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EUH 3193 Syllabus  
The Black Death  
1185-FIU01-EUH-3193-SECRVBB-57547

GENERAL INFORMATION  
PROFESSOR INFORMATION



**Instructor:** Tovah Bender

**Office:**

**Office Hours:**

**E-mail:** [tbender@fiu.edu](mailto:tbender@fiu.edu)

I'm here to help and want you to feel free to reach out with questions, concerns, or just to say hi. The best way to reach me is via email. I will reply to all emails within 24 hours unless there are extenuating circumstances. Please email me directly at [tbender@fiu.edu](mailto:tbender@fiu.edu) rather than messaging me through Canvas; I do not check Canvas as often as I do my email and I will not necessarily check it on the same schedule as you do.

I will also hold simultaneous in-person and live/online office hours on Thursday 11/2. I will be in my office far more often than that, though, so if you want to meet with me, set up an appointment or stop by.

COURSE DESCRIPTION AND PURPOSE

Welcome to EUH 3193, The Black Death. This class will focus on one particular event in history: the epidemic of the mid 1300s, known as the Black Death. There are few single events in history that profoundly affect the lives of all those living in a society, regardless of social status, age, gender, or religion; this was one such event.

Over the course of the semester we will consider the nature of the epidemic: the disease itself, its spread, the fear and speculation it caused, and, finally, its consequences, especially in terms of the economy, religion, and the arts. Our focus will mainly be on Western Europe but we will also consider the global systems that contributed to the epidemic and the ways it affected other societies.

COURSE OBJECTIVES

By the end of the semester, we will be able to:

- Describe the pathology, transmission, and consequences of the Black Death.
- Interpret and compare a variety of primary sources available to historians of the premodern period, with an eye both to understanding the events under investigation and to identifying the usefulness and the limitations of those primary sources themselves.
- Calculate the benefits and limitations of different presentations of historical information.
- Develop your own historical interpretations in the form of thesis-based arguments and other forms of historical writing.

GLOBAL LEARNING OBJECTIVES:

This is a Discipline-Specific Global Learning course that counts toward your graduation requirement.

By the end of the semester, students will be able to:

- to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural systems as they pertain to the spread of disease and medical knowledge (Global Awareness)
- to conduct a multi-perspective analysis of local, global, international, and intercultural reactions to disasters. (Global Perspective)
- to demonstrate willingness to engage in local, global, international, and intercultural problem solving with regard to understanding events through multiple primary source documents (Global Engagement).

IMPORTANT INFORMATION

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## EXPECTATIONS OF THIS COURSE

This is an online course, which means all of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

In addition, we will be covering an entire semester's worth of material and work in 6 short weeks. You must keep on top of the coursework as it will be impossible to catch up if you fall behind. **You can do this!** Read carefully the due dates stated in the syllabus, think about which you plan to do, and use a planner or iCalendar to organize your time, and don't be afraid to reach out to me.

## POLICIES

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Code of Conduct](#).

## TECHNICAL REQUIREMENTS AND SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find more information on this subject. Please also visit our [Technical Requirements](#) webpage for additional information.

## ACCESSIBILITY AND ACCOMMODATION

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

**Even if you do not need accommodation, I highly advise you to let the DRC and I know if you have a disability that might affect your performance in this class.**

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course. For additional assistance please contact FIU's [Disability Resource Center](#).

Please visit the LMS Accessibility webpage for more information: [Canvas](#)

If you foresee any possible problem meeting any of the requirements of this course—including attendance and prompt submission of all assignments—please see me as soon as possible. **It is much easier on all of us if we address an issue before it becomes a problem.**

## ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational

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mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

**Plagiarism** – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Academic dishonesty will result in a penalty ranging from a zero on the assignment to failure in the course and reporting to the University. **If you have any questions about what constitutes academic dishonesty or plagiarism, see me.**

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

## COURSE PREREQUISITES

Although there are no official prerequisites to this course, it is an upper-level history course. That means that you will be asked to:

- Read large quantities of material critically; write thesis-driven, evidence-based papers; and make comparisons, categorize information, and create arguments from material that you read and learn.
- Keep on top of the material and devote 8-12 hours per week to the class.
- Have access to and how to use Canvas, word processing software (such as Word), and a scanner or camera phone.
- You also must have internet access—at home, at work, on campus, or at your local Starbucks—that allows you do keep up.
- You must read the syllabus carefully to understand assignments, the grading structure, due dates, and assignments. Unlike in a class that meets in person, you will not be getting regular reminders in class from me.
- You must be willing to get help as necessary. “I can’t find it” “I didn’t understand” or “I didn’t know how” are not valid excuses.

It is your responsibility to ask me for additional help if you are struggling. I am here to help you but I cannot do so if I do not know you need help. It is especially hard for me to gauge this in an online class.

## TEXTBOOK

You are required to purchase:

- John Albritton. *The Black Death: The Great Mortality of 1348-1350: A Brief History with Documents*. The Bedford Series in History and Culture, 2005. ISBN-10: 031240087X
- John Hatcher. *The Black Death: A Personal History*. Da Capo Press, 2009. ISBN: 0306179212

All other readings will be available online through Canvas.

## COURSE DETAILS

### COURSE COMMUNICATION

I will be leading the class, following and commenting on both the group discussions and the general discussion board, and doing the grading. I’m here to help and want you to feel free to reach out with questions, concerns, or just to say hi.

The best way to reach me is via email. I will reply to all emails within 24 hours, unless there are extenuating circumstances. Please email me directly at [tbender@fiu.edu](mailto:tbender@fiu.edu) rather than messaging me through Canvas; I do not check Canvas as often as I do my email and I will not necessarily check it on the same schedule as you do.

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I will also be on campus once a week to hold simultaneous in-person and live/online office hours on Thursday 12-2. I'm often in my office beyond office hours. If you'd like to see me, email to set up an appointment or just swing by.

## SUPPORT

### **ME! I want to help you succeed in this class.**

Email me. Come see me. I am happy to talk with you about ways to approach the class, or at any stage of the paper-writing process, including brainstorming.

Once you have a draft (even a rough draft), I am also happy to offer suggestions on how to make the paper stronger. I do ask for 48 hours turn-around time to get it back to you.

**The History Tutors!** There are several history undergraduates and graduate students working in the history department main office (DM 390), whose job is to tutor students in history classes. Several have taken classes with me before and they can help with any element of the class. They offer both online and in-person tutoring, both during regular office hours and into the evening. Their website is: <http://history.fiu.edu/tutoring/>

## DISCUSSION FORUMS

**Participation:** Historians, at any level, cannot work in isolation; we depend on the insights, experience and knowledge of colleagues to help us. While this dialogue will happen in the virtual world rather than in a traditional classroom, your engagement is just as important as it is in any of my classes.

Both because of the fast pace of the semester and because you can participate in this class at any time during the week and from any place, there will be no excused absences. If you are having trouble managing your time or keeping up with the class, which will move quickly, it is your responsibility to contact me.

**Class Behavior:** In accordance with the Student Code of Standards (Student Handbook, p. 11 and following), you have the right to agree, disagree, challenge, and question the opinions and comments of others, including the instructor. You do not have a right to be disrespectful to anyone else in the course, or to act in a way that makes others uncomfortable. **Such behavior will not be tolerated.**

## ASSESSMENTS

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

## ASSIGNMENTS

### Course Plan

This semester, we will be taking a different approach to grading. The assignments are designed to give you choice to select assignments that suit your interests and schedule, in such a way as to meet YOUR academic goals for the class. The assignments are designed to help you achieve the objectives of the course; learning about the pathology, spread, and transmission of the plague; becoming more experienced in reading and interpreting primary and secondary sources, developing your own historical interpretations based on those sources, and honing your abilities to create written arguments from evidence.

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The first assignment, then, is to develop your own Road Map from the semester. Consider what grade you would like to earn this semester. Then look carefully at the grading section of the syllabus to determine how many points and assignments you need to earn that grade. Finally, fill out the EUH 3191 Road Map and submit it to Canvas by 11:59pm on Saturday June 23.

#### Participation in Group Discussion Boards:

Before the semester begins, you will be divided into small groups. Each of these groups will have a separate group discussion board on Canvas to which all group members can post and in which you will be having conversations about the materials amongst yourself. This will function much as an in-class discussion would, giving you a chance to clarify through discussion and debate interpretations.

There will be one initial group discussion post to introduce yourself. Then, I will ask you to make a post addressing a question I pose by Saturday at 11:59pm, in 150-250 words.

I will then ask you to make three replies by Monday at 11:59pm, of 75-125 words. You do not have to wait until Sunday to make the replies; you can get started as soon as others have posted or replied to your post. These replies can respond to your peers' posts but can also include responses to questions or comments people make to your original post and additional posts by you to your discussion board tying this week's question and/or reading back to previous conversations that your group had on their discussion board.

You will earn one point for each of the following:

- Timely Completion: Address the question by the deadline and meet the word requirements.
- Reading Comprehension: Demonstrate an understanding of the reading, taking into account what you know about the time period and place, and free of generalizations, assumptions, or anachronisms.
- Use of Evidence: Include specific evidence from the readings, used thoughtfully, to justify your response.
- Critical Thought: Move beyond the obvious or surface meaning of the texts. This could happen by making comparisons between texts or passages (from this week or previous weeks) or by diving deeply into a single passage of the reading. The goal is to draw deeper understanding of the subject from the texts.
- Responses: Make three responses of the appropriate length by the deadline in a way that genuinely furthers the discussion. Responses of "I agree" are not acceptable. That isn't a conversation. You must say WHY and present new or supporting evidence.
- Writing: Use good writing, including full sentences and correct spelling, and present a single, coherent response that makes logical sense.

#### Online Reading Quizzes:

Each Monday, beginning June 17 (the first day of Summer B), I will post a 5-question quiz on the reading for that week. The quiz will be available until the following Saturday at 11:59pm. You cannot take quizzes late.

The quizzes test your comprehension of the readings but also your ability to draw comparisons and conclusions from them. The quizzes are designed to help you read in a way that will enable you to do the analysis I and other professors in upper-level history classes are looking for. As such, I don't expect you to get all the answers right on the first try. I expect you to stick with the quizzes and improve as the semester goes on. Your total number of points over the course of the semester will determine your quiz grade.

#### Open Forum:

The open forum is the place to ask general questions about the reading or about the Middle Ages, comment on aspects of the readings that we are not exploring in class, ask each other questions about assignments, and interact with each other and with me. I will be following the discussion forum to answer questions and address concerns. I will also use it to make announcements related to class as well as those related to the study of history more generally.

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I expect all of you to follow and contribute to the open forum. In many ways, the open forum will function like the first few minutes of class discussion, when we discuss upcoming assignments and technical issues. This means:

- Asking questions and posting responses to questions as appropriate at **least once every two weeks**.
- Checking the open forum at least weekly to keep up with discussion.
- Checking the discussion forum for answers to your questions regarding assignments and readings before emailing me directly (that is, not emailing me with a question already answered in the discussion forum).
- Treating your peers in a respectful and collegial way.

#### Weekly Short Written Assignments:

In comparison with the group discussion, this assignment calls for more formal writing. Using the sources for the week, you will be asked to compose a short essay (approx. 600-800 words) with a thesis statement and evidence from the source in response to the question posed. These assignments provide you with the opportunity to examine one aspect of the week's reading in greater detail and also to work on good writing techniques, applicable to any class.

For each of the first 5 weeks, I will post a question on Monday and the assignment will be due the following Monday at 11:59pm. It is your choice which ones to submit. Submit the assignment to turnitin through the assignments folder on Canvas.

Cite all evidence using Chicago-style citation, with footnotes and a bibliography (which can include both works you cite directly and works that influence your thinking but that you do not cite directly).

For more on what is expected on written assignments, including formatting requirements and tips for success, see the Writing Hints handout on Canvas.

I will work hard to get these graded every week. I expect you to use the writing instruction that we provide and individual comments on your papers to improve your writing over the semester progresses.

#### Final Written Assignment:

You have written several short, formal, argumentative papers, which is what most historians—and most other scholars—write most of the time. But sometimes reading and writing history from other perspectives can have benefits, too. Create a character or choose a real person who lived during the Black Death.

Write that person's account of the Black Death in either the first or third person. You may choose to focus on one day or event over the time of the Black Death or to narrate several years of your Black Death experience, as Hatcher did.

The final product should be 1000-1500 words in length. You should not require citations BUT if you draw heavily on a specific reading please include it on a Works Cited page and if you draw quoted material directly from the readings you of course need to use footnotes and proper citations.

I will evaluate your writing using many of the same benchmarks that I have all semester. I will not expect an argument or thesis, but I will look for historical accuracy based on a deep understanding of class texts and rich historical detail, including historically accurate descriptions (not necessarily of disease; it could be of trade, daily life, religious beliefs, political events, whatever). In addition, I will be looking for critical thinking as demonstrated through creativity in your approach and narrative. Obviously this will come from the choice of perspective and subjects, but it will also come from the way you combine and interpret elements of the class. Finally, as always, I will consider cohesion, clear writing, and proper formatting. This will be due on Friday July 27 at 11:59pm.

Tokens: Exceptional work on a short writing assignment or the final assignment will earn you a token worth one point towards your group discussion grade, one point towards your quiz grade, or a one-day extension (24 hours) on a weekly writing assignment.

**ADOBE CONNECT PRO MEETING**

Adobe Connect Pro Meeting

GRADING

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	Course Plan	Group Discussion	Open Forum	Short Written Assignments	Reading Quizzes	Final Written Assignment
A	Complete	33-42 points	More than 3 substantive posts	Complete 4 of 5	25-30 points	Complete
B	Complete	26-32 points	3 substantive posts	Complete 4 of 5	20-25 points	Complete
C	Complete	20-25 points	2 substantive posts	Complete 3 of 5	15-20 points	Not Necessary
D or F (at my discretion)	Complete	Fewer than 20 points	1 or fewer substantive posts	Complete fewer than 3	Fewer than 15 points	Not Necessary

Tokens: Exceptional work on a short writing assignment or the final assignment will earn you a token worth one point towards your group discussion grade, one point towards your quiz grade, or one.

If (and only if!) your final grade falls between two of these categories, you will be awarded a +/- as appropriate based on the number of points/assignments and elements like improvement over time and effort.

## COURSE CALENDAR

Summer B 2018	Tasks
<p><b>Introduction</b> (Note: This module overlaps with week one)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Review the syllabus, review grading formula and expectations, and identify the due dates and assignments in order to achieve your academic goals in the course and successfully meet the course objectives.</li> <li>Post to the group discussion to introduce yourself to Dr B and the members of your group discussion group, with whom you will be in conversation all semester.</li> </ul> <p>Read: The syllabus.</p> <p>Quiz: Practice Quiz on the syllabus due by Wednesday June 20 at 11:59 pm.            Note: This quiz does not count as a quiz grade. Doing it will earn you one token.</p> <p>Group discussion:            By Weds. June 20 at 11:59 pm</p> <ul style="list-style-type: none"> <li>In about 125 words, tell the group about yourself. Please include—but you are in no way limited to—the following               <ul style="list-style-type: none"> <li>your year and major</li> <li>what attracted you to this class</li> <li>what you might know about the Black Death</li> </ul> </li> <li>Please feel free, in this post, to ask questions of your classmates. You all have different background and levels of experience with the medieval and with history. Your peers are your best resource!</li> </ul> <p>by Sat. June 23 at 11:59 pm</p> <ul style="list-style-type: none"> <li>Comment on at least 3 of your classmates' posts. Ask questions. Point out common interests. Comment on what they have said.</li> </ul>

<p><b>Week 1: Nature of the Disease</b> June 18 - 24</p>	<p>This week you will be reading several primary sources accounts of the black death, specifically descriptions of the symptoms of the disease and what it was like to live through it. We will think more about its spread, medieval medicine, life at the time, and the consequences in future weeks; this week I really want you to focus on the nature of the disease, as medieval people understood it and as we understand it today. In particular, as you read, think about:</p> <ul style="list-style-type: none"> <li>• How did medieval people describe the symptoms of the plague?</li> <li>• How do we understand the plague in modern biomedical terms, and how has this changed over the past decade?</li> <li>• How do medieval descriptions differ from modern biomedical ones and why?</li> </ul> <p>Read:</p> <ul style="list-style-type: none"> <li>• Aberth. Introduction, Document 1, Chapter 2, and documents 15-17 (pp. 15-16, 23-37, 71-82)</li> <li>• The CDC's plague fact sheet available at <a href="https://www.cdc.gov/plague/diagnosis/index.html">https://www.cdc.gov/plague/diagnosis/index.html</a></li> <li>• Wade, Nicholas. "Scientists Solve Puzzle of Black Death's DNA." NYTimes. Oct 12 2011. <a href="http://www.nytimes.com/2011/10/13/science/13plague.html?_r=1&amp;ref=science">http://www.nytimes.com/2011/10/13/science/13plague.html?_r=1&amp;ref=science</a></li> <li>• Susan Noakes. Black Death spread by human fleas and lice, research shows: Millions died in outbreaks from 14th to 18th century. CBC News. Jan 15 2018. <a href="http://www.cbc.ca/news/technology/black-death-spread-lice-1.4485664">http://www.cbc.ca/news/technology/black-death-spread-lice-1.4485664</a></li> <li>• "How to Read a Primary Source." The University of Iowa History Writing Guides. <a href="https://clas.uiowa.edu/history/teaching-and-writing-center/guides/source-identification/primary-source">https://clas.uiowa.edu/history/teaching-and-writing-center/guides/source-identification/primary-source</a></li> </ul> <p>View:</p> <ul style="list-style-type: none"> <li>• Powerpoint on the plague</li> <li>• Powerpoint on These Statements</li> </ul> <p>Group Discussion: By Saturday 6/23 at 11:59pm</p> <ul style="list-style-type: none"> <li>• Based on the primary source descriptions of the Black Death, draw a plague victim. Go on. Don't be shy. Bust out your crayons and markers or create one on the computer. Scan the image or take a photo with your camera phone and post this to the discussion group discussion.</li> <li>• Include about a paragraph describing the symptoms that your victim suffers from, and a second on why you included those particular symptoms. Be sure to tie these decisions back to the primary source readings.</li> </ul> <p>By Monday 6/25 11:59pm Consider the victims that your classmates drew and comment on at least three.</p> <p>Write: A lot of these documents are primary sources, and in most cases they are eyewitness accounts. Are the documents reliable? For what are they reliable or unreliable? Why are the documents reliable (or not); what might lead the author(s) to write unreliable things? Hint: Your answer will depend a lot on your focus, the answer to "for what are they reliable?" For example, source might provide a reliable description of medieval understandings of medicine, but not an accurate modern description, or an reliable description of what happens in one town but not beyond the town.</p>
<p><b>Week 2: Setting the Stage</b></p>	<p>This week we will consider the spread of the Black Death through Eurasia. We will consider factors that led to the epidemic, including trade, global contact, and relative peace, on the one hand, and overpopulation and famine, on the other. As you read, consider:</p>

<p>June 25 - July 1 June 25 Add/Drop Deadline</p>	<ul style="list-style-type: none"> <li>• What were the factors—human and environmental—that contributed to the plague (both its spread and the severity of the epidemic)?</li> <li>• How do modern understandings of the spread of the disease differ from those of medieval people?</li> <li>• What are we missing if we consider the plague only in Western Europe? Why do you think we often focus on only Western Europe?</li> </ul> <p>Read:</p> <ul style="list-style-type: none"> <li>• Aberth. Chapter 1 (pp 11-22).</li> <li>• William H. McNeill, <i>Plagues and Peoples</i> (Doubleday, 1977, rev. 1998), ACLS Humanities E-Book. Read excerpts from Chapter IV: The Impact of the Mongol Empire on Shifting Disease Balances, 1200-1500. Pp 171-183 and 199-207.</li> </ul> <p>View:</p> <ul style="list-style-type: none"> <li>• Powerpoint on Eurasia on the Eve of the Plague</li> <li>• Powerpoint on Paragraph Structure</li> </ul> <p>Group Discussion: By Saturday 6/30 at 11:59pm: Consider the factors you read about this week that might have contributed to the plague. Some are quite local some are regional and some are global in scope. Which factor(s) do you think is (or are) most important when understanding the epidemic that was the black death? Obviously, you will need to consider what aspect of the epidemic you are interested in to answer this question. How did the factors relate to one another? <b>Note: This question asks you to think about factors external to the plague itself. These might include climate, trade, empires, etc. They will not include the microbiology of the disease. The written response asks about that.</b> By Monday 7/2 at 11:59pm: Comment on at least two of your classmates' posts. Writing: We have now read several pieces having to do with the biomedical nature and spread of the plague. Does it matter for our understanding of the plague how it spread and what microbe it is? Why does or doesn't it matter? Specifically, for what historical question(s) does or doesn't it matter? You may focus on the spread or biological nature of the disease, but use sources from both this week and last, as appropriate. You may also focus on both biological nature and spread, but tie them together in your response.</p>
<p><b>Week 3: Living Through the Plague</b> July 1-8 July 4 - Independence Day University Closed</p>	<p>The piece you are reading for this week, <i>The Black Death: A Personal History</i>, was written by John Hatcher, an eminent and respected historian of medieval England whose work has focused on the Black Death. His characters are fictional but the Black Death that is his setting is well grounded and understood by few better than by him. As you read, consider:</p> <ul style="list-style-type: none"> <li>• What aspects of village life does the plague disrupt?</li> <li>• What are the villagers most afraid of?</li> <li>• What does the semi-fictional nature of this text, and some of the decisions about the fiction and writing, allow the author to accomplish that he might not have been able to do in a traditional text?</li> </ul> <p>Read: Hatcher, <i>Black Death</i>. All. View:</p> <ul style="list-style-type: none"> <li>• Powerpoint on Life in a Medieval English Village</li> <li>• Powerpoint on Use of Evidence</li> </ul> <p>Group Discussion: <input type="checkbox"/> By Saturday 7/7 at 11:59 pm, answer ONE of the following questions, using examples from the text:</p> <ul style="list-style-type: none"> <li>o Is writing history as a semi-fictional "personal history," as Hatcher does, beneficial? What are the benefits or drawbacks of writing history? For what audiences is it appropriate? You cannot just say "it's interesting;" you must say why, what appeals to you and why it appeals more than a traditional narrative? Alternatively, what are limits Hatcher faces when</li> </ul>

	<p>comparing this style to a more traditional historical account. What does he lose the ability, as an author, to do?</p> <ul style="list-style-type: none"> <li>o How does this book compare to a more standard work of historical fiction? Is it as entertaining? Would it attract the same audience? Why or why not?</li> </ul> <ul style="list-style-type: none"> <li>□ By Monday 7/9 at 11:59pm: Comment on at least three of your classmates' posts.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>□ Last week, you read about the Black Death from the Global Perspective. This week, you are reading about it from what we might call the micro-historical perspective, focusing on one exceptionally well documented (although also semi-fictionalized) village. What do we gain or lose by taking such a close-up view?</li> </ul>
<p><b>Week 4: The Popular Response</b> July 9 - 15 July 16 Deadline to drop with DR/WI</p>	<p>This week, we will be reading about three very different consequences of the plague that followed it immediately: economic reorganization and legal responses to the new economy; the flagellant movement; and violence against Jewish populations. All three of these can be lumped together under the umbrella of popular responses to the plague. As you read, consider:</p> <ul style="list-style-type: none"> <li>• Who were the actors in each case, and what were their justifications for their actions?</li> <li>• In each case, there was more than one cause or tension between the parties involved, many going back before the plague. What were the sources of tensions in each case?</li> <li>• What are similarities in these different movements?</li> </ul> <p>Read:</p> <ul style="list-style-type: none"> <li>• Aberth. Chapter 4 (documents 19-22, pp. 84-93), Chapter 5 (documents 26 and 27, pp. 106-110) and Chapter 6 (part 1 and Documents 31-38, pp.117-155)</li> <li>• David Nirenberg, "Epilogue: The Black Death and Beyond" in <i>Communities of Violence: Persecution of Minorities in the Middle Ages</i>. (Princeton: Princeton University Press, 1996), 231-239.</li> </ul> <p>View:</p> <ul style="list-style-type: none"> <li>• Powerpoint on The Popular Response – <b>add a ppt or include in ppt definition of micro history vs global history.</b></li> <li>• POverpoint on Intro Paragraphs</li> </ul> <p>Group discussion:</p> <ul style="list-style-type: none"> <li>• By Saturday 7/14 at 11:59 pm: You are either a peasant/ artisan or a landlord/ judge immediately after the plague. Defend your decision to charge more for your labor/product or to fight against inflation. Briefly note who you are and what action you have taken (I'm a blacksmith and I've raised prices) but spend most of your post explaining and defending your actions.</li> <li>• By Monday at 11:59pm: Comment on at least three of your classmates' posts in the voice of the person you took on in your post.</li> </ul> <p>Writing:</p> <p>This week, we looked at three very different reactions to the plague—legal action over prices and labor, the flagellant movement, and violence against Jewish communities—focus on two of these and argue that they were linked by a fundamental similarity. You may choose to focus on one of the areas that came up in class—economics, social order, religion—or something else. Use evidence from the texts to demonstrate that similarity. The more focused you are in your argument—the more focused your similarity is—the stronger your paper will be.</p>
<p><b>Week 5: The Learned</b></p>	<p>How did medieval people understand all of this destruction? One way to make sense of a devastating disease, naturally, is through existing theories about the world. That is</p>

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**Response**  
July 16 - 22

exactly what people did. The most educated minds of the medieval world worked to understand the plague in a way that was in line with existing physical and metaphysical understandings. The conclusions medieval physicians and theologians might not seem correct to us but they were how medieval people thought about the plague. In order to understand their response, we need to understand their thought processes.

- Dols chapter is a comparison between the western Christian and Muslim reactions to the plague. What argument is he making, overall, and what are some difference he notes in the response of the two religious groups?
- Where do Christian and Muslim experts agree in their understanding of the plague and where do they differ?
- Where do religious and medical experts agree or disagree?
- What were medieval theories governing medicine and how did those factor into responses to the plague?

Read:

- Aberth. Chapter 3 (pp. 37-66), Chapter 5 (intro and documents 23, and 28-30; pp. 94-100 and 110-116), and Chapter 6 (documents 39 and 40, pp. 155-159).
- "Humoral Theory." Contagion: Historical Views on Disease and Epidemics. Harvard University Library Open Collection Program. <http://ocp.hul.harvard.edu/contagion/humoraltheory.html>
- Dols, Michael W. (Michael Walters). *Black Death in the Middle East*. Princeton, N.J.: Princeton University Press, 1974. ACLS Humanities E-Book. Conclusion. Pp. 281-301.

View:

Group discussion:

By Saturday at 11:59 pm:

You are a medieval physician or theologian from any region. You have now observed the symptoms of Black Death victims (through the readings for week one) and read all of the most advanced mid-fourteenth-century literature on treating the Black Death (this week). Give, in approximately 250 words, your medical and scholarly opinion on how best to prevent or cure the Black Death. You may address either a friend or an individual looking to prevent or cure the Black Death in a single person (the approach of a modern doctor), or the group of men running your city who are looking to contain and stop the spread of the disease to the city (the approach of a modern public health official). Be sure to cite the different sources (the primary source readings) whose advice you are drawing on, just as the Medical Faculty of Paris did in document 9.

By Monday at 11:59pm:

Comment on at least three of your classmates' posts in the voice of the medieval scholar you used in your own post.

Writing:

For this week, write a comparative essay, comparing either

- lower status and elite reactions to the plague in Europe (using some of the information from previous weeks for the lower status reactions)

or

- Christian and Muslim reactions to the plague.

Your essay should argue for either a fundamental difference or similarity. You should draw on evidence from both groups you are comparing.

This is a lot of moving parts, I know, and I'm leaving you a lot of room to focus how you want.

Hint 1: You want to find ONE THING (the more focused the better) that was similar or different. Of course there are more than one, but a more focused essay will be stronger.

Hint 2: This will lead to a thesis that looks something like this: Elite and lower-class reactions in Europe were similar in the both groups (whatever one things you identify).

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<p><b>Week 6: The Artistic Response</b> July 23 - 27</p>	<p>An event as big as the black death, as traumatic and effecting as many people as this did, cannot but leave its mark on the period's artwork. Indeed, this week we will look at the ways that late medieval European art reflected themes of earthly decay and death. As you read consider:</p> <ul style="list-style-type: none"><li>• What were some of the defining features of macabre art, in terms of both imagery and messages?</li><li>• How do the renaissance, the macabre, and the black death relate to one another chronologically and in terms of cause and effect?</li><li>• What does macabre artwork, including literature, tell us about people's concerns and fears after the Black Death?</li></ul> <p>Read:</p> <ul style="list-style-type: none"><li>o Aberth. The Artistic Response. Chapter 7 (pp. 160-179)</li><li>o Chaucer. The Pardoner's Tale. (Canvas)</li></ul> <p>Group discussion:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> By Saturday at 11:59pm:<ul style="list-style-type: none"><li>o Based on the macabre art you have read and seen, create your own visual or literary work of macabre art. Drawing will be easiest but you are certainly welcome to create a different type of work. Scan the image or take a photo of it with your camera phone. Post this to the discussion group discussion.</li><li>o Include about a paragraph (about 250 words)<ul style="list-style-type: none"><li><input type="checkbox"/> describing the elements of your artwork that make it macabre</li><li><input type="checkbox"/> describing why you chose to create what you did (make reference to the sources for this and previous weeks).</li></ul></li></ul></li><li><input type="checkbox"/> By Monday at 11:59pm Consider the art that your classmates created and comment on at least four.</li></ul> <p>Writing: Final Written Assignment (see assignments, above, for description)</p>
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