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| **NEW COURSE PROPOSAL**[**New Course Criteria**](http://www.yorku.ca/laps/council/faculty/documents/CCPSMemoreNewCourseProposalsApril2014.pdf)**Completed Proposal Submission Date: 9/12/2016** |  |

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| **Department/School:**  | Anthropology |  | **Dept./School Contact:** | Albert Schrauwers |

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| **Proponent Name:**  | Naomi Adelson |  | **Proponent Email:** | nadelson@yorku.ca |

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| **Effective Session:** | **Term:** (e.g., Fall; Winter; Summer) | Fall |  | **Year:**  | 2017 |

**New Course Information (Originator):**

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| **Faculty:** | AP |  | **Rubric:** | ANTH |  | **Course #:** | 2330 |  | **Weight:** | 6 |
| Indicate both the fee and MET weight if different from the academic weight: e.g., AC = 6.00, FEE = 6100 | **FEE:** |  |

**Expected enrolment:**

**Please specify if this is a York Abroad course:** [ ] **Yes** [x] **No**

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| **Course Title: Maximum 100 characters**.The official name of the course as it will appear in the Undergraduate Calendar.  |
| Anthropology and Infectious Diseases: An Exploration of the Social Networks of Microbes  |

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| **Short Title: Maximum 40 characters**, including punctuation and spaces.  The short title appears on any documents where space is limited (e.g. transcripts and lecture schedules). |
| Anthropology and Infectious Diseases |

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| **Brief Course Description: Maximum 60 words.** This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. For editorial consistency, **verbs should be in the present tense** (i.e., "This course analyzes the nature and extent of…,” rather than “This course will analyze..."). |
| This course introduces students to medical anthropology through specific examples of the interrelationship between microbes and people. Students will explore how and why anthropologists study infectious diseases, how concepts such as risk are constructed, how human activities and ideas lead to the spread of disease, and various ways in which political and economic practices are implicated in disease transmission. |
| Prerequisites:  | None |
| Co-requisites:  | None |
| [[1]](#footnote-1) Course credit exclusions:  | None |
| Language of Instruction:  | English |

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| Include the following information only if the course is limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for students to know before enrolling (notes). |
| Open to:  | All |
| Not open to:  | No exclusions |
| Notes:  |  |

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| **Expanded Course Description: Maximum 250 Words****The expanded course description must begin with the brief course description and include topics/theories.** |
| This course introduces students to medical anthropology through specific examples of the inter-relationship between microbes and people. Students will explore how and why anthropologists study infectious diseases, how concepts such as risk are constructed, how human activities and ideas lead to the spread of disease, and various ways in which political and economic practices are implicated in disease transmission. Microbes, the bacteria, viruses, and parasites which can be transmitted from one person to another, are an intimate part of the “social fabric” of our lives. In this course, we will explore that interconnection, focusing primarily on the human social and cultural activities that affect and impact the emergence, spread, and/or eradication of pathogenic microbes such as malaria, Ebola, tuberculosis, HIV/AIDS, or H1N1. The course will begin with an introduction to medical anthropology and its foundational concepts, including critical thinking, medicine as a cultural phenomenon, and the relevance of cross-cultural explorations of illness and health. The course materials will guide students through the social, cultural, and/or historic relationship between infectious diseases and their human impacts and effects. Students will have a unique entry point critical anthropological inquiry and the development of core skills in qualitative research and analysis. By the end of this course students will understand and explain the key concepts, methodologies, and some of the theoretical approaches that comprise the field of medical anthropology, including critical thinking, analytical skills and ways these skills can be applied. |
| **Course Specific Learning Outcomes:**  |
| 1. **Introduction to field of medical anthropology**
2. **Introduction to the critical anthropological study of health and disease**
3. **Introduction to the relationship between culture, class, gender, politics and disease phenomena, with specific attention to infectious diseases in the local, national, and international contexts**
4. **Introduction to critical learning skills, including basic anthropological research methods, theories, academic integrity and applications of knowledge**
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| **Course Rationale:**Please address the following questions and provide details:**1. How does the course contribute to the program learning outcomes of the program/degree?***Proponents are asked to specifically make reference to the Degree-Level Expectations Statement for the program/degree when providing details as to how will this new course will contribute to the program learning outcomes. The six (6) UUDLES are: 1. Depth and Breadth of Knowledge; 2. Knowledge of Methodologies; 3. Application of Knowledge; 4. Communication Skills; 5. Awareness of Limits of Knowledge; 6. Autonomy and Professional Capacity.**The OCAV Guidelines on Degree-Level Expectations can be found* [*here*](http://laps.yorku.ca/files/2015/04/OCAV-Guidelines-Degree-Level-Expectations.pdf)*.* |
| 1. ***DEPTH AND BREADTH OF KNOWLEDGE***: Students will, by the end of this course, understand and be able to explain key concepts, methodologies, and theoretical approaches in medical anthropology. As the first 2000 level course leading into upper year courses in medical anthropology (and the med anth minor), this will be a necessary baseline. By the end of the year, students will be able to demonstrate an ability to apply their understanding of medical anthropology to problem solving.2. ***KNOWLEDGE OF METHODOLOGY*:** Students will be introduced to the fundamentals of anthropological inquiry, including research methods. By the end of the course, students will be able to demonstrate an understanding of research methods in medical anthropology.3. ***APPLICATION OF KNOWLEDGE***: Students will have the opportunity to learn how to read and interpret qualitative research through their required readings and response papers, using a basic range of appropriate skills to obtain and analyse the information presented in the course.4. ***COMMUNICATION SKILLS:*** In group sessions, in class, and through brief response papers, students will develop expertise in synthesizing and communicating anthropological arguments orally and in writing.5.***AWARENESS OF LIMITS OF KNOWLEDGE:*** Students will, through the readings, lectures, and discussions, learn about how knowledge is constructed and limited by social relations and cultural norms and practices. They will further have the opportunity to explore the concept of knowledge construction through the core materials presented in the course. Students will demonstrate their awareness of the limits of knowledge through response papers and/or exams.6. ***AUTONOMY AND PROFESSIONAL CAPACITY****:* Students will learn, through examples presented in class and discussion, the principles of academic integrity. By the end of the course, through response papers, class participation, and exams, students will demonstrate appropriate transferable skills (including critical awareness, capacity to analyze information and present it either orally or in writing) necessary in complex contexts. |

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| **2. Please indicate the relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content.**  |
| There is minimal overlap with AS/ANTH 3330, Health and Illness in Cross Cultural Perspective. Overlap exists in introduction to the field of medical anthropology. The proposed new course will provide the necessary baseline for those interested in pursuing 3330, which offers students a more in depth study of theories and practices of medical anthropology. |

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| **Will this course be cross-listed?[[2]](#footnote-2)**  | Choose an item. | **If *yes*, cross-listed to:** *(please complete details below)* |
| **Faculty:** |  |  | **Rubric:** |  |  | **Course #:** |  |  | **Weight:** |  |
| **Faculty:** |  |  | **Rubric:** |  |  | **Course #:** |  |  | **Weight:** |  |
| **Additional cross-listings (if applicable):** |

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| **Will this course be integrated with a Faculty of Graduate Studies course?** (Yes/No) | No |
| **If *yes*, integrated with:** |
| **Faculty:** | GS |  | **Rubric:** |  |  | **Course #:** |  |  | **Weight:** |  |

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| **Which program(s) (or certificates) will this new course be applicable to and how?** e.g., Program: English; Relevance: Core course.***Please note: in order to officially add the new course to the calendar copy of a program/certificate and have it recognized as fulfilling program credit, a Change to Existing Degree/Certificate Form must also be submitted by the Department/School offering the program/certificate to formally propose the addition.*** |
| **Program:** |  |  | **Relevance:** |  |
| **Program:** |  |  | **Relevance:** |  |
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| **Program:** |  |  | **Relevance:** |  |
| **Additional program relevance(s) (if applicable):** |

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| Course Design:Please indicate how the course design supports students in achieving the learning outcomes.*• For example, in the absence of contact hours what role does student-to-student and/or student-to-instructor communication play, and how is it encouraged?**• Detail any aspects of the content, delivery, or learning goals that involve “face-to-face” communication, non-campus attendance or experiential education components.* *• Alternatively, explain how the course design encourages student engagement and supports student learning in the absence of substantial on-campus attendance.**• If this course incorporates Experiential Education, please contact the Experience Education Program Coordinator (eelaps@yorku.ca).*  |
| This course is designed with 3 contact hours per week. These hours will be divided into lecture (2 hrs) plus 1 hour set aside for focused discussion, group assignments, debates, and other in-class student engagement activities. Participation in these activities will be the basis for the participation grade. In addition, there will be opportunities for students to engage with one another and/or with the instructor via the course’s Moodle site. Additional readings and resources will also be provided through Moodle. The response “briefs” will be tied to the key learning objectives of the course and will allow students to build their expertise in analyzing and communicating their knowledge of new materials, build their critical leaning skills, and provide opportunities to bring current examples into their learning activities. |

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| Instruction/Course Format:Please address the following questions and provide details: |

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| **1. Please indicated the planned frequency of offering and the number of sections anticipated (every year, alternate years, etc.)?** |
| Frequency of offering:  | Every year |
| Number of sections anticipated:  | One |

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| **2. Please list the names of the department/school members currently competent to teach the course.** |
| Naomi Adelson, Margaret MacDonald, Sandra Widmer, Christianne Stephens |

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| **3. Please list the instructor(s) likely to teach the course in the coming year.** |
| Naomi Adelson |

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| **4A. Please indicate the number of contact hours (defined in terms of hours, weeks, etc) in order to indicate whether an effective length of term is being maintained.** |
| Hours:  | Three |
| Weeks:  | 26 |

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| **4B. or in the absence of scheduled contact hours a detailed breakdown of the estimated time students are likely to spend engaged in learning activities required by the course.** |
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| Evaluation:Please address the following questions and provide details: |

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| **1. Please provide a detailed description of the basis of evaluation for the proposed course, including the type and percentage value of each assignment (out of 100%).** *Note: when participation is one of the methods of evaluation, please provide a brief description of how it will be evaluated (e.g., participation in tutorial discussions; submission of response papers; leading a tutorial discussion; etc.).*  |
| Assignment: | Term 1 Exam (short answer and multiple choice) | Value (%): | 30 |
| Assignment: | Term 2 Exam (short answer and multiple choice) | Value (%): | 35 |
| Assignment: | Participation (in class and group discussion) | Value (%): | 15 |
| Assignment: | Brief response papers (2 per term @5% per response) | Value (%): | 20 |
| Assignment: |  | Value (%): |  |
| Assignment: |  | Value (%): |  |
| Assignment: |  | Value (%): |  |
| Assignment: |  | Value (%): |  |
|  | **Total (%):**  | **100 %** |

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| **2. If the course is to be integrated (graduate/undergraduate), please list the additional evaluation requirements for graduate students.** |
| N/A |

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| **3. If the proposed course is amenable to technologically mediated forms of delivery, please identify how the integrity of learning evaluation will be maintained (will “on-site” examinations be required, etc.)**  |
| N/A |

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| Other Resources:Please provide a statement regarding the adequacy of physical resources (equipment, space, etc.). If other resources will be required to mount this course, please explain. **Courses will not be approved unless it is clear that adequate resources are available to support it.**  |
| This course requires standard classroom space, full access to A/V equipment, and student access to on-line resources. No exceptional resources are required to mount this course. |

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| Bibliography:  |

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| **Please list the Required Readings for the course.**The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.). |
| ***The texts and readings included on this list are to be chosen from:*****Primary text:****Singer**, Merrill 2015 Anthropology of Infectious Disease. Left Coast Press.**Primary Supplementary:****Biehl**, João and Adriana **Petryna** 2013 When People Come First: Critical Studies in Global Health. Princeton UP. (Selected chapters)**Farmer**, Paul 2001 Infections and Inequalities: The Modern Plagues. Berkeley: UC Press**Hirsch**, Jennifer et al 2010 The Secret: Love, Marriage, and HIV. Vanderbilt UP.**Katz**, Jonathan 2013 The Big Truck that West By, and How the World Came to Save Haiti and Left Behind a Disaster. St. Martin’s Press |

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| **Please list any Suggested Readings for the course.**The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.) |
| **Johnson**, Steven 2007 The Ghost Map: The Story of London’s Most Terrifying Epidemic – and How it Changed Science, Cities, and the Modern World. Riverhead Books**Kraut**, Alan 1994 Silent Travelers: Germs, Genes, and the Immigrant Menace. HarperCollins.**MacPhail**, Theresa 2014 The Viral Network: A Virography of the H1N1 Influenza Pandemic. Cornell UP.**Mason**, Katherine A. 2016 Infectious Change: Reinventing Chinese Public Health after an Epidemic. Stanford UP.**Nolen**, Stephanie 2007 28 Stories of AIDS in Africa. Vintage Canada. |

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| **Please list any Online Resources for the course** (please include complete bibliographical information as above). |
| 1. Readings from collaborative website Somatosphere (including, for example: <http://somatosphere.net/2008/12/microbes-and-anthropology.html>) as well as other relevant websites (e.g. WHO, news outlets, archived news stories).
2. Articles:

**Herring**, Ann D. and Sattenspiel, L. (2007), Social contexts, syndemics, and infectious disease in northern Aboriginal populations. Am. J. Hum. Biol., 19: 190–202. doi:10.1002/ajhb.20618**Larcombe**, Linda, Nickerson, Peter, Singer, Matthew, Robson, Robert, Dantouze, Joseph; et al. (2011) Housing Conditions in 2 Canadian First Nations Communities. International Journal of Circumpolar Health70.2: 141-53.**Lindenbaum**, Shirley (2008) Understanding kuru: the contribution of anthropology and medicine Published 27 November 2008.DOI: 10.1098/rstb.2008.0072 **Manderson**, Lenore (1998) Applying medical anthropology in the control of infectious disease1998 DOI: 10.1046/j.1365-3156.1998.00334.x**Moffatt,** Jessica, Maria Mayan, and Richard Long (2013) Sanitoriums and the Canadian Colonial Legacy: The Untold Experiences of Tuberculosis Treatment Qual Health Res December 2013 23: 1591-1599, first published on October 24, 2013 doi:10.1177/1049732313508843**Nguyen**, Vinh-Kim and Karine Peschard (2003) Anthropology, Inequality, and Disease: A Review Annual Review of Anthropology Vol. 32 (2003), pp. 447-474 Stable URL: http://www.jstor.org/stable/25064838  |

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| **If the course is to be integrated (graduate/undergraduate), please list the additional readings required for graduate students** (please include complete bibliographical information as indicated above).**If no additional readings are to be required, please provide a rationale as to why.** |
| N/A |

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| **Library Support Statement:** Proposals for new courses **must include a library support statement** from the Bibliographer responsible for the relevant discipline ([click here](http://www.library.yorku.ca/cms/library-departments/liaison-librarians/)) to indicate whether resources are adequate to support the course.  |

**Confirmation of Consultation/Approval:**

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department/School responsible for offering the course.

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in another program, approval from all of the relevant parties is also required. **Proposals which require consultation but are submitted without evidence of consultation will not be considered.**

Please ensure that all fields are filled below, and that appropriate consultation/approval documentation is attached.

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| [Curriculum Toolkit: Consultation Form](http://www.yorku.ca/laps/council/faculty/curr_tools.html) |  |  |  |  |  |  |
| **Is evidence of consultation attached?** (please check) | **x** | **Yes** |  |  |[ ]  **Not applicable** |

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| HESO |  | **Megan Davies** |  | September 12, 2016 |
| Faculty/Department/School |  | Name  |  | Date |
| Sociology |  | **Philip Walsh** |  | September 12, 2016 |
| Faculty/Department/School |  | Name  |  | Date |
| Equity Studies |  | **Minoo Daerah** |  | September 12, 2016 |
| Faculty/Department/School |  | Name  |  | Date |

**Faculty-level Curriculum Committee Submission Deadlines & Details**

**Fall Winter 2017/18**, **Summer 2018 Academic Sessions:**

***Complete*** proposal package deadline: **June 1, 2016**.

**Please note: Incomplete proposals will not be considered.**

Proposals submitted after this date, and/or incomplete proposals, may not be processed for the academic sessions noted above. Early submissions are welcome and appreciated.

**Complete proposal packages** including all relevant documentation (i.e. evidence of consultation and library statements) should be submitted via email (apccps@yorku.ca) for Faculty-level consideration.

1. “Course credit exclusion” is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both. [↑](#footnote-ref-1)
2. Cross-listed courses are offered jointly by two or more teaching units (such as departments or schools), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the “same” course. [↑](#footnote-ref-2)