# E110 Zombie Infections Course Introduction

[Static]

[Man enters onto video recorder screen] Is this thing on?

[Man with sweatshirt and cap sit down in a basement room with cables. He begins his monologue.]

It’s been Day 360 since the outbreak began at the university. IUPUI was one of the first to close. I’m Thomas Dunzynski, and I teach at the Richard M. Fairbanks School of Public Health, where all this began and I think I might be responsible. I’ve managed to find a safe place here. I’ve been working on a new course that could one day put an end to all this and hopefully prevent it from ever occurring again in the future.

[Static]

This is E110, Zombie Apocalypse and Other Doomsday Infections. The focus of this course is infectious diseases. We’re going to look at how infectious diseases, even a zombie infection could spread. We’re going to look at how infectious diseases really change the course of history. We’re going to look at some outbreaks, actual reviewing the case studies of things like smallpox, plague, anthrax, and SARS. We’re even going to look at what happens when an infection enters the body.

[Static]

So if you’re out looting during the zombie apocalypse and you run across a bookstore, one of the books that we use in this course is “The Ghost Map,” by Steven Johnson. [He holds up a copy of the book.] It’s really an interesting read that talks about an outbreak of cholera in 19th-century London, which not only produced one of the fathers of modern epidemiology, Dr. John Snow, but really laid the foundation for the modern epidemiological method, including GIS mapping, which we use today. This is an interesting outbreak. It’s very historical. You will reference this outbreak for any future epidemiology class that you should take. It’s written in narrative form, and it’s an intriguing and easy read.

[Metal scraping]

Did you hear that? [He pauses and looks around.]

OK. So with any outbreak we always want to know what the control measures are. In other words, what would we do to slow or stop an infection? Could we really stop infectious diseases from occurring? We’re going to discuss the current science behind vaccines, and we’ll answer the age-old question: Can you get the flu from a flu shot? We’ll also be discussing antibiotic resistance. Is there anything that can be done to slow antibiotic resistance from occurring? And could humanity really survive without antibiotics?

[Static]

Did you hear that? [He pauses and looks around.]

As for the course and the assignments? Well, we want to get to know you. You should always get to know your instructors. They’re great resources. So one of the very first things you’re going to do is introduce yourself via a short video. You’ll have an opportunity to research an infectious disease topic, write a short paper, and even create a presentation. We’ll be blogging about the readings. And you even get to play an online game in which you become the public health professional trying to solve an outbreak.

[Rustling]

What’s that noise? [He looks around.]

[Static]

We’ve worked really hard to make this a fun, engaging, and interactive course while learning infectious disease epidemiology. So with that, I’ll see you in class.

[Low growl. Zombie appears and Thomas the speaker runs. The screen goes black.]

Aaah!

[Growl. Lips smacking. Screaming]

[Spooky music playing with a picture of zombies on the screen. Title enters with bloody letters: Zombie Apocalyse and Doomsday Infections. IN-PBHL-E110.]

[Screen Credits scroll through.

Director: Tarik Rabie.

Cast: Tom Duszynski as himself.

Zombie #1: Tarik Rabie.

Zombie #2: Tim McFarlane.

Camera Operators: Tarik Rabie and Alexander Muehlenkord.

Script Writers: Tom Duszynski, Julia Sanders, and Tarik Rabie.

Course Content Consultants: Dr. Jiali Han, Dr. Greg Steele, Lauren Easterling, Julia Sanders, and Carey Blackmore.

Closing Title Sequence: Carey Blackmore. Sound Effects and Music: Tarik Rabie, freefx.co.uk, [www.freesound.org](http://www.freesound.org), and <http://www.editingcorp.com>

[Thomas now appears standing against an office wall.]

Well, in case you were wondering, I did escape that last zombie. So yes, we will still be having class. As with any class, good time management skills are absolutely necessary and this is especially true for an online course. Staying current with the readings and assignments is important. You don’t want to be in that last week of class, trying to cram everything in at 2 am in the morning. Your work’s going to suffer if you do that. Create a schedule. Just as if you were having a face-to-face class, schedule time for your online class every week. That will definitely help. Also, become engaged in the course. Remember, this is all online, which means you can’t sit and hide in the back of the classroom because there isn’t one. Online courses require just the same amount of dedication and work as face-to-face classes do, but they offer a tremendous amount of flexibility. So with that, I’ll see you in class.

[He turns and looks off screen.]

Uh-oh!

[He turns and runs away. Spooky music plays. A zombie appears and chases after him.]

The end.