



Anthropology 2U03E  
McMaster University  
Summer Term II: June 20-August 5, 2005  
Mondays & Wednesdays: 7-10 pm  
TSH B106

## Plagues & People

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### Course Outline

Our experience with disease is as old as our species. This course will consider some of the roles infectious disease has had in shaping the course of human history. Epidemics are dynamic processes, involving the interaction of biology, environment and culture. They are also a culturally defined concept, and the ways we perceive and react to infectious disease are as diverse as the cultures that have experienced them. This course will probe some of the major epidemics and pandemics of humanity's past and present, explored through an anthropological lens, with a view to understanding why plagues emerge in the first place, and what role human behaviour has in such processes.

### Course Format and Evaluation

We will begin with an exploration of some of the general principles of infectious disease and epidemics. The course will then shift toward a discussion of specific epidemics, as a means to demonstrate how plagues emerge and transform societies. This course will involve two hours of lecture and one hour of tutorial twice a week. The tutorial hour will follow lecture, and involve open-forum discussion of the readings, assignment instruction clinics, guest speakers and movies.

There are 3 evaluated learning assessments in this course:

- Mid-term (July 6<sup>th</sup>) - 30%
- Inquiry Paper (July 20<sup>th</sup>) - 30%
- Final Exam (August 3<sup>rd</sup>) - 40%

### Course Material

#### **Courseware Package**

Available at *Titles Bookstore*. This term's courseware package is slightly modified from the spring and fall 2004 editions. If you wish to use a past edition, please be certain to consult the most recent issue for new readings, most of which can be obtained from the library.

### Schedule

<b>Class Date</b>	<b>Subject</b>	<b>Readings</b>
Week 1A Mon. June 20	Introduction: Plagues & People	Foege, WH 1991 Barry, JM 2004 Wills, C 1996
Week 1B Wed. June 22	The Significance of Plagues in Human History	Ubelaker, DH 2003 McGrath, JW 1992 Armelagos, G. 1996
Week 2A Mon. June 27	Why We Get Sick	Brickman, MJ 1999 Nesse, RM & Williams, GC 1994 Jackson, JK 1992
Week 2B Wed. June 29	The Origin of Plagues	Morse, SS 1995 Farmer, P 1999 Wallis, P & Nerlich, B 2005
Week 3A Mon. July 4	Disaster and Plagues	Dudley, JP & Woodford, MH 2002 Waring, SC & Brown, BJ 2005
Week 3B Wed. July 6	<b>Midterm</b>	
Week 4A Mon. July 11	The Black Death	Carmichael, AG 1997 Drancourt, M & Didier, R 2002
Week 4B Wed. July 13	The Speckled Monster	Eyler, JM 2003 Craddock, S 1995
Week 5A Mon. July 18	The Forgotten (Remembered?) Plague	Herring, A 2000 Crosby, A 1989
Week 5B Wed. July 20	The Secret Plague <b>INQUIRY PAPERS DUE</b>	Nelkin, D & Gilman, SL 1991
Week 6A Mon. July 25	The White Plague	Iseman, MD 1995 Ho, MJ 2004
Week 6B Wed. July 27	The Hot Plague & the Anthropology of Emerging Infectious Disease	Joralman, D 1999 Nations, MK & Monte, CG 1996 Risse, GB 1988 Farmer, P 1999
Week 7A Mon. Aug. 1	<b>Civic Holiday</b>	NO CLASS
Week 7B Wed. Aug. 3	Final Exam	

### Caveat

Weekly class topic and/or readings are subject to change.

### Learning Assessments

### *Examinations*

- Multiple-choice, short answer, long answer
- Based on lecture, discussion, guest lectures and films
- The midterm examination covers the material covered in the first three weeks of the course involving general principles
- The final exam will incorporate all course material, but focus mostly on the content covered in the second half of the course
- Make-up exams will only be given with an official doctor's note and faculty authorization. There are no exceptions.

### *Inquiry Paper*

- You will be asked to research a specific pathogen/disease, provide three case studies in which it has led to "plague", and evaluate what each case study has in common.
- The aim of your research will be to evaluate under what ideal circumstances your pathogen/disease can result in a plague.
- Your paper should synthesize ideas from course material and be thoroughly supported with scholarly research.
- A minimum of 5 scholarly sources consisting of journal articles, edited volumes or books should be consulted.
- Minimum 5 pages, maximum 8 – typed and double-spaced with 1" margins.
- Further details will be provided in class.

### Course Conduct

- Turn off all cell-phones and pagers before class.

### *Email*

- Email is not a substitution for face-to-face conversation. Speak to your instructor in person first, whenever possible.
- Be professional, polite and courteous.
- Use complete sentences, punctuation and a spell-check.
- Always include the course number (ANT 2U03) in your subject heading – instructors receive many emails from many different sources every day.
- Include your full name in your email.
- Keep your antivirus program up to date.
- Do not send attachments unless requested.
- Correspond Mon-Fri, do not expect a reply over the weekend or during holidays.
- Kindly remove the instructor from your address book when the course is completed.

### Academic Regulations

Absolutely no extensions will be given without written medical certification, approved by your Faculty office. Late papers will be subject to a penalty of 10% per day, including weekends and holidays. No paper will be accepted more than 2 days late. All papers are due in class, and any received after class hours will be considered late. **Absolutely no papers will be accepted by fax or e-mail.** All papers must be type-written and double-spaced.

### Academic Integrity

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, specifically Appendix 3, located at [http://www.mcmaster.ca/senate/academic/ac\\_integrity.htm](http://www.mcmaster.ca/senate/academic/ac_integrity.htm)

The following are examples of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. This **includes** liberating (cutting and pasting) text directly from internet sources.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations. This includes the unauthorized use of cell phones, MP3 or other music players, PDA's, notebooks, etc.

The Inquiry Paper is expected to constitute each student's own, unique work, and should represent a culmination of background research and course content experienced throughout the term. Plagiarism or dishonesty in whole or part will not be tolerated.

### www.turnitin.com

In order to ensure the academic integrity of student papers, this course will be subscribing to a software package designed to reveal plagiarism. Students are expected to submit their work both electronically AND in hard copy so that it can be checked for academic dishonesty. For more information about McMaster's subscription to this service, please consult the office of academic integrity at:

<http://www.mcmaster.ca/academicintegrity/>

Further details will be provided in class.

### Student Resources

The Centre for Student Development is a resource available to all McMaster students. Some of the services it offers are:

- personal counselling
- services for students with disabilities (including the ATLAS program)
- the Peer Helper Program
- Assistance with academic skills, i.e. writing clinic

The office is located on the lower level of the Student Centre (MUSC B-107). For more information visit <http://csd.mcmaster.ca>