

## *ANTHROP 2U03E Plagues and People Spring 2019*

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CNH 515

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### **Office Hours:**

Monday 4:30-6:00 pm and by appointment

### **Class Schedule:**

**Monday & Wednesday 6:30-9:30 pm**

**Classroom: LRW-1055**

### **Course Description**

*ANTHROP 2U03 Plagues and People* is a consideration of the role played by infectious disease in human evolution. The social and biological outcomes of major epidemics and pandemics, past and present, will be explored using the Anthropology of Infections Disease theoretical framework. Further, the course will examine the intersection of bioscience aspects of disease and pathogens; social determinants of health historically and currently; big events such as environment catastrophes and war; and listen to the voice of the lived experience of plagues.

We live in an era obsessed with killer germs, epidemics and pandemics. There is a growing sense of vulnerability as a growing list of pathogens becomes visible to investigators. Epidemics and plagues, however, are not new; they have influenced the course of human history for thousands of years.

This course considers the origins, antiquity, and impact of plagues on human societies from an anthropological, biosocial perspective.

The class sessions begin with an exploration of models and general principles of infectious disease to establish a framework for understanding plagues. The focus then shifts to a discussion of specific plagues. We will consider historic, contemporary, and newly-identified plagues with a view to understanding why they emerge, how their occurrence is intimately linked to human behaviour, and how they transform societies.

Our goal is to understand the relationship between human behaviour and the emergence of epidemics; appreciate the importance of studying historic plagues for understanding current and future plagues; and have an anthropological framework for interpreting the biosocial origins and consequences of plagues.

**Format:** Lectures, readings, films with discussion groups to actively engage with the topics. We are using active learning and will engage in an applied medical anthropology workshop to reinforce the application of theory into practice.

**Grading:**

*This course will be graded using a mid-term and a final exam, all conducted in-class.*

**Mid-Term Exam:** Multiple Choice Questions, TF/mix-match (Class content 1-6) **55%**

**Final Exam:** 100 Multiple Choice Questions (cumulative content) **45%**

**Course Text:**

Slack, Paul. 2012. *Plague: A Very Short Introduction* Toronto: Oxford University Press

See additional readings in class outline.

**Important Notes about the Course:**

Avenue to Learn will be used to serve as the method of communication for this course.

Summarized Lecture Materials will be posted on our course Avenue **AFTER** each class: PowerPoint presentations will not be posted for use during classes.

This course encourages you to develop your note taking skills.

**Lecture Capture/Podcasts:** We will NOT be using lecture capture for this course.

**Avenue to Learn (ATL)** -Lectures will be presented using Power Point, an abbreviated version of which will be posted on ATL. You must be registered in the course to have access to the 1AB3 site. **Please familiarize yourself with the Avenue to Learn system.**

You can access ATL at: [Avenue To Learn](#)

**Class cancellations**

In the unlikely event of a class cancellation, students will be notified on Avenue to Learn, please check before leaving for class.

**Class attendance and preparedness:**

Uneven class attendance is *very* likely to have a profound impact on your ability to thrive in the course. Make every possible arrangement to ensure that you are able to attend classes. Ensure that you come fully prepared for class by engaging with the assigned materials.

**NOTE THAT Both Examinations MUST BE COMPLETED:** We do not re-distribute/re-weigh grades.

**Student Behavior and Responsibilities –**

***Your learning*** – it is your responsibility to **keep up with the readings**. Attendance in this class is **essential** if you want to do well in this course. You are expected to think about the readings and integrate them into the information and concepts presented during lecture.

**Classroom behavior** – Please **do not be afraid to ask questions** or provide constructive comments! If you do not understand something, or if I have gone over a concept too fast, stop me and ask a question. Chances are if you do not understand something, other people in the class are in the same position.

**Please ensure that cell phones are turned off** (including text messaging, Twitter, etc...) and **arrive on time for class**. If you have to leave class early, please let me know before class starts, and then sit near one of the exits for a smooth exit.

**Laptop computers** may be used in class for taking notes, but students using their computers for any other purpose (e.g., checking Facebook) will be asked to turn their computers off.

Please be polite to your neighbours.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

## **FACULTY OF SOCIAL SCIENCES**

### **E-MAIL COMMUNICATION POLICY**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI:

[UTS Support- MUGSI](#)

\*Forwarding will take effect 24-hours after students complete the process at the above link

(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

### **Courtesy in Communications:**

All e-mails to your instructor must be written in full sentences (i.e. no point form, no text-messaging short form), and must contain a subject line that includes the course designation 2U03.

Be professional, courteous, and respectful in all communications. Your instructor will respond to your e-mail in a timely manner.

Do not assume that you will hear back immediately, or at any time of day or night, especially if you send an e-mail outside of regular business hours. Weekend correspondence is not answered until the following Monday. Please provide your full name.

### **Academic Dishonesty**

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, Appendix 3,

[Academic Integrity](#)

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one's own for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **Accommodation Students**

Please come to office hours prepared to discuss accommodation requirements prior to the second class to ensure your needs are fully understood. Any student with special learning needs should contact Dr. Cowall by the end of the **second** class in the first week of semester at the latest. You must have written confirmation from Student Accessibility Services (formerly the Center for Student Development). Students can contact SAS to arrange assistance in the completion of exams. [Student Accessibility Services](#). SAS is located in **MUSC-B107 905-525-9140 x28652**

*NOTE: Disclosure of disability-related information is personal and confidential.*

Student Accessibility Services offers various supports for students with disabilities. We work with full time and part time students. SAS provides or assists students with their academic and disability-related needs, including: Learning Strategies, Assistive Technologies, Test & Exam Administration, Note-Taking Programs, Classroom Accommodations. Please inform the instructor if there are disability needs that are not being met.

### **McMaster University Policy on Academic Accommodation of Students with Disabilities & McMaster University Anti-Discrimination Policy**

- [Student Accommodations Policy](#)

**Student Success Centre:** <http://studentsuccess.mcmaster.ca> **GH-110 905-525-9140 x24254** Provides the following services: student orientation, academic skills, leadership, service-learning, volunteerism, educational planning, employment and career transition.

**Student Wellness Centre** <http://wellness.mcmaster.ca/> **MUSC-B101& B106 905-525-9140 x27700**  
**Provides services in: Personal and Psychological Counselling, Mental Health Support, Medical and Health Services**

### **Religious, Indigenous and Spiritual Observances (RISO)**

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

### **Privacy Protection**

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

### **Missed Academic Term work**

In the event of an absence for medical or other reasons, students should inform Dr. Cowall immediately to record your absence, and arrange a meeting to discuss your missed work.

### **Courtesy in the classroom:**

Our demanding course schedule requires your attention, note taking and participation. Please turn off your cell phones, and refrain from non class related web-surfing during lecture.



**Class Schedule, Topics and Readings:**

<b>Day</b>	<b>Topic</b>	<b>Materials and topical focus</b>
Monday June 24	Plagues as milestones in the human experience	Epidemics, Endemic and Pandemic
Wednesday June 26	What is a Plague? Terms of reference and theories from an anthropological perspective	Slack, Paul. 2012. Chapter 1. Plague, What is in a name? The overview of disease, terminology and conceptual frameworks Slack, Paul. 2012. Chapter 2. Pandemics and Epidemics
JULY 1	CANADA DAY	
Wednesday July 3	The Black Death: the historic/social/cultural context	Slack, Paul. 2012. Chapter 4. Private Horrors
Monday July 8	Black Death in Art: How Plagues have changed cultural discourse through images and symbols	Slack, Paul. 2012. Chapter 6. Enduring Images
Wednesday July 10	The Black Death: the modern implications and research questions: finding new links between past and present	Slack, Paul. 2012. Chapter 3. Big Impacts "The Black Death Decoded" <a href="http://www.nature.com/news/2011/111025/full/478444a.html">http://www.nature.com/news/2011/111025/full/478444a.html</a>
Monday July 15		<b>Mid Term In-Class Assessment: Multiple Choice Questions, TF/mix match (Class content to mid-term)</b>

Day	Topic	Materials and topical focus
Wednesday July 17	White Plague: Droplet Transmission and the lungs	
Monday July 22	Speckled Plague: Eradication programs as a global endeavour	Slack, Paul. 2012. Chapter 5. Public Health <a href="http://globalhydration.com/resources/waterbone-disease">http://globalhydration.com/resources/waterbone-disease</a>
Wednesday July 24	The Blue Plague: Water, toxicity and the cultural biosphere: Factors that underlie the modern plagues, such as Dengue, Zika and Ebola.	Slack, Paul. 2012. Chapter 7. The lessons of histories
Monday July 29	Secret Plague: Horizontal and vertical transmission and the politics of human sexuality	2 hour lecture on topic (active learning activity to follow on Aug 7)* Material from this class will be included on the final examination.  <b>1 hour review of material for exam</b>
Wednesday July 31	<b>In-Class Final Assessment</b>	<b>Multiple Choice questions</b> (cumulative course content)
August 5	<b>August Long Weekend</b>	<b>No class tonight</b>
Aug 7	Active Learning Workshop in Applied Medical Anthropology: <b>Case Study of the Secret Plague*</b>  *workshop content is not included in the final exam; this is an applied active learning experience with a research expert in the field of medical anthropology.	Taking the conceptual framework of the class on <u>Monday July 28, The Secret Plague</u> , we will engage in an applied exploration of how social stigma and an emerging infectious disease are situated when conducting academic research.  This <b>guest speaker</b> active learning experience examines the topic of sexually transmitted disease from the medical anthropological perspective; discusses approaches to building a research protocol and engages students in activities that explore the evolution of conducting ethical field work when researching the lived experience of a socially stigmatized disease. Our guest is Dr. Priscilla Medeiros, PhD specialist in HIV-AIDS in Canada who is conducting post doctoral research in the Maritimes. Actively engage in applied medical anthropology methodologies and enjoy discussing the range of considerations for anthropologists working in the field.