fever, 1793*. New York: Aladdin 2002.

NON-FICTION

- Crosby, Molly Caldwell. *The American Plague: the Untold Story of Yellow Fever, the Epidemic That Shaped Our History*. New York: Berkley Books, 2006.

General Pandemic Literature

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