



Department of Anthropology
ANTH 3715 - Plagues and People
Winter 2021

CONTACT INFORMATION

Instructor: Dr. Katie Whitaker
Email: kwhitake@lakeheadu.ca
Office Location: ZOOM
Office Hours: 3:00 – 4:00pm Monday or by appointment

DELIVERY MODE/LOCATION

Course Location: ZOOM
Campus: Orillia
Times: M/W 11:30am – 1:00pm

COURSE DESCRIPTION

This course looks at and considers the origins, antiquity, and impact of plagues and epidemics on people throughout history and the ways in which they have shaped our societies and our species.

COURSE OBJECTIVES

Be able to analyse and evaluate scholarly work.
Have a solid understanding of disease transmission
Be able to identify the factors that bring about and sustain plagues

LEARNING OUTCOMES

To recognize and analyse evidence and processes in human biological and social development.
To think and write critically.
To increase and expand your interest in archaeology and paleopathology

REQUIRED MATERIALS

Hammond ML. 2020. *Epidemics and the Modern World*. University of Toronto Press; Toronto.

The assigned readings will be your textbook (T in the Lecture Outline below) and journal articles, you are expected to read these **BEFORE** the class in which they are assigned. The journal articles can be found in the appropriate folder on the course website. We may not always discuss these specifically; however, feel free to ask questions if anything is unclear.

ASSESSMENTS

****Unless otherwise stated, all assessments are due at 10:00pm by email, EXCEPT Discussion Posts, which are to be posted on our course website *** All emailed assessments must be submitted in Word *****

<u>Assessment</u>	<u>Grade Percentage</u>	<u>Due Date</u>
Scavenger Hunt	1.5% BONUS	11:59PM January 18
Discussion Posts	24%	Ongoing
Article Summaries	20%	Group A: A – Ki: February 10 Group B: Kn – Q: March 8 Group C: R – Z: March 15
Critical Essay	10% outline; 20% final = 30%	Confirm topic by January 20 Outline = January 27 Final = March 29
Final Exam	26%	Take-home, April 18-20

COURSE SCAVENGER HUNT 1.5% BONUS

On the course website you will find a quiz which is focussed on being aware and understanding the content of the course. The aim is to make sure you are familiar with the course rules with respect to expectations as well as the various documents found in the Content section. You will have up to 10 attempts to get 100% on the quiz, but it must be completed by 11:30pm on January 18. If you achieve 100% you will receive a 1.5% bump to your final mark.

DISCUSSION POSTS 24%

As we are not able to attend class in person and have meaningful discussions, one way to allow for some collaboration and interaction with your classmates is through a discussion of the readings. Each week you will contribute three (3) substantive posts. Under the Discussion section you will see posts related to each assigned reading. Every week you will create one (1) original post which will include comments or reflections on a specific reading and a critical question that delves deeper into the reading.

Please BOLD your question. You will also post two (2) responses to your fellow classmates' original posts. These can be answers to their posted questions or further reflections on the readings. Each post (whether original or response) must be a minimum of 150 words. Each week's readings will be locked after 11:59pm on Sundays so please keep up. There are no make-ups.

ARTICLE SUMMARIES 15%, 3 POSSIBLE DUE DATES

As there are a lot of students in this class, the article summaries will be divided up, by last name, to ensure the timely return of your work. Two article options will be posted two weeks before their due date and you will **create two summaries**.

The first will be a seven hundred and fifty (750) word summary. Make sure you state the thesis or research question and provide an overview of the content of the article. Refer to the first lecture for more details as well as the Article Summary Grading Rubrics and Article Checklist for the assessment expectations. You must reference throughout, referring to the article by author last name and year (ie. Smith (2018) states..) NOT the article title or author first name, and if using specific information or quotes you must include a specific page number in your reference.

The second summary is a tweet of that same article (do not post the tweet on Twitter, I won't see it). You must follow all the rules that you would for an original tweet (140 characters, not including spaces (not 140 words), only use short forms that are considered common knowledge). For this part, your goal is to get right to the point: what was the point of the article. Be very general and do not include information that would require a reference (such as the author name). Stay general, if you include quotes or the author's name, you need to include a full reference which means learning to paraphrase concisely will save you the characters you need (see my example below).

Please read and understand the *Written Assignments – Things Not to Do* document and be sure to not do those things in your summary. Please let me know if any of these things are unclear as they will affect your mark if you do them. Read through the **Written Assessment Style Guide** for specific details about the required style and referencing format. Make sure you reference your article in a separately-paged Reference List and create a single overall title page. Finally, copy, paste and **complete the Article Summary Checklist** (in the Contents section, download it to copy and paste it properly) into your file. This is mandatory for the acceptance of your paper and forms the basis of 50% of your mark. **Do not mark something as yes if you have not done it. Fix your paper, then write yes.** The summaries are due together, as a single file, by 10:00pm. **Save your single Word file as Last Name Article Summary (ie. Whitaker Article Summary).** Please remember, incorrect referencing formats will result in an automatic 5% deduction from your mark. **Your paper is late after 10:00pm with a late penalty of 5% per 24 hours and will not be accepted after 72 hours.**

Example of a tweet for: Buckberry JL and DM Hadley. 2007. An Anglo-Saxon execution cemetery at Walkington Wold, Yorkshire. *Oxford Journal of Archaeology* 26: 309-29.

Did criminals receive different burials in England in the past? Yes, they were buried prone in the 8th century and comingled in the 10th. Character count: 136

CRITICAL ESSAY 30%: 10% OUTLINE JANUARY 20, 20% FINAL ESSAY MARCH 29

You are welcome to choose any **infectious disease** in history, however, please stay away from those listed as lecture topics. **Confirm your topic with me, by email, by January 20** by 10:00pm. You must have an email from me confirming your topic before this time.

Topic: The focus of your essay will be how your infectious disease has impacted the wider world. There are lots of ways this can be accomplished, including examining the effect on the environment, society, health providers, laws, treatments, specific populations, our way of life or even research methods. I am open to further avenues, feel free to discuss them with me during office hours.

Outline: Your outline will include a proposed title (be creative), a thesis with three main arguments and three references. Your references must be in correct format (see the Style Guide) and you must include a fifty (50) word description on how each of them is relevant to your topic. You must copy, paste and complete the Essay Outline Checklist. **This is due, as a single document, by 10:00pm on January 27. Save your single Word file as Last Name Essay Outline (ie. Whitaker Essay Outline).**

Final Essay: The final length of your essay should be 6 pages double-spaced not including a title page and your reference page.

Your **introduction** will include information about your disease, including etymology of the name, causative agent, symptoms and pathology, prevalence (at whatever point it was or is at its height), pathogenesis and treatment.

You must copy and paste a completed Essay Checklist and your previously submitted outline when you submit your paper (so you will have one file). Your paper will not be accepted without these two items. You are expected to use a minimum of 5 (five) journal articles and/or edited volumes, outside of those listed in your course outline. Remember that doing the minimum does not guarantee a high mark. Follow the referencing style detailed in the Style Guide. Late penalty of 5% per day, after 72 (seventy-two) hours (3 days) your paper will not be accepted. **Your paper is late after 10:01pm on Monday March 29**), and every 24-hour period will continue from there. **Save your single Word file as Last Name Essay (ie. Whitaker Essay).**

FINAL TAKE-HOME 26%

The exam will consist of essay questions that require you to extrapolate data and think critically. As a result of the lectures and the assigned readings, you will have developed these skills throughout the course and as long as you have reviewed all of these components (which will enable you to draw in examples and create a discussion), this should be straightforward. No outside reading or research is required. There will be a review during the last class, and you are free to discuss any concerns and questions you have with me. You will include a title page, a single Reference List and a completed Final Exam Checklist, all in one file. **Please save your single Word file as Last Name Final Exam (ie. Whitaker Final Exam).** The take-home exam will take place between **April 18-20 and last 48 hours**. This cannot be submitted late and there are no extensions.

Lecture Outline

DATE	LECTURE TOPIC	READINGS
JANUARY 11	COURSE INTRODUCTION	T: 1-15
JANUARY 13	DISEASE THEORIES	CLARK 2010a
JANUARY 18	DISEASE BURDEN + THOMAS MALTHUS	MICHAUD <i>ET AL.</i> 2001
JANUARY 20	RESISTANCE + RESERVOIRS	CRAWFORD 2007
JANUARY 25	EPIDEMIOLOGICAL TRANSITIONS I	ARMELAGOS <i>ET AL.</i> 2005
JANUARY 27	EPIDEMIOLOGICAL TRANSITIONS II	WATTS 1997
FEBRUARY 1	DNA + HUMAN VARIATION	CLARK 2010b; KO AND URBAN 2013
FEBRUARY 3	PLAGUE I	T: 17-39; PAPAGRIGORAKIS <i>ET AL.</i> 2006
FEBRUARY 8	PLAGUE II	T: 39-56; DEWITTE 2016
FEBRUARY 10	HISTORY OF LEPROSY	DONOGHUE <i>ET AL.</i> 2015
FEBRUARY 22	LEPROSY TODAY	SALGADO <i>ET AL.</i> 2018; CAMBAU <i>ET AL.</i> 2018
FEBRUARY 24	ORIGINS OF TB	T: 233-256; BOS <i>ET AL.</i> 2014
MARCH 1	TUBERCULOSIS + RESISTANCE	T: 256-275; DONOGHUE <i>ET AL.</i> 2005

MARCH 3	INFLUENZA	T: 315-337
MARCH 8	CHOLERA	T: CHAPTER 5
MARCH 10	SMALLPOX	T: CHAPTER 3; ALCHON 2003
MARCH 15	THE HUMBLE MOSQUITO	T: 147-190; PAULES AND FAUCI 2017
MARCH 17	OR DEADLIEST ANIMAL?	T: 347-390
MARCH 22	TOO MUCH LOVE	T: CHAPTER 2, 11; JONES 1992
MARCH 24	WHO IS CONTROLLING WHOM?	MOORE 1984; WRIGHT <i>ET AL.</i> 2013
MARCH 29	INFECTIOUS DISEASE + CLIMATE CHANGE	MYERS <i>ET AL.</i> 2013; ELGUERO <i>ET AL.</i> 2015
MARCH 31	COVID-19	TBA, WILL BE POSTED BY MARCH 31
APRIL 7	EVOLUTIONARY CONSEQUENCES OF DISEASE	T: 391-425
APRIL 12	REVIEW AND CLASS WRAP-UP	T: 463-468

Journal Articles

aClark D. 2010. *Germs, genes and civilization: How epidemics shaped who we are today*. FT Press: New Jersey: 33-65.

Michaud CM, CJL Murray and BR Bloom. 2001. Burden of disease – Implications for future research. *Journal of the American Medical Association* 285: 535-539.

Crawford DH. 2007. *Deadly Companions*. Oxford University Press; New York: 9-27.

Armelagos GJ, PJ Brown and B Turner. 2005. Evolutionary, historical and political economic perspectives on health and disease. *Social Science and Medicine* 61: 755-765.

Watts S. 1997. *Epidemics and History: Disease, Power and Imperialism*. Yale University Press: New Haven: 269-279.

bClark D. 2010. *Germs, genes and civilization: How epidemics shaped who we are today*. FT Press: New Jersey: 1-12.

Ko DC and TJ Urban. 2013. Understanding human variation in infectious disease susceptibility through clinical and cellular GWAS. *PLOS Pathogens* 9: e1003424.

Papagrigrakis MJ, C Yapijakis, PN Synodinos and E Baziotopoulou-Valavani. 2006. DNA examination of ancient dental pulp incriminates typhoid fever as a probable cause of the Plague of Athens. *International Journal of Infectious Diseases* 10: 206-214.

DeWitte SN. 2016. The anthropology of plague: insights from bioarchaeological analyses of epidemic cemeteries. *The Medieval Globe* 1: 97-123.

aDonoghue HD, GM Taylor, A Marcsik, E Molar, G Palfi, I Pap, M Teschler-Nicola, R Pinhasi, YS Erdal, P Veleminsky, J Likovsky, MG Belcastro, V Mariotti, A Riga, M Rubini, P Zaio, GS Besra, OY-C Lee, HHT Wu, DE Minnikin, ID Bull, J O'Grady and M Spigelman. 2015. A migration-driven model for the historical spread of leprosy in medieval Eastern and Central Europe. *Infections, Genetics and Evolution* 31: 250-56.

Salgado CG, JG Barreto, MB da Silva, IMB Goulart, JA Barreto, NF de Medeiros, JA Nery, MAC Frade and JS Spencer. 2018. Are Leprosy cases reliable? *The Lancet Infectious Diseases* 18: 135-137.

Cambau E, P Saunderson, M Matsuoka, ST Cole, M Kai, P Suffys, PS Rosa, D Williams, UD Gupta, M Lavania, N Cardona-Castro, Y Miyamoto, D Hagge, A Srikantam, W Hongseng, A Indropo, V Vissa, RC Johnson, B Cauchoix, VK Pannikar, EAWD Cooreman, VRR Pemmaraju, L Gillini. 2018. Antimicrobial resistance in leprosy: results of the first prospective open survey conducted by a WHO surveillance network for the period 2009-15. *Clinical Microbiology and Infection* 24: 1305-1310.

Bos KI, KM Harkins, A Herbig, M Coscolla, N Weber, I Comas, SA Forrest, JM Bryant, SR Harris, VJ Schuenemann, TJ Campbell, K Majander, AK Wilbur, RA Guichon, DL Wolfe Steadman, D Collins Cook, S Niemann, MA Behr, M Zumarraga, R Bastida, D Huson, K Nieselt, D Young, J Parkhill, JE Buikstra, S Gagneux, AC Stone and J Krause. 2014. Pre-Columbian mycobacterial genomes reveal seals as a source of New World human tuberculosis. *Nature* 514: 494-497.

bDonoghue HD, A Marcsik, C Matheson, K Vernon, E Nuorala, JE Molto, CL Greenblatt and M Spigelman. 2005. Co-infection of *Mycobacterium tuberculosis* and *Mycobacterium leprae* in human archaeological samples: a possible explanation for the historical decline of leprosy. *Proceedings of the Royal Society B* 272: 389-394.

Alchon SA. 2003. *A Pest in the Land: New World Epidemics in a Global Perspective*. University of New Mexico Press: Albuquerque: 147-172.

Paules CI and AS Fauci. 2017. Yellow fever – once again on the radar screen in the Americas. *The New England Journal of Medicine* 376: 1397-1399.

Jones JH. 1992. *Bad Blood: The Tuskegee Syphilis Experiment*. The Free Press: New York: 1-15 & 206-219.

Moore J. 1984. Parasites that change the behavior of their host. *Scientific American* 250: 108-115.

Wright GA, DD Baker, MJ Palmer, D Stabler, JA Mustard, EF Power, AM Borland and PC Stevenson. 2013. Caffeine in floral nectar enhances a pollinator's memory of reward. *Science* 339: 1202-1204.

Myers SS, L Gaffikin, CD Golden, RS Ostfeld, KH Redford, TH Ricketts, WR Turner and SA Osofsky. 2013. Human health impacts of ecosystem alteration. *Proceedings of the National Academy of Science* 110: 18753-60.

Elguero E, LM Délicat-Loembet, V Rougeron, C Arnathau, B Roche, P Becquart, J-P Gonzalez, D Nkoghe, L Sica, EM Leroy, P Durand, FJ Ayala, B Ollomo, F Renaud and F Prugnolle. 2015. Malaria continues to select for sickle cell trait in Central Africa. *Proceedings of the National Academy of Science* 112: 7051-54.

COURSE POLICIES

Class expectations: You are expected to read this outline in its entirety and follow all guidelines as they are clearly set out. If you have any questions, ask them as soon as possible. I will not necessarily be checking my email the night before an assignment is due so please plan accordingly. This class will be a respectful place; no insulting language or actions will be tolerated. **There is absolutely no photography or lecture recording permitted in this class.**

Courtesy in Communication: Feel free to email me regarding concerns, however please read through the course outline first, as often, the answer can be found here. In composing your email, you must send it from your Lakehead account (I am not allowed to reply to personal email accounts so if I do not reply, that is why), include your course number in the subject field and write a formal email (this means actual sentences), addressing myself in a respectful manner (Dr. Whitaker), use complete sentences and sign your email with your full name and student number. Please do not simply attach assignments to blank emails or write as though you are sending a text to your friend. I will try to answer emails in a timely manner, usually within 48 hours, though I will not be checking or responding to emails from 6pm on Friday to 9am on Monday.

Readings: You are expected to complete all readings BEFORE the assigned class. We may discuss the readings in class, but your lectures will not follow them so come to class prepared to answer questions.

Attendance: It is HIGHLY recommended you attend all classes. It is expected you will show up and participate in every class. Lecture notes and power point presentations WILL NOT be provided so it is up to you to ensure you are keeping up with the pace of the course. Please see me as soon as possible if you feel you are getting behind.

Late Assignments: You are expected to submit all work on time. If an assignment is late, 5% will be deducted for every 24 hours past the due date and will not be accepted after three days (72 hours after the deadline). The Anthropology Department will not accept assignments in person or by email. Deadlines are firm and **no extensions** will be given unless there are extenuating circumstances and the appropriate documentation (e.g. doctor's note, obituary) is provided. If an extension is required, Dr.

Whitaker must be informed by e-mail at least 24 hours BEFORE the assignment is due by email. Required documentation will be specific to each case but may include a Lakehead medical certificate or death certificate as appropriate. You must have a response from Dr. Whitaker indicating the granting of an extension as confirmation it has been accepted. Please note stating that you have a lot of other course work is not grounds for an extension, and honestly, no professor wants to hear this excuse. Required documentation will be specific to each case as appropriate. You must have a response from Dr. Whitaker indicating the granting of an extension as confirmation it has been accepted. **ALWAYS** keep a backup copy of your work!

Submitting Assignments by Email: Since you will not be submitting your assignments in class, you are still expected to submit all assignments on time, which is by 10:00pm on Monday or Wednesday. In submitting your assignment compose an email (refer to the section above on Courtesy in Communication) and include your assignment as a single **WORD** attachment (no other formats will be accepted). Please name the attachment in the format Last Name Assignment Type (ie. Whitaker Article Summary). I will not accept an assignment if it is not named in the correct format.

Regrading Assignments: If you feel you deserve a different mark on an assignment, please use the following procedure: **take 24 hours to consider your assignment.** Read through all of the comments and think about what aspects you understand and agree with and where you have concerns. After 24 hours compose a written explanation of why you feel you deserve a different mark by specifically referring to areas within your paper and the grading rubric for your specific assignment. Do not discuss your work in relation to other students', but rather within the context of the work you have put into it and the assignment expectations. Email your explanation as an attachment and also include a copy of your marked assignment. You can expect a response within 72 hours, however, keep in mind your mark could remain the same, be increased, or possibly decreased upon a secondary review.

Academic Conduct: You are expected, as a university student, to abide by and follow the student code of conduct. This means you will submit only your own, original work. If it is found that you have been less than honest in your submission you may receive a mark of zero for the assignment or the course and may possibly face further penalties. Just don't do it. **The standard definition of plagiarism is copying four or more words in a row without quote marks. A consistent pattern of "paraphrasing" by changing only one or two words also constitutes plagiarism.**

GENERAL REGULATIONS

Student Accessibility Services (SAS) (Thunder Bay) and Student Affairs (Orillia) coordinate services and facilitates reasonable academic accommodations for students with disabilities. Academic accommodations are provided on the basis of documentation of a disability. Additional information is available at the following campus websites:

Thunder Bay: <http://learningassistance.lakeheadu.ca/>.

Orillia: <http://orillia.lakeheadu.ca/about-us--orillia-student-affairs/>

ACADEMIC DISHONESTY:

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating and impersonation. Penalties for dealing with such offences will be strictly enforced.

A copy of the "Code of Student Behaviour and Disciplinary Procedures" including sections on plagiarism and other forms of misconduct may be obtained from the Office of the Registrar.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

(a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.

(b) A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

Students disciplined under the Code of Student Behaviour and Disciplinary Procedures may appeal their case through the Judicial Panel.

Note: "Plagiarism" shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

A listing of University Regulations can be found at:

<http://calendar.lakeheadu.ca/current/contents/regulations/univregsintro.html>

The code of student behaviour and disciplinary procedures can be found at:<http://policies.lakeheadu.ca/policy.php?pid=60>