Contagion (SCAN10070)

The Plague at Ashdod, Nicolas Poussin, 1630
Contagion (SCAN10030)

University of Edinburgh
School of Social and Political Science
Social Anthropology
2015/16, Semester Two

Key Information

<table>
<thead>
<tr>
<th>Course Organisers</th>
<th>Professor Ian Harper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Email: <a href="mailto:ian.harper@ed.ac.uk">ian.harper@ed.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Room 3.23</td>
</tr>
<tr>
<td></td>
<td>18 Buccleuch Place, EH8 9LD</td>
</tr>
<tr>
<td></td>
<td>Guidance &amp; Feedback Hours: Tuesdays 11:00 – 13:00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Tuesdays 09.00 – 10.50, Room G.8, 1 George Square</td>
</tr>
<tr>
<td>Seminar</td>
<td>Thursdays 12.10 – 13.00, Room LG.08, David Hume Tower</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Secretary</th>
<th>Miss Lizzie Robertson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Email: <a href="mailto:lizzie.robertson@ed.ac.uk">lizzie.robertson@ed.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Undergraduate Teaching Office</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Deadlines</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Short essay: 12 noon, Tuesday 9th February 2016</td>
<td></td>
</tr>
<tr>
<td>Feedback and marks returned via ELMA Tuesday 1st March 2016</td>
<td></td>
</tr>
<tr>
<td>Long essay: 12 noon, Tuesday 19th April April 2016</td>
<td></td>
</tr>
<tr>
<td>Feedback and marks returned via ELMA Tuesday 10th May 2016</td>
<td></td>
</tr>
</tbody>
</table>

Aims & Objectives

Infectious diseases have had a profound impact on human history. In this course we take a broad historical approach to understanding the relationships between people and microbes. Drawing on the work of cultural historians, anthropologists, epidemiologists we take a wide-ranging cross disciplinary look at the phenomenon and the impact that infectious diseases have had on societies across the world. We shall look at the role of fear, migration, the state, globalisation and trade, the rise of magic bullets and antibiotics, the part of the laboratory and modern diagnostics, and art in both the way that infections have moulded culture, and our responses to this.
CONTENTS

Learning Outcomes 4
Teaching Methods 4
Attendance 4
Communications 5
Readings 5

Lecture Summary 6
Plague! 6

Course Lectures and Readings 7 – 16

Appendix 1 – Submission & Assessment Information
  Word Count Penalties 17
  ELMA: Submission and Return of Coursework 17
  Return of Feedback 18
  The Operation of Lateness Penalties 18
  How to Submit a Lateness penalty Waiver Form 19
  Plagiarism Guidance for Students 20
  Data Protection Guidance for Students 20

Appendix 2 – General Information
  Students with Disabilities 21
  Learning Resources for Undergraduates 21
  Discussing Sensitive Topics 22
  External Examiner 22
Learning Outcomes
On completion of this course, the students: 1) Will have a clear understanding of the role of infectious disease in both history and social organization; 2) Be able to understand how infectious disease leads to a deeper understanding of issues relating to globalization, international politics and global health; 3) Be able to analyse these issues of infection, and its consequences - from an anthropological perspective 4) develop an understanding of infectious diseases from perspectives not directly related to their core disciplinary training, for example historical dimension for anthropologists, or anthropological analyses for medical students 5) Will learn from each other on the key disciplinary issues from which students draw.

Teaching Methods
The course involves one two-hour session a week for the whole class, together with small group support teaching in separate one-hour sessions (starting in week 2). In the main session, most weeks will involve a mixture of a lecture and student presentations and some discussion.

The seminar support teaching will be varied, but will be concerned with addressing issues in the media, film, and / or readings that relate to issues raised in the main sessions. Students should note that participation in the seminar group support teaching sessions is compulsory and attendance will be recorded.

Rotating through the semester students will be asked to make a brief presentation on an issue relating to that weeks teaching. This student presentation will lead into the discussion for that week. The rationale behind this is to allow you to develop presentation skills, and to make class discussion more focused.

Assessment
Students will be assessed by:

(1) A short 1,500 word essay (worth 20%), due on February 9th 2016, focusing on a contemporary infective issue (this could be Ebola, 'bird flu', HIV, etc) and the impact this has had on human relations. A range of websites will be made available for this purpose (eg the WHO, Centre for Disease Control (CDC) etc.). The first summative assessment will be used to feedback on the understanding of analyses that lie outside of the student’s disciplinary training and to allow focus for the final assessment.

(2) The second piece of assessment, due at noon on April 19th 2016, is a more formal 4,000 word essay (worth 80%) focusing on a key theme addressed during the course. A list of essay titles will be provided. You will be expected to show initiative in going beyond the set readings for the course.

Please refer to Appendix 1 for additional information about assessment and submission procedures.

Attendance
Attendance and participation in the lectures and discussion are essential for developing an understanding of the topics.
Communications:
You are strongly encouraged to use email for routine communication with lecturers. We shall also use email to communicate with you, e.g., to assign readings for the second hour of each class. All students are provided with email addresses on the university system, if you are not sure of your address, which is based on your matric number, check your EUCLID database entry using the Student Portal.

This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use 'private' email addresses such as yahoo or hotmail; it is therefore essential that you check your university email regularly, preferably each day.

Readings
Please do not be put off by the size of the reading list. Each week is divided into essential and additional reading, the latter there for you to follow up your own interests. There are also a great number of both ethnographies and historical monographs on infectious diseases. Please do try and read one of each during the course of the semester.

Most Essential Readings can also be obtained electronically via the links in the main library catalogue. If you have any difficulty getting hold of any of the readings, contact the course organiser.

Christmas readings (also relevant throughout the course)

Lecture Summary

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>History, society and infectious disease</td>
</tr>
<tr>
<td>2</td>
<td>Sitala, the Goddess of Smallpox and disease elimination</td>
</tr>
<tr>
<td>3</td>
<td>Cholera, colonialism, and public health</td>
</tr>
<tr>
<td>4</td>
<td>Migration and Infection</td>
</tr>
<tr>
<td>5</td>
<td>Tuberculosis, DOTS and development</td>
</tr>
<tr>
<td>6</td>
<td>Vaccination, politics and resistance</td>
</tr>
<tr>
<td>7</td>
<td>The rise of drug resistance</td>
</tr>
<tr>
<td>8</td>
<td>Constituting crisis and the emergence of “global health”</td>
</tr>
<tr>
<td>9</td>
<td>Lessons from Ebola</td>
</tr>
<tr>
<td>10</td>
<td>Responding to contagion: Art and infection</td>
</tr>
<tr>
<td>11</td>
<td>Responding to contagion: Art and infection (continued)</td>
</tr>
</tbody>
</table>

During the semester we will be visiting the National Library of Scotland for their exhibition: **Plague!**

11 December 2015 to 29 May 2016 [http://www.nls.uk/exhibitions](http://www.nls.uk/exhibitions)
Course Lectures and Readings

Week 1, January 12th

Introduction: History, society and infectious disease

This week we introduce the ways in which infectious diseases have impacted in history, and the role they play today in social organisation. We shall start to think about the differences between individual infectious diseases and their historical and epidemiological specificity. The logic of the course and the weeks will be outlined.

Essential reading


Additional reading


Week 2, January 19th

Sitala, the Goddess of Smallpox, and disease elimination

Throughout India and South Asia there is a deity, Sitala (the hot cold one), who was intimately linked to the disease of smallpox. How did the smallpox elimination campaign take into account local, cultural and religious considerations? As the only infectious disease to have been eliminated, we shall also ask what impact elimination narratives have had on our relationship with infectious agents.

Essential reading

Greenough P.1980. Variolation and vaccination in South Asia c. 1700-1865 Social science and medicine 14: 345-347

Additional Reading

Egnor M.1985. The changed mother or what the smallpox goddess did when there was no more smallpox. Contributions to Asian studies 18: 24-45
Susan D. Jones, Death in a Small Package: A Short History of Anthrax, Baltimore: John Hopkins

Week 3, January 26th

Cholera, colonialism and public health

This week we shall look at cholera and its control through history, both as an example of colonial public health and at more recent outbreaks. We will explore the issues around its spread and control today by focusing on an outbreak in Haiti after the 2010 earthquake.
Essential Reading


Additional Reading


Week 4, February 2nd

Migration and infection

The global spread of infectious disease has long been associated with the movement of people. How have nation states responded to this, and what are the implications of this for immigration policy? What do these responses tell us of how we understand infectious disease and its spread?

Essential Reading

Tuberculosis and DOTS: Development and Control

Tuberculosis has been the focus of an intense global push to control the disease through a programme developed by the World Health Organisation known as DOTS. How has the WHO understood TB and its control, and what are the implications of this approach to disease control? What is specific to the disease tuberculosis, and how does this impact these attempts?

Essential Reading


**Additional Readings**


Farmer P. 2003. *Pathologies of Power*. University of California Press (Chapter 4: A Plague on all our houses: Resurgent tuberculosis inside Russia’s Prisons)


---

No Teaching, February 16th, Innovative Learning Week
Week 6, February 23rd

Vaccination, politics and resistance

Vaccination is central to the control of infectious disease. However, the science and development of vaccines has been fraught with political issues and social resistance. This week we explore issues with vaccination, and focus specifically on the Measles, Mumps and Rubella vaccination (MMR) controversy as a case study.

Essential Readings


The MMR / Autism debate


Additional Reading

**Week 7, March 1st**

**The rise of drug resistance**

The discovery and mass production of antibiotics was perhaps the greatest revolution in medicine. But the hope that this instilled rapidly became tempered with the rise of microbial resistance. This week we look at the sociopolitical drivers of drug resistance, and the issues this raises. In addition we explore the role of the laboratory in the recognition and understanding of microbes and resistance.

**Essential Reading**


**Additional Reading**


Week 8, March 8th

Constituting Crisis and the emergence of “global health”

This week we explore the discourses and narratives around the more apocalyptic interpretations of our relationship with microbes. What are the social effects and political ramifications of these? How do security issues feed in the rise of “global health”?

Essential Reading


Additional Reading

Binder P et al. 2003. Medical management of biological warfare and bioterrorism; place of the immunoprevention and the immunotherapy. Comparative Immunology, Microbiology & Infectious disease 26: 401-421.
Week 9, March 15th

Lessons from Ebola

The recent outbreak of Ebola in West Africa, was responsible for more than 10,000 deaths. Ebola is a zoonotic disease (one which can be transmitted to humans from animals) and it provoked an unparalleled response from the international community. This week we look at the key issues this raised, and the role of the social sciences in understanding its impact and spread.

Essential reading

We will watch the film: In the shadow of Ebola (You tube). See commentary on this from Anthropologists:  http://somatosphere.net/2015/09/film-forum-in-the-shadow-of-ebola.html

Additional reading

See also the Ebola response anthropology platform http://www.ebola-anthropology.net/

There has been a vast amount of coverage on Ebola in the press. See, for example: http://www.nytimes.com/interactive/2015/04/20/world/africa/ebola-coverage-pulitzer.html?_r=0
Art and contagion

In the last two weeks we will explore the relationship between art, broadly understood, and infection. Throughout history social responses to infectious disease outbreaks have involved creative and artistic responses. We will look at this from plague, to HIV / AIDS and reflect on the complementary roles of art and science as interpretive responses to epidemics and outbreaks.

Essential Reading


Additional Reading


Meakins J. 1996. Surgical infection in art. Archives of surgery 131(12): 1289-95


APPENDIX 1 – SUBMISSION & ASSESSMENT INFORMATION

Word Count Penalties
Your Contagion short essay should be 1500 words (excluding bibliography). Essays above 1500 words will be penalised using the ordinary level criterion of 1 mark for every 20 words over length: anything between 1501 and 1520 words will lose one mark, anything between 1521 and 1540 two marks, and so on.

Your Contagion long essay should be 4000 words (excluding bibliography). Essays above 4000 words will be penalised using the ordinary level criterion of 1 mark for every 20 words over length: anything between 4001 and 4020 words will lose one mark, anything between 4021 and 4040 two marks, and so on.

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

ELMA: Submission and Return of Coursework
Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked coursework or feedback.

For information, help and advice on submitting coursework and accessing feedback, please see the ELMA wiki at https://www wiki ed ac uk/display/SPSITWiki/ELMA Further detailed guidance on the essay deadline and a link to the wiki and submission page will be available on the course Learn page. The wiki is the primary source of information on how to submit your work correctly and provides advice on approved file formats, uploading cover sheets and how to name your files correctly.

When you submit your work electronically, you will be asked to tick a box confirming that your work complies with university regulations on plagiarism. This confirms that the work you have submitted is your own.

Occasionally, there can be technical problems with a submission. We request that you monitor your university student email account in the 48 hours following the deadline for submitting your work. If there are any problems with your submission the course secretary will email you at this stage.

We undertake to return all coursework within 15 working days of submission. This time is needed for marking, moderation, second marking and input of results. If there are any unanticipated delays, it is the course organiser’s responsibility to inform you of the reasons.

All our coursework is assessed anonymously to ensure fairness: to facilitate this process put your Examination number (on your student card), not your name or student number, on your coursework or cover sheet.
**Important note to students**
To ensure your course work is submitted successfully, students should aim to upload their submissions at least 1 hour before the deadline.

Students are responsible for ensuring they have sufficient internet access and connection to submit their course work electronically. Technical difficulties and poor internet connection are not acceptable reasons for submitting work late.

You should monitor your university student email account in the 48 hours following the deadline for submitting your work. If there are any problems with your submission the course secretary will email you at this stage.

**Return of Feedback**
Feedback for coursework will be returned on the following dates:

- Short Essay (via ELMA), March 1st 2016.

**The Operation of Lateness Penalties**
Unlike in Years 1 and 2, **NO EXTENSIONS ARE GRANTED WITH RESPECT TO THE SUBMISSION DEADLINES FOR ANY ASSESSED WORK AT HONOURS LEVEL.**

Managing deadlines is a basic life-skill that you are expected to have acquired by the time you reach Honours. Timely submission of all assessed items (coursework, essays, project reports, etc.) is a vitally important responsibility at this stage in your university career. Unexcused lateness can put at risk your prospects of proceeding to Senior Honours and can damage your final degree grade.

If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of five calendar days (25 marks). Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline. For example, if the deadline is Tuesday at 12 noon, work submitted on Tuesday at any time after 12 noon will be marked as one day late, work submitted at any time after 12 noon on Wednesday will be marked as two days late, and so on.

Failure to submit an item of assessed work will result in a mark of zero, with potentially very serious consequences for your overall degree class, or no degree at all. It is therefore always in your interest to submit work, even if very late.

**Please be aware that all work submitted is returned to students with a provisional mark and without applicable penalties in the first instance. The mark you receive on ELMA is therefore subject to change following the consideration of the Lateness Penalty Waiver Panel (please see below for further information) and the Board of Examiners.**
How to Submit a Lateness Penalty Waiver Form (LPW)

If there are extenuating circumstances beyond your control which make it essential for you to submit work after the deadline you must fill in a ‘Lateness Penalty Waiver’ (LPW) form to state the reason for your lateness. This is a request for any applicable penalties to be removed and will be considered by the Lateness Penalty Waiver Panel.

Before submitting an LPW, please consider carefully whether your circumstances are (or were) significant enough to justify the lateness. Such circumstances should be serious and exceptional (e.g. not a common cold or a heavy workload). Computer failures are not regarded as justifiable reason for late submission. You are expected to regularly back-up your work and allow sufficient time for uploading it to ELMA.

You should submit the LPW form and supply an expected date of submission as soon as you are able to do so, and preferably before the deadline. Depending on the circumstances, supporting documentation may be required, so please be prepared to provide this where possible.

LPW forms can be found in a folder outside your SSO’s office, on online at: http://www.sps.ed.ac.uk/undergrad/on_course_students/assessment_and_regulations/coursework_requirements/coursework_requirements_honours

Forms should be returned by email or, if possible, in person to your SSO. They will sign the form to indicate receipt and will be able to advise you if you would like further guidance or support.

Please Note: Signing the LPW form by either your SSO or Personal Tutor only indicates acknowledgment of the request, not the waiving of lateness penalties. Final decisions on all marks rest with Examination Boards.

There is a dedicated SSO for students in each subject area in SPS. To find out who your SSO is, and how to contact them, please find your home subject area on the table below:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Name of SSO</th>
<th>Email</th>
<th>Phone</th>
<th>Chrystal MacMillan Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics</td>
<td>Irena Coubrough</td>
<td><a href="mailto:Irena.Coubrough@ed.ac.uk">Irena.Coubrough@ed.ac.uk</a></td>
<td>0131 650 4253</td>
<td>Room 1.05,</td>
</tr>
<tr>
<td>International Relations</td>
<td>Rebecca Shade</td>
<td><a href="mailto:rebecca.shade@ed.ac.uk">rebecca.shade@ed.ac.uk</a></td>
<td>0131 651 3896</td>
<td>Room 1.05,</td>
</tr>
<tr>
<td>Social Anthropology</td>
<td>Vanessa Feldberg</td>
<td><a href="mailto:vanessa.feldberg@ed.ac.uk">vanessa.feldberg@ed.ac.uk</a></td>
<td>0131 650 3933</td>
<td>Room 1.04,</td>
</tr>
<tr>
<td>Social Policy</td>
<td>Louise Angus</td>
<td><a href="mailto:L.Angus@ed.ac.uk">L.Angus@ed.ac.uk</a></td>
<td>0131 650 3923</td>
<td>Room 1.08,</td>
</tr>
<tr>
<td>Social Work</td>
<td>Jane Marshall</td>
<td><a href="mailto:jane.marshall@ed.ac.uk">jane.marshall@ed.ac.uk</a></td>
<td>0131 650 3912</td>
<td>Room 1.07,</td>
</tr>
<tr>
<td>Sociology</td>
<td>Karen Dargo</td>
<td><a href="mailto:Karen.Dargo@ed.ac.uk">Karen.Dargo@ed.ac.uk</a></td>
<td>0131 651 1306</td>
<td>Room 1.03,</td>
</tr>
<tr>
<td>Sustainable Development</td>
<td>Sue Renton</td>
<td><a href="mailto:sue.renton@ed.ac.uk">sue.renton@ed.ac.uk</a></td>
<td>0131 650 6958</td>
<td>Room 1.09,</td>
</tr>
</tbody>
</table>
If you are a student from another School, you should submit your LPW to the SSO for the subject area of the course, Vanessa Feldberg.

Plagiarism Guidance for Students: Avoiding Plagiarism:
Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. Passing off anyone else's work (including another student's work or material from the Web or a published author) as your own is plagiarism and will be punished severely.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through ‘Turnitin’, our plagiarism detection software. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct Officer. In either case, the actions taken will be noted permanently on the student's record.

For further details on plagiarism see the Academic Services’ website:
http://www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/discipline/plagiarism

Data Protection Guidance for Students:
In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, Personal Data Processed by Students, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:
http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/dpforstudents
APPENDIX 2 – GENERAL INFORMATION

Students with Disabilities.
The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: http://www.ed.ac.uk/student-disability-service

Learning Resources for Undergraduates
The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking 2 weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

To make an appointment with a Study Development Advisor, email iad.study@ed.ac.uk

(For support with English Language, you should contact the English Language Teaching Centre).
Discussing Sensitive Topics:
This course addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, [http://www.ed.ac.uk/schools-departments/student-counselling](http://www.ed.ac.uk/schools-departments/student-counselling)

External Examiner
The External Examiner for the Social Anthropology Honours programme is: Dr Adam Reed, University of St Andrews.