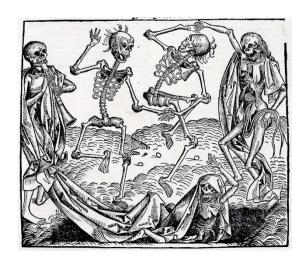# ANT 708 ANTHROPOLOGY OF INFECTIOUS DISEASE

Winter 2023

Instructor: Hendrik Poinar
Email: poinarh@mcmaster.ca
Lecture: Wednesday 9:30-12:30
Office: LRW 3043A
Office Hours: Wednesdays 1-2pm or by appointment*

The anthropology of infectious disease is an active area of inquiry situated at the nexus of the microcosmos and human behaviour. An anthropologist studying these spaces asks questions about the place that infectious disease occupy in anthropological thinking? Or how do anthropologists' study infectious disease today and in the past? How have formulations of the role of epidemics influenced the way anthropologists think and write about people and human history? What do anthropologists have to say about one of the central concerns of 21st century western society? This course considers the place occupied by infectious disease in contemporary anthropological research and explores what anthropologists, archaeologists, geographers and historians contribute to the discussion.

One of my goals for this course is to encourage a rich, respectful and productive dialogue about infectious disease from the perspective of the various branches of anthropology, archaeology and history, genetics and beyond. I want to provoke a healthy creative dialogue between students whose research focuses on interpretive, critical, and metaphorical standpoints with others more interested in biomedical, molecular or archaeological approaches to infectious disease both present and past. I want us to explore and develop a distinctive anthropological discourse about infectious disease and epidemics, past and present, not just conventional to epidemiology or the history of medicine.

I also want this course to have a strong element of experiential education, and thereby contribute to your development as professional, practising anthropologists, geneticists etc. To this end, the main purpose of the course will be for each student to write a paper for publication or presentation at a scholarly meeting on a topic of interest in the anthropology of infectious disease. This project will help you apply your knowledge in a practical way and also help to build your *curriculum vitae*.

We will engage with several special guests/speakers over the term of the course, who work in the space of infectious disease both past and present.

Each guest speaker will provide readings 1-2 weeks in advance of their lecture, which I will post on our A2L website. On the day of class, they will each present a lecture (up to an hour

max), after which we will discuss the readings, their lecture and engage with the speakers around our specific research topic.

Here are the confirmed speakers to date (I'm awaiting confirmation from four more):

Dr. Ann Carmichael – Historian of Medicine (Emeritus Indiana University)
Dr. Sharon DeWitte – Archaeology of Past Pandemics (U. South Carolina)
Dr. Tamara Giles-Vernick – Anthropology of zoonoses (Pasteur Institute)
Dr. Timothy Newfield – Historian and Biologist of Infectious Disease
Dr. Mark Nichter – Anthropologist of Health

During the course and specifically in the first three weeks we will work collaboratively to help each other find a topic of choice and ultimately produce a publishable paper or conference presentation. Through supportive discussion, brainstorming and constructive readings, we will develop a feasible research topic for each member of the class. We will use our Avenue website extensively to collaborate and communicate outside of class meetings, share articles, and express joys and sorrows as the research and writing process unfolds.

Our learning in the course will be shaped by the interests of the members of the class and will involve self-directed and peer learning. In our first meeting, we will chart out potential topics for discussion. I will act as active consultant and resource, rather than as lecturer or discussion leader.

For our first three weeks, please read and be prepared to discuss **Singer, M. (2016). *Anthropology of infectious disease*. Routledge.** This book is an excellent overview of the topic and can help you in your selection of research topics.

Course Goals
•   to experience a rich, respectful and productive dialogue about infectious disease from the full spectrum of perspectives within anthropology and allied disciplines
•   to learn how to write a paper for publication
•   to apply knowledge
•   to enhance curricula vitae
•   to engage in self-directed and peer learning

Proposed Evaluation
Final paper and evaluation of contribution to the collaborative learning process.

Proposed Topics
To be discussed at our first meeting.

   Required Reading
   Singer, M. (2016). *Anthropology of infectious disease*. Routledge**.**

Some Recommended Reading

Anderson, Warwick (2008) The Collectors of Lost Souls: Turning Kuru Scientists into Whitemen. Baltimore: Johns Hopkins University Press.

Hahn Robert and Inhorn, Marcia, eds. (2009) Anthropology and Public Health: Bridging Differences in Culture and Society, 2nd edition. Oxford: Oxford University Press

Herring, D. A. and Swedlund, A. C., eds. (2010) Plagues and Epidemics: Infected Spaces Past and Present. Oxford: Berg Press.

Nichter, Mark (2008) Global Health: Why Cultural Perceptions, Social Representations, and Biopolitics Matter. Tucson: The University of Arizona Press.

Trostle, James A. (2005) Epidemiology and Culture. Cambridge: Cambridge University Press.

Washer, Peter (2010) Emerging Infectious Diseases and Society. New York: Palgrave Macmillan.

Some Additional Reading

Anderson, Warwick (2006) Colonial Pathologies: American Tropical Medicine, Race and Hygiene in the Phillipines. Durham, North Carolina: Duke University Press.

Bashford, Alison and Hooker, Claire (2001) Contagion. New York: Routledge.

Biehl, João (2007) Will to Live: AIDS Therapies and the Politics of Survival. Princeton, New Jersey Princeton University Press.

Briggs, Charles L. and Mantini-Briggs, Clara (2003) Stories in the Time of Cholera: Racial Profiling During a Medical Nightmare. Berkeley: U. of California Press.

Cohn, Samuel K., jr. (2002) The Black Death Transformed: Disease and Culture in Early Renaissance Europe. Cambridge: Cambridge University Press.

Crawford, Dorothy H. (2005) Deadly Companions: How Microbes Shaped our History. Oxford: Oxford University Press.

Duffin, Jaclyn. (2005) Lovers and Livers: Disease Concepts in History. The 2002 Joanne Goodman Lectures. Toronto: University of Toronto Press.

Duffin, Jaclyn and Sweetman (2006) SARS in Context: Memory, History, Policy Montreal and Kingston: McGill-Queen's University Press.

Ewald, P. W. (2000) Plague Time. New York: Anchor Books.

_____(1994) Evolution of Infectious Disease. Oxford: Oxford University Press.

Farmer, Paul (1999) Infections and Inequalities: The Modern Plagues. Berkeley: University of California Press.

Greenblatt, C. and Spigelman, M., eds. (2003) Emerging Pathogens: Archaeology, Ecology and Evolution of Infectious Disease. Oxford: Oxford University Press.

Grygier, Pat Sandiford (1994) A Long Way From Home: The Tuberculosis Epidemic among the Inuit. Montreal & Kingston: McGill-Queen's University Press.

Inhorn, Marcia C. and Brown, P. (1997) The Anthropology of Infectious Disease: International Health Perspectives. Australia: Gordon and Breach Publishers.

Janes, C. R, Stall, R. and Gifford, S. M., eds. (1986) Anthropology and Epidemiology. Dordrecht: D. Reidel Publishing Company.

Kelm, Mary-Ellen (1998) Colonizing Bodies: Aboriginal Health and Healing in British Columbia 1900-50. Vancouver: UBC Press.

Kunitz, Stephen J. (1994) Disease and Social Diversity: The European Impact on the Health of Non-Europeans. Oxford: Oxford University Press.

Lashley, Felissa R. and Durham, Jerry D., eds. (2002) Emerging Infectious Diseases: Trends and Issues. New York: Springer Publishing Company.

Lindenbaum, Shirley (1979) Kuru Sorcery: Disease and Danger in the New Guinea Highlands. Mountain View, Ca: Mayfield Press.

McMichael, Tony (2001) Human Frontiers, Environments and Disease. Cambridge: Cambridge University Press.

Morse, Stephen S., ed. (1993) Emerging Viruses. Oxford: Oxford University Press.

Ranger, Terence and Slack, Paul (1992) Epidemics and Ideas: Essays on the Historical Perception of Pestilence. Cambridge: Cambridge University Press.

Rosenberg, Charles (1992) Explaining Epidemics and Other Essays in the History of Medicine, Cambridge: Cambridge University Press.

Scott, Susan and Duncan, Christopher J. (2001) Biology of Plagues: Evidence from Historical Populations. Cambridge: Cambridge University Press.

Singer, Merrill (2009) Introduction to Syndemics: A Systems Approach to Public and Community Health. San Francisco, CA: Jossey-Bass.

Tomes, Nancy (1998) The Gospel of Germs: Men, Women, and the Microbe in American Life. Cambridge, Mass.: Harvard University Press.

Treichler, Paula (1999) How to Have Theory in an Epidemic: Cultural Chronicles of AIDS. Durham, North Carolina: Duke University Press.

Wald, Priscilla. (2008) Contagious: Cultures, Carriers, and the Outbreak Narrative. Durham and London: Duke University Press.

Waldram, J., Herring, D.A. and Young, T. K. (2006) Aboriginal Health in Canada, 2nd ed. Toronto: University of Toronto Press.

Waltner-Toews, David. (2007) The Chickens Fight Back: Pandemic Panics and Deadly Diseases that Jump from Animals to Humans. Vancouver/Toronto/Berkeley: Greystone Books.

Wills, Christopher (1996) Plagues. London: HarperCollins.

ADVISORY STATEMENTS

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour 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. For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy*, located at https://secretariat.mcmaster.ca/university-policies-procedures- guidelines/

The following illustrates only three forms of academic dishonesty:
- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work": https://academiccalendars.romcmaster.ca/content.php?catoid=44&navoid=9020#requests-for-relief-for-missed-academic-term-work

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.