

Plagues and People ANT 3930

Spring 2019, MWF 9:35-10:25, BLK 0415

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Office Hours: Tuesday 1:30 – 3:00; Wednesday 1:30 – 3:00

(Office location: Florida Museum of Natural History, Dickinson Hall, Room 102)

This course provides an overview of how plagues and epidemics have shaped human prehistory and history. The course is organized by two themes. First, we consider the long-term human experience with infectious disease in terms of “Epidemiological Transitions.” Although diseases have been around as long as humans (and much longer), there seem to be major spurts in epidemics at certain points in history that can be attributed to human activities. Although scientists differ on the number of epidemiological transitions that have occurred, we will focus on four: (1) the evolution of urbanism and states; (2) colonial interactions beginning in the fifteenth century AD; (3) the rise of industrialism; and (4) the recent appearance of emergence and re-emergent diseases.

The ways in which we will discuss these transitions constitute the second theme of the course: we will focus on the materiality of epidemics. This means several things. We will emphasize understanding the history of disease through the archaeological, textual, and human biological record (e.g., skeletal evidence). However, materiality also implies how the material culture world created by humans in turn continues to shape our lives in oftentimes unanticipated ways. In this respect, we will examine for example how large-scale social transformations such as animal domestication and urbanism have produced novel forms of human/disease interactions.

Throughout the course we will undertake an anthropological understanding of how infectious disease has been conceptualized at different times and by different cultural groups, and how epidemics may be viewed as a threat to the social order. In the contemporary world epidemics continue to occur and new, highly virulent diseases are emerging at a rapid rate. The reasons underlying these ongoing threats and the implications for the future health of humans will be explored.

Learning Outcomes: By the end of the semester the student should be able to:

- 1) Explain how anthropology contributes to the field of epidemiology.
- 2) Define the concept of an epidemiological transition.
- 3) Describe how human activities have instigated the occurrence of epidemics since the advent of the Neolithic Revolution (i.e., since the development of agriculture and sedentary societies).
- 4) Critically evaluate how societies use disease to create stereotypes about other peoples, about gender roles, and about belief systems.
- 5) Explain the debates concerning the future likelihood and nature of broad-scale epidemics.

Course requirements for the class include two exams (mid-term and final), each worth 100 pts.; two quizzes, each worth 50 pts.; and a take-home assignment (50 pts.) The first and second exams will cover the first and second halves of the course, respectively. The quizzes will occur at about the 1/4 and 3/4 points of the course. *The take-home assignment will be an epidemiological case study followed by a series of directed questions (it is not a research paper).*

A total of 350 pts. is possible in the course, and your final grade will be based on the scale below:

Points	Grade	Points	Grade
329-350	A	249-268	C
315-328	A-	245-258	C-
304-314	B+	234-244	D+
294-303	B	224-233	D
280-293	B-	210-223	D-
269-279	C+	< 210	E

* Each unexcused absence will be a subtraction of five points

Class Conduct

Please follow the basic rules of politeness to your class peers. Cell phone ringers should be turned off. If you are late, please sit in the back so as to not interrupt the lecture. You are responsible for getting any notes missed due to tardiness, I will not go over lectures that you missed or were late for during office hours unless you have an excused absence.

Cheating and Plagiarism

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/scr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel

Absences

Attendance is taken in this course. **Each unexcused absence will lead to a subtraction of 5 points from your grade cumulative point total.** Please note: I do not post course notes, nor will I review an unexcused missed class day in detail during office hours. If you miss a day, you should consider contacting one of your colleagues in the course about lecture material.

If you miss an exam, quiz, or due date for the take-home assignment, you must have a valid excuse in order to be allowed a make-up day. Justifiable absences are detailed by the university at the following link: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

If an absence is anticipated due to official university activities, please let me know ahead of time. In such cases I will be happy to work with you to develop an alternative date for a test or assignment, or to work with you to make up material missed during a lecture. But you must let me know beforehand.

Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Required Texts: There are two required texts for the class:

- Watts, Sheldon (1997). *Epidemics and History: Disease, Power, and Imperialism*. New Haven, CT.
- Sherman, Irwin (2006). *The Power of Plagues*. ASM Press, Washington, DC.

Outside Readings:

These will be available through the E-Learn portal. They are denoted with an asterisk(*) on the syllabus reading schedule starting on the next page.

Barnes, Ethne

2005 *Diseases and Human Evolution*. University of New Mexico Press, Albuquerque.

- Chap. 20, “The Globalization of Influenza”

Garrett, Laurie

1994 *The Coming Plague: New Emerging Diseases in a World Out of Balance*. Penguin Books, NY.

- Chap. 2, “Health Transition”
- Chap. 13, “The Revenge of the Germs, or Just Keep Inventing New Drugs”
- Chap. 14, “Thirdworldization”

Milanich, Jerald

1999 *Laboring in the Fields of the Lord: Spanish Missions and Southeastern Indians*.

Smithsonian Institution Press, Washington, DC.

- Chap. 5, “Franciscan Friars and Native Chiefs”

Wills, Christopher

1996 *Yellow Fever, Black Goddess: The Coevolution of People and Plagues*. Helix Books.

- Chap. 7, “A Cleverer Pathogen”

Schedule of Classes and Topics

Week	Topic	Reading
I (Jan. 7)	<u>WHAT IS INFECTIOUS DISEASE?</u> Basics of infectious disease Infectious disease and the immune system	Sherman, Chap. 1 Sherman, Chap. 10
<u>SECTION 1. THE FIRST EPIDEMIOLOGICAL TRANSITION</u> The Materiality of Empires and Epidemics		
II (Jan. 14)	Infectious Disease in the Ancient World: Cities and Trade Hunters-Gatherers and Infections Agriculture, Urbanism, and Crowd Diseases Disease in the Ancient World	Sherman, Chap. 2
III (Jan. 21)	The Trajectory of Epidemics from Medieval to Renaissance Times <i>No class on Monday, Jan. 21: MLK Holiday</i> Leprosy and the Return of the Black Plague	Watts, Chaps. 1 & 2
IV (Jan. 28)	Classical Foundations of Medicine Greeks, Romans and the Tools of the Trade Medieval Medicine and Society	Sherman, Chap. 11
Feb. 1	Quiz 1	
<u>SECTION 2. THE SECOND EPIDEMIOLOGICAL TRANSITION</u> Re-sculpting the World through the Columbian Exchange		
V (Feb. 4)	Plagues and Colonialism: The New World Experience The Scourge of Small Pox Questions on the Scale of Demographic Collapse	Sherman, Chap. 9 Watts, Chap. 3
VI (Feb. 11)	Plagues and Colonialism: The Old World and Pacific Islands Debating the Origins of Syphilis Old World Pathogens Hindering European Expansion	Sherman, Chap. 12
VII (Feb. 18)	Pathogens Encircling the Globe through Exploration and War Typhus and the Reconquista to the “Spanish” Flu	Sherman, Chap. 17 Barnes 2005*, ch. 20
VIII (Feb. 25)	Visions of Plague Art, Aesthetics, and Plagues	
Feb. 27	Exam 1	
MARCH 4	SPRING BREAK	
<u>SECTION 3. THE THIRD EPIDEMIOLOGICAL TRANSITION</u>		

Development, Pollution and Pathogens

VIII (Mar. 11) Industrialization, the Built Environment and Contagion

City Living and the Birth of the Germ Theory Watts, Chap. 5
Class and Cholera

Take-home assignment handed out

IX (Mar. 18) The Public Health Movement

Sanitation, Typhoid Fever, and Infrastructural Violence Barnes 2005*, ch. 16
The Hygiene Hypothesis Wills 1996*, Chap. 7

X (Mar. 25) Disease and Development

The Spread of Mosquitoes: Malaria, Yellow Fever Sherman, Chap. 7
Climate Change and Disease: Hantaviruses Watts 1997, pp. 228-256

March 29 Quiz 2

SECTION 4. THE FOURTH EPIDEMIOLOGICAL TRANSITION

Creating the Conditions for New and Re-Emergent Germs

XI (Apr. 1) Emergent Diseases

Deforestation and Ebola Sherman, Chap. 17
Mad Cows and Hamburgers
HIV-AIDS

XII (Apr. 8) Deja Flu: New Visits from Old Diseases

Pathogen Resistance and the End of Wonder Drugs Garrett*, Chap. 13
Tuberculosis Sherman, Chap. 13

XIII (Apr. 15) Structural Violence and Infectious Disease

“Thirdworldization”: Poverty and Disease Garrett*, Chap. 14
Evolutionary Consequences of Disease Garrett*, Chap. 2

CLOSING TOPICS

XIV (Apr. 22) History of the Disease Experience in Florida

The Spanish Mission System Milanich 1999*, ch. 5
Mosquitoes: Yellow Fever, Malaria, and Zika

April 24 Exam 2