

Topics in Anthropology: Human/Animal Disease Transfer ANTH 4090.001 / BIOL 4000.004

Time: MW 1:25 pm – 2:15 pm; F online

Location: Fretwell 419



Instructor: Dr. Lydia E. O. Light

Office: Barnard 215

Email: llight1@uncc.edu

Office Hours: MW 9:00 am - 11:00 am and by appointment

COURSE DESCRIPTION:

Zoonoses are infectious diseases that are transferred between humans and animals. Regardless of whether they begin within animals and transfer to humans or begin in humans and transfer to animals, they have the capacity to produce large-scale human suffering. This course will examine the processes that are involved in human-animal disease transfer with particular attention paid to the complex ways in which culture and health articulate to further the spread of these diseases both today and in our human past. We will also incorporate lessons learned from medical anthropology and applied anthropology to conceptualize realistic, structurally-informed solutions that can serve to lessen the spread of these diseases or help find ways to cope with the aftermath.

COURSE UNITS:

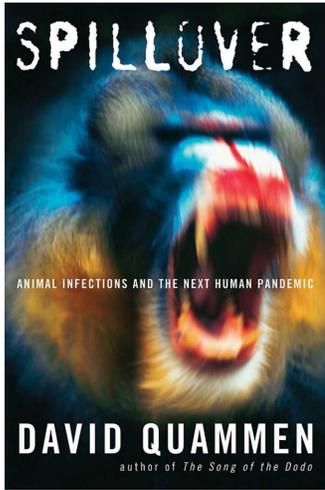
Unit One: This unit will provide students with an overview of the biological processes involved with zoonotic diseases. While brief, this overview will cover various types of pathogens as well as the requirements for infection.

Unit Two: During this unit, students will work in small teams to present in-depth information on specific diseases. Diseases to be covered include influenza, plague, tuberculosis, Ebola virus, Zika, SARS, malaria, and more. Students will present the immunology of the disease situated within an anthropological example.

Unit Three: The final unit will explore anthropological concepts and their role in zoonotic diseases both past and present, including the effects of culturally prescribed settlement patterns, caring for the ill or dead, and perceptions of health and disease. All class meetings during this unit will be led by graduate students.

***This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

REQUIRED MATERIALS:



Spillover

2012

By David Quammen

ISBN-13: 978-0393066807

(This text can be purchased in any format, new or used)

Additional readings will be assigned as needed and will be posted on the Canvas page. Students will also need to find additional sources for both major assignments.

COURSE REQUIREMENTS:

All students are expected to **take responsibility for their learning** in this course. This includes attending class, completing assigned readings, participating in small group and class discussions, turning in all take-home assignment on time and keeping up to date on all information presented via Canvas. All students are encouraged to visit me during my office hours for assistance. Unanticipated factors such as time constraints and accessibility of reading material may influence the planned topics and schedule. All changes in course content and schedule will be announced as far in advance as is feasible.

EXAM: There will be **one exam** at the conclusion of the first unit worth 10% of your final grade. This exam will include multiple-choice, true-false, and matching questions related to zoonoses.

DISEASE REPORT: Students will complete a team-based presentation. The team is responsible for leading the entire class discussion for their assigned day and should design and implement an in-depth presentation that covers the history and immunology of the assigned disease. Teams will also be required to include at least one anthropological aspect of the disease. In addition to leading class discussion, teams must submit an annotated bibliography used to complete the report that includes at least five peer-reviewed sources, including one specific to the anthropological component of the report. The disease report will be worth 20% of your final grade.

WRITTEN ASSIGNMENTS: There are four different types of written assignments for this class with different grading criteria (specific instructions will be provided on Canvas). The four types of assignments are as follows:

- 1) *TERM PAPER:* One **8-10 page research paper** will be assigned during the final unit. These papers will cover anthropological perspectives on a zoonosis of the student's choice. Paper topics and preliminary reference lists must be submitted on Canvas for approval by the instructor. The paper will be worth 20% of your final grade. Details will be provided on Canvas.

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- 2) *READING SUMMARIES*: Frequent, lengthy readings will be required for this course. Brief reading summaries need to be completed and uploaded to Canvas prior to class on the date the reading is listed on the syllabus. I will drop three reading summary grades. Together, reading summaries will be worth a total of 10% of your final grade.
- 3) *VIDEO RESPONSE PAPERS*: Throughout the semester, I will be showing videos that help clarify or expand on topics covered in class. The videos do NOT serve to fill empty time but should instead be considered valuable learning material. Therefore, you will be asked to complete video response papers worth a total of 10% towards your final grade. However, only half of the class (preassigned) will complete video responses – the other half will complete a peer response (see below). Video response papers are due **the following Monday before the next class**. Instructions for completing the video response papers will be posted on Canvas.
- 4) *PEER RESPONSES*: Following each video response, students are **required** to submit through Canvas a written response to one of their classmate's video response papers. Again, these papers are NOT designed to fill empty time but are instead intended to cultivate students' ability to constructively critique the work of others and to become more familiar with the valuable peer-review process typical in more advanced academic work. While students *may* respond to more than one student in any given peer response paper, students *may not* respond to the same student more than once. Peer response papers are due one week after the video response papers and make up 10% of your final grade.

PARTICIPATION: This class will be presented in a seminar style, requiring all students to participate in class discussions. Contributions to class discussion will be measured during each class period by frequency, relevance, and depth. Participation will be graded and will count for 10% of your final grade.

ATTENDANCE: Attendance will be required and will count for 10% of your final grade. You are allowed three absences without penalty during the semester. Therefore, if you have to miss class for a university-approved reason, please contact me beforehand or within 24 hours of missing class (or within 24 hours of being capable of contacting me).

There will be **NO EXTRA CREDIT OPPORTUNITIES**, as this is an advanced course.

LATE WORK POLICY: Late work WILL be accepted but will be penalized 10% for each 24-hour period from the time the assignment is due. As written work will be submitted online, this 24-hour policy holds over weekends and holidays as well. There are NO make-up opportunities for the disease report; students not present for the presentation will forfeit credit for that portion of the assignment.

GRADING:

Assessment	Percent of final grade
Exam	10%
Disease Report	20%
Term Paper	20%
Reading Summaries	10%
Video Response Papers	10%
Peer Response Papers	10%
Attendance	10%
Participation	10%
Total	100%

Final course grades will be assigned as follows:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

CLASSROOM BEHAVIOR

My classroom is a place where open-minded, independent thinking is encouraged. To facilitate this environment, all students are expected to act with respect and maturity towards their fellow students, the instructor, and any visiting speakers.

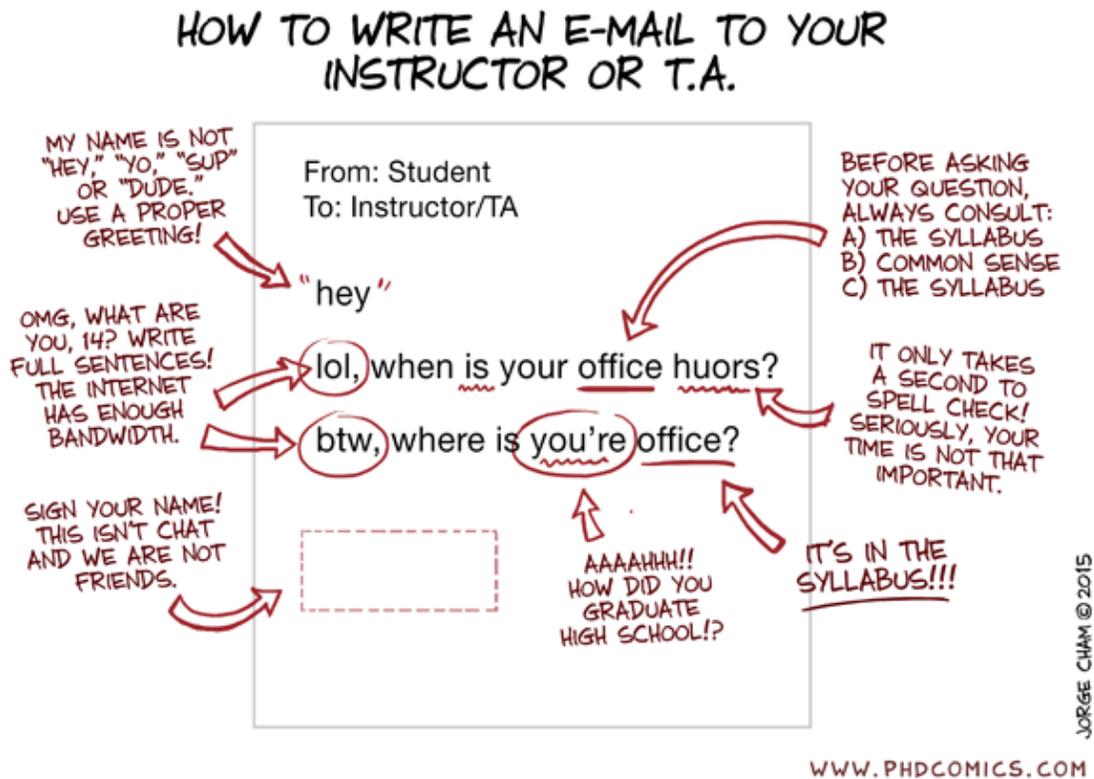
I hold the following expectations for my students:

- 1) All cell phones (smart or dumb) and other personal electronics must be **put away before the start of class** and kept out of sight. If you are using a laptop, I ask that you use it **only for taking notes or completing in-class activities**. If you have extenuating circumstances, please discuss these with me during the first week of class.
- 2) To reduce in-class distractions, please **remain seated during class**. If you know you need to leave prior to the end of class, please speak to me before class begins.
- 3) Please save your personal discussions for after class and **avoid interrupting classmates**.
- 4) Arrive **on-time** for class and refrain from packing up your belongings before the lecture is finished. While it is reasonable to be late occasionally, habitual tardiness is not acceptable. If you have extenuating circumstances, please contact me.
- 5) Some of the material covered in class may be perceived as controversial. Please remain respectful of your classmates (and instructor) during discussions of such nature. Each of us may have strongly differing opinions on the various topics of class discussions. The orderly questioning of the ideas of others, including mine, is welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further and may subsequently lose opportunities for course credit.

This syllabus contains the policies and expectations I have established for the Topics in Anthropology: Human/Animal Disease Transfer course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

COMMUNICATION POLICY

I try to be available to students as much as possible. In addition to being available during office hours, feel free to email me at lighth1@uncc.edu with questions. I will respond to emails within 24 hours, but usually much sooner. However, if there is no question in the email that needs to be answered or the question is explicitly stated here in the syllabus, I will not respond to the email. Also, if the email is not written in a professional manner, I will request ONCE that you follow proper formatting, after which I will stop communicating with you via email.



SCHOLASTIC DISHONESTY

I do not tolerate any form of academic dishonesty in my class. I will not tolerate any attempts to manipulate grading opportunities or misappropriate credit for work done and will penalize any student violating the university policies on scholastic dishonesty. I reserve the right to ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work. All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic

Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or [online](#).

ACADEMIC ASSISTANCE & ACCOMMODATIONS

I encourage all of my students to seek out additional assistance if they are concerned about their academic performance (and even if they are not). I am always available to meet with students either during my office hours or by appointment. In addition, the university provides a number of services designed to help students excel academically. Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations.

TITLE IX REPORTING POLICY

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many UNC Charlotte employees, including all faculty members, are considered [Responsible Employees](#) who are required to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. **This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator.** Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center (counselingcenter.uncc.edu, 7-0311); (2) Student Health Center (studenthealth.uncc.edu, 7-7400); or (3) Center for Wellness Promotion (wellness.uncc.edu, 7-7407). Additional information about your options is also available at titleix.uncc.edu under the “Students” tab.

TENTATIVE SCHEDULE – SUBJECT TO CHANGE

	Week	Date	Class Topic	Assignment Due
UNIT ONE: Background	1	Aug 22	Introduction	
		Aug 24	Group Selections	
		Aug 27	The Immune System	Reading #1
	2	Aug 29	Pathogens	Reading #2
		Aug 31	Video – <i>The Anthropologist</i>	
		Sept 3	NO CLASS – Labor Day	
	3	Sept 5	Transmission	Video Response #1 Due! Reading #3
		Sept 7	Peer Response	
		Sept 10	One Health	Peer Response #1 Due! Reading #4
	4	Sept 12	Anthropology of Zoonotic Disease	Reading #5
		Sept 14	EXAM 1	
	UNIT TWO: Disease Reports		Sept 17	Tripanosomiasis
5		Sept 19	Hendra	Quammen Ch. 1
		Sept 21	Video – <i>Outbreak</i>	
		Sept 24	Ebola	Video Response #2 Due! Quammen Ch. 2
6		Sept 26	Study Abroad Fair	
		Sept 28	Peer Response	
		Oct 1	Tuberculosis	Peer Response #2 Due! Reading #7
7		Oct 3	Malaria & Yellow Fever	Quammen Ch. 3
		Oct 5	Video – <i>Mosquito</i>	
		Oct 8	NO CLASS – Fall Recess	
8		Oct 10	SARS	Video Response #3 Due! Quammen Ch. 4

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	Oct 12	Peer Response			
UNIT TWO: Disease Reports	9	Oct 15	Lyme disease	Peer Response #3 Due! Quammen Ch. 5	
		Oct 17	Plague	Reading #8	
		Oct 19	Video – <i>Return of the Black Death</i>		
	10	Oct 22	Herpes B	Video Response #4 Due! Quammen Ch. 6	
		Oct 24	Lyssaviruses	Quammen Ch. 7	
		Oct 26	Peer Response		
	11	Oct 29	Anthrax	Peer Response #4 Due! Reading #9	
		Oct 31	HIV-AIDS	Quammen Ch. 8	
		Nov 2	Video – <i>Fire In The Blood</i>		
	12	Nov 5	Rabies	Video Response #5 Due! Quammen Ch. 9	
		Nov 7	Zika, Dengue, Chikungunya	Reading #10	
		Nov 9	Peer Response	Term Paper Topic Due!	
	UNIT THREE: Anthropological Concepts	13	Nov 12	Grad-led topic TDB	Peer Response #5 Due! Reading #11
			Nov 14	Grad-led topic TDB	Reading #12
			Nov 16	Video – <i>Contagion</i>	
14		Nov 19	Grad-led topic TDB	Video Response #6 Due! Reading #13	
		Nov 20-22	NO CLASS – Thanksgiving Break		
15		Nov 26	Grad-led topic TDB	Reading #14	
		Nov 28	Grad-led topic TDB	Reading #15	
		Nov 30	Peer Response		
16		Dec 3	Grad-led topic TDB	Peer Response #6 Due! Reading #16	
		Dec 5	Final Thoughts	Term Paper Due!	