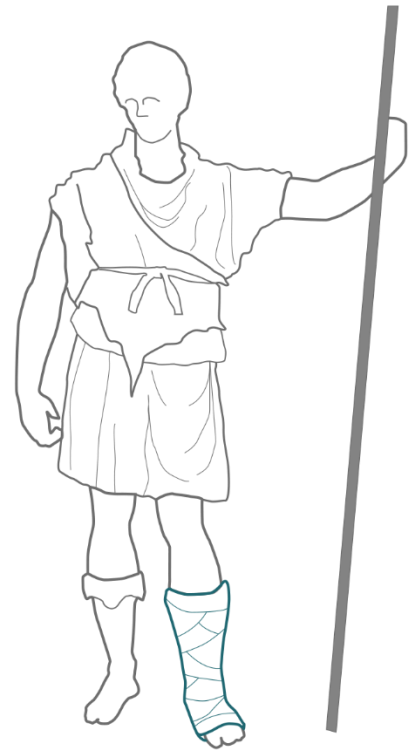


Anthropology 3W03 (Dis)Ability & Care: Bioarchaeological Perspectives

McMaster University
Winter 2020

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Office and Office Hours:
Chester New Hall (CNH) Room 536
Office Hours: Monday 6-6:50pm; Wednesday 1:45-3:20pm



Course Description:

Understanding the lived experiences and variation of people in the past is often central to bioarchaeological research. To improve our understanding of diverse human experiences, studies focussed on investigating impairment, disability, and the provision of care have increased in recent years. This course investigates the history and current state of (dis)ability and care studies in bioarchaeology, grounding discussions in an understanding of contemporary disability theory. Evidence for difference, impairment, disability, adaptability, and care will be examined and critiqued in this seminar course. Through participation in discussions and activities, students will critically evaluate how human difference, disability, and care in the past have been interpreted, and work to identify gaps in the current research. Using their thorough and critical understanding of course content, students in this course will propose new directions and solutions to challenges in bioarchaeology of disability and care studies.

Class Schedule & Format:

Seminar:

Tuesdays
11:30am-2:20pm

Location:

ETB 235

Custom Courseware

Available from the bookstore.

Includes weekly, required readings selected from peer-reviewed sources.

See following pages for additional details.

Learning Outcomes:

- **Discuss** the development and current state of bioarchaeological research into human difference, disability, and care.
- **Describe** how bioarchaeological interpretations may be influenced/affected by modern perceptions of (dis)ability and **discuss** the importance of context in our interpretations.
- **Recognise** and **describe** the importance of careful terminology when discussing human difference. Specifically, **distinguish** between and critique the concepts of disability and impairment.
- **Apply** and critically **evaluate** the Bioarcheology of Care model.
- **Develop** and **propose**, through critical analysis, possible future directions for the bioarchaeology of difference, disability, and care.

This course is reading intensive. The weekly readings are required to be **completed prior to the class** in order to stimulate productive discussion. Your participation in group discussions and activities is expected and required.

Assessments:

Assessment	Due Date	Percent Total Grade
Participation (A2L discussions, peer-reviews, in-class progress reports, etc.)	Distributed throughout term. Includes bringing the following drafts to class for peer-review: <i>Index of Care Export</i> <i>Poster</i>	15%
	In these cases, half of the items points are awarded for preparation, half for participation	
Project Proposal	Feb 4 th	15%
Index of Care Export	March 3 rd	25%
Poster & 3 Minute Thesis Presentation	March 31 st	25%
Seminar Facilitation and Presentation	Weekly sign up	15%
Final Reflection Statement	April 7 th	5%
Total		100%

Assignments must be submitted via Avenue to Learn. Assignments submitted via email **will not be accepted**. No extensions will be given unless accompanied by written certification, approved by your faculty office, is provided.

Policy on missed exams and assignments:

You are responsible for completing all of the learning assessments on the dates for which they are scheduled.

Late Penalties: Late assignments will be penalized at 15% per day. Late assignments will not be accepted after 5 days (including weekends) beyond the original deadline.

In the event of missed course work and/or exam(s) for medical or other reasons, the student must review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. <https://www.mcmaster.ca/msaf/>

Rules governing the MSAF are as follows:

- The timeframe within which the MSAF is valid has been reduced from 5 days to 3 days.
- The upper limit for when an MSAF can be submitted has been reduced from ‘less than 30%’ to ‘less than 25%’ of the course weight.
- The ‘one MSAF per term’ limit is retained.
- As per the policy, an automated email will be sent to the course instructor, who will determine the appropriate relief. **Students must immediately follow up with their instructors. Failure to do so may negate the opportunity for relief.**

Note: All work in this class must be completed.

GRADES IN THIS COURSE WILL NOT BE RE-WEIGHTED.

Online elements:

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Course Materials & Avenue to Learn

Please familiarize yourself with the Avenue to Learn website. It can be accessed at: avenue.mcmaster.ca . Check Avenue to Learn frequently for course announcements.

Lectures will be delivered using PowerPoint. **Abbreviated PDF** versions of the lecture PowerPoints will be posted on Avenue to Learn after each lecture.

Weekly Schedule:

Week	Date	Theme	Assessments	Presentation	Class Plan	Readings
1	Jan 7	Course Introduction & Expectations	-	-		Byrnes & Muller (2017) pgs 1-5 Cross (2007) (some background and in prep for next week)
2	Jan 14	Disability Studies: Modern perspectives, Impairment vs. Disability	-	-		Roush (2017) Shakespeare (2010)
3	Jan 21	History of disability studies in bioanthropology	-	-	In-class work on selecting case-study	Dettwyler (1991) Roberts (2000) Roberts (1999)
4	Jan 28	Bioarchaeology of Care	-	-	Brainstorm potential projects Log in and try the Index of Care http://www.indexofcare.org/	Tilley (2016) Tilley & Oxenham (2011)
5	Feb 4	Applications of the Bioarchaeology of Care Model	<i>Project Proposal Due (15%)</i>	-	Each student 2 min introduction of their chosen article	Roberts (2017) Spikins et al. (2018)
6	Feb 11	Flipped Classroom!	<i>Bring IoC Progress to Class!</i>	-	Progress reports and peer-review on the Index of Care – bring drafts to class! Group work to troubleshoot and critique IoC approaches	-
7	Feb 18	Reading Week				

8	Feb 25	Stigma & Physical Difference	-	Student-Led Facilitation & Activity: Stigma	Problem solving Index of Care issues	Schug (2016) Zuckerman et al. (2017)
9	Mar 3	Cross-Cultural Studies of Difference and Disability	<i>Complete Index of Care Reports Due (25%)</i>	Student-Led Facilitation & Activity: Cross-cultural studies	Brainstorm for final poster, presentation, and essay	Kleinman et al, (1978) Talle (1995)
10	Mar 10	Medical Intervention & Convalescence		Student-Led Facilitation & Activity: Interventions, Convalescence	Additional 'surgical' activity from Dr. G	Jolly & Kurin (2017) Micarelli et al. (2018)
11	Mar 17	Age, Ability, Care	-	Student-Led Facilitation & Activity: Age, Ability, Care	Additional 'aging' activity from Dr. G	Gowland (2017) Gowland (2015)
12	Mar 24	Ability, Adaptability, Resilience		Student-Led Facilitation & Activity: Ability, Adaptability	Peer-feedback on posters – bring drafts to class!	Lovell (2016) Martin & Harrod (2016)
13	Mar 31	In-Class Presentations	<i>Posters and 3 Minute Thesis Presentations Today (25%)</i>	-	In-Class Presentations	-
14	April 7	Review, Discussion, & Development	<i>Final Reflection Statement Due (5%)</i>	-		-

Assigned Readings:

Jan 7 - Introduction

Byrnes, J.F. & Muller, J.L. 2017. Mind the gap: Bridging disability studies and bioarchaeology – An introduction. In: Bynres, J.F. & Muller, J.L., editors. *Bioarchaeology of Impairment and Disability*. Cham: Springer, p 1-5.

Cross, M. 2007. Accessing the inaccessible. In: Insoll, T., editor. *The archaeology of identities: A reader*. London: Routledge, 179-190.

Jan 14 – Disability Studies Theory

Roush, S.E. 2017. Consideration of disability from the perspective of the medical model. In: Bynres, J.F. & Muller, J.L., editors. *Bioarchaeology of Impairment and Disability*. Cham: Springer, p 39-56.

Shakespeare T. 2010. The social model of disability. In: Davis LJ, editor. *The Disability Studies Reader*. New York: Routledge, p 266-273.

Jan 21 – History of Disability in Biological Anthropology

Dettwyler, K. A. 1991. Can paleopathology provide evidence for “compassion”? *American Journal of Physical Anthropology*, 84(4): 375-384.

Roberts CA. 2000. Did they take sugar: the use of skeletal evidence in the study of disability in past populations. In: Hubert J, editor. *Madness, Disability and Social Exclusion: The archaeology and anthropology of 'difference'*. London: Routledge.

Roberts C. 1999. Disability in the skeletal record: assumptions, problems and some examples. *Archaeological Review from Cambridge*, 15(2):79-98.

Jan 28 – Bioarch of Care

Tilley, L. 2016. Showing that they cared: an introduction to thinking, theory and practice in the Bioarchaeology of Care. In: Tilley L, and Schrenk AA, editors. *New Developments in the Bioarchaeology of Care*. Cham: Springer, p.11-43

Tilley L, and Oxenham MF. 2011. Survival against the odds: Modeling the social implications of care provision to seriously disabled individuals. *International Journal of Paleopathology*, 1(1):35-42.

Feb 4 – Applications of Bioarchaeology of Care

Roberts, CA (2017). Applying the “Index of care” to a person who experienced leprosy in late Medieval Chichester, England. In: Tilley L, and Schrenk AA, editors. *New Developments in the Bioarchaeology of Care*. Cham: Springer, p 101-124.

Spikins P, Needham A, Tilley L, and Hitchens G. 2018. Calculated or caring? Neanderthal healthcare in social context. *World Archaeology*, p 1-20.

Feb 11 – Flipped Classroom Week – Bring your draft Index of Care Report to class

Feb 18 – READING WEEK

Feb 25 – Stigma & Physical Difference

Schug, G. R. (2016). Begotten of Corruption? Bioarchaeology and “othering” of leprosy in South Asia. *International Journal of Paleopathology*, 15:1-9.

Zuckerman, M. K., Davenport, M., Banks, P., & King, R. (2017). Disease, Trauma, and Stigma: Did Chronic Infection with Syphilis Influence Experiences of Trauma and Recidivistic Trauma in Post-Medieval London?. In: Tegtmeier, CE & Martin, DL, editors. *Broken Bones, Broken Bodies: Bioarchaeological and Forensic Approaches for Accumulative Trauma and Violence*. London: Lexington Books. p. 83-102.

March 3 – Cross-Cultural Studies

Kleinman A, Eisenberg L, and Good B. 1978. Culture, Illness, and Care: Clinical Lessons from Anthropologic and Cross-Cultural Research. *Annals of Internal Medicine*, 88:251-258.

Talle A. 1995. A Child Is a Child: Disability and Equality among the Kenya Maasai. In: Ingstad, B. & Whyte, S.R., editors. *Disability and culture*. Berkeley: University of California Press. p. 56-72.

March 10 – Medical Intervention

Jolly S, and Kurin D. 2017. Surviving Trepanation: Approaching the Relationship of Violence and the Care of “War Wounds” through a Case Study from Prehistoric Peru. In: Tilley L, and Schrenk AA, editors. *New Developments in the Bioarchaeology of Care*. Cham: Springer. p 175-195.

Micarelli, I., Paine, R., Giostra, C., Tafuri, M. A., Profico, A., Boggioni, M., ... & Manzi, G. (2018). Survival to amputation in pre-antibiotic era: a case study from a Longobard necropolis (6th-8th centuries AD). *Journal of Anthropological Sciences*, 96:1-16.

March 17 – Age, Ability, Care

Gowland, R. (2017). Growing old: biographies of disability and care in later life. In: Tilley L, and Schrenk AA, editors. *New Developments in the Bioarchaeology of Care*. Cham: Springer. pp. 237-251.

Gowland, R. L. (2015). Elder abuse: Evaluating the potentials and problems of diagnosis in the archaeological record. *International Journal of Osteoarchaeology*, 26(3), 514-523.

March 24 – Adaptation & Ability – Peer-feedback – bring poster drafts to class

Lovell NC. 2016. Tiptoeing through the rest of his life: A functional adaptation to a leg shortened by femoral neck fracture. *International Journal of Paleopathology*, 13:91-95.

Martin, D. L., & Harrod, R. P. (2016). The Bioarchaeology of Pain and Suffering: Human Adaptation and Survival during Troubled Times. *Archeological Papers of the American Anthropological Association*, 27(1), 161-174.

March 31 – 3 Minute Thesis Poster Presentations

April 7 – Peer-feedback on essay – Bring draft essay to class for group work

Note on modification to course materials:

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Student Behaviour and Responsibilities:

Your learning – it is your responsibility to **keep up with the readings** – do not leave them until the night before the exams. Attendance in this class (both lectures and labs) is **essential** if you want to do well in this course. You are expected to think about the readings and integrate them into the information and concepts presented during lecture.

Classroom behavior – Please **do not be afraid to ask questions** or provide constructive comments! If you do not understand something, or if I have gone over a concept too fast, stop me and ask a question. Chances are if you do not understand something, other people in the class are in the same position.

Please ensure that cell phones are turned off (including text messaging, Facebook, Twitter, etc...) and **arrive on time for class**. If you have to leave class early, please sit near one of the exits.

Laptop computers may be used in class for taking notes, but students using their computers for any other purpose (e.g., checking Facebook) will be asked to turn their computers off.

Please be polite to your neighbours and **keep conversation to a minimum**.

Faculty of social sciences e-mail communication policy:

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. **If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.**

Email Forwarding in MUGSI: <http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link

(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

I will check my email throughout the work-week and will strive to respond within approximately **48 hours**. Please put **3W03 in the subject line** of your email and **include your name and student number** at the end of all correspondence.

Academic dishonesty:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, Appendix 3, <https://www.mcmaster.ca/academicintegrity/students/index.html>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one’s own for which other credit has been obtained. (Insert specific course information, e.g., style guide)
2. Improper collaboration in group work. (Insert specific course information)
3. Copying or using unauthorized aids in tests and examinations.

Turnitin.com (Avenue to learn)

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity

USE OF COMPUTERS: Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

Academic accommodation for religious, indigenous or spiritual observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Academic accommodation of students with disabilities:

Academic Skills Counselling and Services for Students with Disabilities are available through the Student Accessibility Services (SAS)

Tel: 905-525-9140 x28652

Email: sas@mcmaster.ca

Website: <http://sas.mcmaster.ca>

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

AODA:

If you require this information in an alternate/accessible format, please contact Marcia Furtado at 905-525-9140 extension 24423 or email furtam1@mcmaster.ca

Late Withdrawal:

McMaster University provides a Late Withdrawal option to assist students who have become irretrievably behind in a course. Students who have fallen behind with assignments and/or are not prepared to write final examinations (or equivalent) in one or more courses are encouraged to make use of this option and must contact their Academic Advisor in the Faculty/Program Office. Students will work with their Academic Advisor to discuss the situation and what steps they can take to prevent a recurrence.

The maximum number of units for which students may request a Late Withdrawal is 18 units throughout their undergraduate degree.

Students may request a Late Withdrawal, without petition, no later than the last day of classes in the relevant Term. However, it is important to note that:

- Requests for Late Withdrawal cannot be made in courses for which the final exam (or equivalent) has been attempted or completed. This also includes courses where a final grade has been assigned (e.g. clinical courses). **In this 3W03 course, the final poster and presentation (25%) is considered the final assessment.**
- Such requests will be cancelled or revoked if it is determined that the student attempted or completed the final exam (or equivalent).
- Students cannot use the Late Withdrawal option for courses in which they are under investigation or for which they have been found guilty of academic dishonesty.

Course(s) approved for Late Withdrawal will be:

- Assigned a non-numeric grade of LWD, in lieu of an alpha/numerical grade
- Excluded from the calculation of the GPA
- Ineligible for tuition refund

Approval of a late withdrawal is final, and requests to be re-enrolled in the withdrawn course(s) will not be considered. A withdrawal will not preclude students from enrolling in the course(s) in a subsequent term.