

International Summer School 2016

Module Outline



<u>Section 1 – General Information</u>	
Module Title Plague and Disease in the Medieval City	
Module code: HISH2002S	Credit value: 20 UK
Academic Year: 2015-2016	Semester: Summer 2016

School of Study	History
Academics	Dr. Joy Hawkins; Dr. Sarah Spooner; Prof Carole Rawcliffe; Ms Sarah Hall; Ms Elizabeth Macdonald.
Module Description	<p>'Plague and Disease in the Medieval City', is an interdisciplinary module which examines the health and illnesses of the urban population in England and Northern Europe in the late Middle Ages as well as the beginning of the early modern period. By using the unparalleled riches of Norwich's medieval buildings and landscape as the starting point, students will investigate standards of living alongside patterns of disease and the relative effectiveness of both individual and corporate actions in halting the spread of plague within the medieval city. Supplementary iconographical, archaeological and documentary evidence from other cities, including Coventry, Winchester, York, London, Florence and Paris, will also be used.</p> <p>We will examine the main influences upon the developments within medicine and its practice from the twelfth to the seventeenth centuries, focusing in particular on the period 1300-1500. We will consider the differences and similarities in the way that individuals and municipal authorities reacted to the two notorious epidemics in English history: the Black Death of 1348-51 and the Great Plague of 1665-66. The impact of medical theory on urban politics and planning will also be analysed, as will be the close connection between the Church and medicine during the medieval period before the impact of the Reformation, notably through the medium of religious iconography. The module will conclude by assessing the influences upon and developments within medicine and its practice which took place over this five hundred year period and look at whether any of these were reflected in the changes which took place in Norwich during the same period.</p>
Pre requisites	Students should come equipped with an interest in learning about medieval and early modern medicine. No specific knowledge or experience is required.
Fieldtrips	Fieldtrips will be taken to: <ul style="list-style-type: none"> • Norwich Cathedral • Mousehold Heath • Norwich's medieval walls • Dragon Hall • Norwich Market Place • The Great Hospital • Norfolk Heritage Centre to examine original documentation • St Julian's Shrine, Norwich • Shrine of Our Lady, Walsingham Abbey, Walsingham
School Profile	The Interdisciplinary Institute of the Humanities' team of staff are dedicated to providing an ethos where innovation can flourish. We are proud to be home to the

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	<p>Foundation Year, which prepares students for the Faculty's BA programmes. We pride ourselves on offering a warm and friendly ethos in which students can feel at home and develop to their full intellectual potential with the help of specialist faculty – and look forward to welcoming you to the Institute.</p> <p>https://www.uea.ac.uk/humanities</p>
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Section 2 – Details of module	
Description What is this module about?	<p>This interdisciplinary course will examine the main influences upon the developments within medicine and its practice over a five hundred year period. It will focus primarily on the period 1300-1500, however comparisons will be made with both the earlier Norman period and the crisis of the mid-seventeenth century to determine the extent to which medical theory and practice developed. By using Norwich as our focal point and case study, this module will examine the main themes of medieval and early modern medical history, including the role of women in the provision of healthcare; the short and long-term impact of repeated epidemics on the well-being of urban populations; the emerging medical marketplace; the popularity of pilgrimage and the healing saints; the role of the medieval hospital and how medicine, and the plague in particular, was depicted in contemporary literature, including that of Chaucer, Boccaccio and the diaries of those living through periods of pestilence.</p>
Learning Objectives What will I learn? (subject specific and transferable skills)	<p>This module uses Norwich's medieval buildings and landscapes to help our students investigate standards of living, patterns of disease and the relative effectiveness of both individual and corporate actions in halting the spread of plague and disease within the medieval city. The lectures will be given by Dr Joy Hawkins, a Tutor in the Interdisciplinary Institute of the Humanities, whose research specialism is disease, disability and medicine in the urban environment during the later Middle Ages. Seminars and workshops will be split between Dr Hawkins, Ms Sarah Hall and Ms Elizabeth Macdonald. Ms Hall, an early modern specialist, will focus on the 1665 plague and the changes in medicine after the Reformation. Ms Macdonald, a tutor in medieval literature, will lead the class for sessions on the place of medicine in medieval and early modern literature. Fieldtrips will be led by specialists in their fields: Prof. Carole Rawcliffe who has written extensively on hospitals, health and disease in medieval cities, will guide you around the Great Hospital, and Dr Sarah Spooner, a lecturer in landscape history, will show you the medieval landscape of Norwich and talk you around the original defences to show how the government of the city affected its layout.</p> <p>This module uses over 40 hours of lectures, seminars and fieldtrips to teach students about religion and medicine in medieval and early modern cities.</p>
Learning outcomes What will I be able to do by the end of the module?	<p>Students who successfully complete this module will:</p> <ul style="list-style-type: none"> • Be familiar with the main themes of European medicine before 1700. • Understand the influences upon and developments within medicine and its practice from the twelfth to the seventeenth centuries. • Gain an understanding of how we can utilise material culture alongside documentary evidence to examine themes in medical history.
Links Where does this fit in to my programme?	<p>This module would be ideal if you are currently studying History or any related History modules. However, no specific prior knowledge of this subject is needed to study this module.</p>

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Section 3 – Teaching Team	
Module Convenor	Dr Joy Hawkins
Others	Dr Sarah Spooner; Prof. Carole Rawcliffe; Ms Sarah Hall; Ms Elizabeth Macdonald.

Section 4 - Expected Study Hours			
Activity	Details	Total hours	% of credit
Lectures	See section 5	9	
Pre-lecture preparatory reading and post-lecture follow up reading	See section 5		
Seminars	See section 5	9	
Pre-seminar preparation and follow up study	See section 5	3	
Fieldtrips	<ul style="list-style-type: none"> • Norwich Cathedral • Mousehold Heath and Norwich's medieval walls • The Great Hospital • Dragon Hall • Norfolk Heritage Centre • St Julian's Shrine, Norwich • The Shrine of Our Lady, Walsingham Abbey, Walsingham 	20	
Assessed course paper			100
Total		41	100%

Section 5 - Teaching Sessions

Lecture, Seminar and Field Trip Programme – details for each lecture, seminar and field trip

Introductory Session

An introduction to the course. What is the importance of 'change' in historical study and why is Norwich such a good city to use as a case study for the history of medicine and society.

Lecture One: Theory & Practice in Medieval Medicine: The Regimen of Health

This lecture will introduce students to humoral theory which was the basis of all medical practice in the medieval West. We will consider how far it was actually utilised by laymen and women on a day to day basis when treating common ailments and illnesses which beset medieval people when they lived in the confines of an urban environment. We will also explore the important and often underrated role of women as primary care givers, providing therapeutics to their family and neighbours and explore how effective herbal remedies were in treating the sick. Because it was easier to maintain well-being than attempt to regain it once it was lost, we will also examine the theory behind the Regimen of Health and the Six Non-Naturals and consider how it could help people maintain their most prized possession – their health. This lecture will conclude by exploring the various prophylactics and therapeutics which were available to those living in urban areas, such as Norwich, during the fourteenth and fifteenth centuries.

Lecture Two: Professional Medical Practitioners: Physicians, Surgeons & Apothecaries

This lecture will examine the vast medieval urban marketplace which emerged from the thirteenth century, and consider the role played by the professional practitioners, including physicians, surgeons, barber-surgeons and apothecaries, to treat the sick in medieval towns and cities. Each practitioner initially had his niche, but with the repeated epidemics throughout the fourteenth century, the lines between the medical treatments they offered became more blurred. Not surprisingly, a degree of rivalry sprung up between these professional practitioners and we will look at how satirists portrayed this taut relationship and whether patients benefitted from living in urban areas.

Lecture Three: Medicine for the Soul

This lecture will examine the importance of medicine for the soul from the emergence of the doctrine of purgatory in the eleventh century and the Fourth Lateran Council of 1215 until the eve of the Reformation. During this period, theologians and the Church taught medieval men and women that spiritual care for the immortal soul should take precedence over any physical care for the temporary body. We will examine the extent to which such advice was followed and how far spiritual remedies, such as prayers and confession, filtered into medicine practiced and utilised by practitioners, especially during times of plague when people happily welcomed any help they were offered.

Lecture Four: The Black Death and Standards of Living in the Fourteenth and Fifteenth Centuries

This lecture will examine the impact that very environment of the medieval city had on the health and well-being of its inhabitants. The dwelling houses in which people lived could cause a wide range of ailments and illnesses from the close proximity of animals and humans to the smoke emitted from hearths before chimneys were widely used. In an era when little attention was paid to health and safety, most occupations had either a long or short term impact on employees' health. In addition, the Black Death and the subsequent epidemics throughout the fourteenth and fifteenth centuries caused the death of up to two thirds of some town's populations. We will explore to what extent the first outbreak of plague in 1348-9 was responsible for the high mortality rate in this period, and how far there were other contributing factors. We will also look at the impact that the plague had on ordinary people's standards of living and the measures which were taken by both municipal governments and individuals to improve their local environment.

Lecture Five: Medicine and Literature

A surprisingly high proportion of the information medical historians have uncovered about health and medicine in the medieval and early modern periods has originated from contemporary literature. This lecture will explore a selection of different genres; for example, the letters, especially those written by the female members of the Paston household; and medieval fictional accounts, including Boccaccio's description of the plague arriving in Florence, Chaucer's physician in the *Canterbury Tales*, and Shakespeare's numerous medical references in his plays, there is a great deal of information ready to be unearthed if you just scrape the surface. Ordinary people had much greater access to 'literature' than has been previously acknowledged, and this lecture will explore how far 'fictional' accounts reflected the everyday reality of the medical theory and treatment which was on offer in medieval and early modern towns.

Lecture Six: Pilgrimage and Healing Shrines

Right up until the eve of the Reformation, pilgrims travelled vast distances up and down the length of England seeking help from the numerous specialist Saints. Many, however, also sought help from the shrines on their doorsteps. In the city itself, Norwich Cathedral held the remains of St William of Norwich whose miracles were recorded by Thomas of Monmouth in the twelfth century. Urban pilgrims also travelled to Bromholm Priory on the Norfolk Coast which held remnants of the true cross, or Walsingham to visit an exact replica of the Holy House from Nazareth. This lecture will consider the different reasons why so many people embarked on these pilgrimages, how they chose which Saint to pray to or which shrine to visit, and consider how this reflected the close relationship between celestial and earthly medicine.

Seminar Programme – details for each session

Seminar One: Women, Health and Illness in the Medieval Household

This seminar will introduce students to the role of women within the household as primary carers during the Middle Ages and whether this continued into the Tudor period and beyond. We will look at a selection of popular remedies and consider how women dealt with the wide range of illnesses which their families suffered from. We will pay special attention to the ailments associated with pregnancy and childbirth as well as the wide range of common childhood ailments and accidents.

Suggested Reading:

- J. Achterberg, *Woman as Healer* (1990)
- P. Biller, 'Childbirth in the Middle Ages', *History Today* 36 (1986)
- W.R. Dawson, ed., *A Leechbook or Collection of Medical Recipes of the Fifteenth Century* (London, 1934)
- M. Green, 'Women's Medical Practice and Health Care in Medieval Europe', *Signs*, 14 (1989)
- F. Getz, *Medicine in the English Middle Ages* (1998)
- L. Hunter and S. Hutton, eds, *Women, Science & Medicine, 1500-1700* (1997), especially the chapter by M. Pelling, 'Thoroughly Resented? Older Women and their Medical Role in Early Modern England'.
- Barbara A. Hanawalt, *Growing Up in Medieval London: The Experience of Childhood in History* (1995)
- S. Landsberg, *The Medieval Garden* (1998)
- L. Pollock, *With Faith and Physic: The Life of a Tudor Gentlewoman* (1993)

Seminar Two: The Changing Nature of Epidemic Disease 1348-1665

This seminar will focus on the primary texts available from the fourteenth and seventeenth centuries (translations of which will be provided) to compare and contrast the experiences of plague in urban environments in these two periods. We will look at how contemporaries understood plague and how it was spread as well as how people responded to the threat of plague, and the effect that the Reformation had on these understandings and responses.

Suggested Reading:

- Aberth, J., *From the Brink of the Apocalypse: Confronting Famine, War, Plague and Death in the Later Middle Ages* (London, 2010)
- Benedictow, O.J., *The Black Death, 1346-1353* (Boydell, 2004)

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- Byrant, *Samuel Pepys: The Years of Peril* (London, 1948)
- Cohn, S. K. Jr., *Cultures of Plague: Medical Thinking at the end of the Renaissance* (Oxford, 2009)
- Hatcher, J., *Plague, Population and the English Economy 1348-1530* (London, 1977)
- Hatcher, J., 'England in the aftermath of the Black Death', *Past and Present*, 144 (1994)
- Henderson, J., 'The Black Death in Florence', in S. Bassett, ed., *Death in Towns: Urban Responses to the Dying and Dead* (1992).
- Naphy, W.G., and A. Spicer, *Plague: Black Death and Pestilence in Europe* (Charlottesville, VA, 2004)
- Naphy, W.G., and P. Roberts, *Fear in Early Modern Europe* (Manchester, 1997)
- Ormrod, W. M., and P.G. Lindley, eds, *The Black Death in England* (Stamford, 1996) – made up of four excellent articles.
- Platt, C., *King Death: The Black Death and its Aftermath in Late Medieval England* (London, 1996)
- Ranger, T., and P. Slack, *Epidemics and Ideas: Essays on the Historical Perceptions of Plague* (1995)
- Ranger, T., and P. Slack, *Epidemics and Ideas: Essays on the Historical Perceptions of Plague* (Camb, 1995)
- Slack, P., *Plague: A Very Short Introduction* (Oxford, 2012)
- Slack, P., *The Impact of Plague in Tudor and Stuart England* (London, 1985)
- Totaro, R., *The Plague in Print: Essential Elizabethan Sources 1558-1603* (Pittsburgh, PA, 2010)
- Walter, J., and R. Schofield, eds, *Famine, Disease and the Social Order in Early Modern Society* (Cambridge, 1989)
- Williman, D., ed., *The Black Death: The Impact of the Fourteenth Century Plague* (Center for Medieval and Early Renaissance Studies, 1982)
- Willy, M., *English Diarists: Evelyn and Pepys* (London, 1963)

Seminar Three: Medieval Pilgrimage – Literature and Reality

This seminar will use art and documentation to uncover what the experience of pilgrimage was actually like for medieval people. We will look at why people embarked on pilgrimage and what happened when they reached the shrine. Medieval writers were fascinated by pilgrims and pilgrimage and so we will examine contemporary imagery and written sources to decide how far the descriptions provided by writers and artists matched the reality, and why medieval shrine keepers exaggerated the healing abilities of their saint's relics.

Suggested Reading

- D.W. Amundsen, *Medicine, Society and Faith in the Ancient and Medieval Worlds* (1996)
- G. Buzwell, *Saints in Medieval Manuscripts* (2005)
- M. Camile, 'Pilgrimage, Devotion to the Saints', in J. Alexander and P. Binski, eds, *Age of Chivalry: Art in Plantagenet England 1200-1400* (1987), pp.205-225.
- R.C. Finucane, *Miracles and Pilgrims: Popular Beliefs in Medieval England* (1977)
- V.I.J. Flint, *The Rise of Magic in Early Medieval Europe* (1991)
- R. Kieckhefer, *Magic in the Middle Ages* (1989)
- B. Nilson, *Cathedral Shrines of Medieval England* (1998)
- L.T. Oslan, 'Charms and Prayers in Medieval Medical Theory and Practice', *Social History of Medicine*, 16 (2003), pp.343-66.
- C. Rawcliffe, 'Curing Bodies and Healing Souls: Pilgrimage and the Sick in Medieval East Anglia', in C. Morris and P. Roberts, eds, *Pilgrimage: The English Experience from Becket to Bunyan* (2002), pp.108-40.
- J. Sumption, *Pilgrimage: An Image of Medieval Religion* (2002)
- B. Ward, *Miracles and the Medieval Mind: Theory, Record and Event 1100-1215* (1987)
- D. Webb, *Pilgrimage in Medieval England* (2000)

Seminar Four: Threats to Health in Medieval Cities – Individual & Corporate Responses

Leading on from seminar two, this session will examine the individual and municipal responses to both pestilence and other epidemic diseases throughout this period and by using documentary sources in the form of plague tracts and court records alongside maps we will investigate how far plague acted as an impetuous for change. We will also explore what the other main threats to health were in urban areas in this period, and especially to children. We will answer questions, such as were children more at risk in the urban

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rather than the rural environment, and what did parents do to protect their children from these 'threats to health'?

Suggested Reading:

J.A.I. Champion, ed., *Epidemic Disease in London (Centre for Metropolitan History, Working Papers, 1, 1993)*

C. Dyer, 'English Diet in the Later Middle Ages', in *Social Relations and Ideas: Essays in Honour of R.H. Hilton*, ed. T.H. Aston (CUP, 1983, reprinted 2009)

B.A. Hanawalt, 'Childrearing among the Lower Classes in Late Medieval England', *Journal of Interdisciplinary History*, 7 (1977-8)

B.A. Hanawalt, *Growing Up in Medieval London: The Experience of Childhood in History* (Oxford UP, 1993)

M. Lewis, *Urbanisation and Child Health in Medieval and Post Medieval England* (Archaeopress, 2002)

N. Orme, *Medieval Children* (Yale UP, 2001)

*C. Rawcliffe, 'Sickness and Health', in C. Rawcliffe and R. Wilson, eds, *Medieval Norwich* (Hambledon, 2004), pp.301-24.

C. Roberts and M. Cox, *Health and Disease in Britain: From Prehistory to the Present Day* (Sutton, 2003) – chapters four and five.

S. Shahar, *Childhood in the Middle Ages* (Routledge, 1990)

Also see suggested reading for seminar two.

Other Taught Sessions Programme – workshops, practicals, fieldwork, placements, drop-in session

A significant proportion of this course will be taught 'on-site' using Norwich's extensive medieval landscape and the array of surviving medieval buildings and architecture. Talks, workshops and informal seminars will be held as part of each of the field-trips to offer students to experience a fully interactive and hands on approach to medical history which will complement the more traditional forms of teaching in the classroom.

Fieldtrip (1): St Julian's Shrine; Dragon Hall and King Street

During this field trip students will have the opportunity to examine the historic landscape of King Street, and the unique trading hall of Robert Toppes including its recreated medieval garden, with a talk on medieval herbs and their healing properties by one of the volunteers who helped designed the garden, and an opportunity to create their own herb posy to defend against plague.

<http://www.norwich12.co.uk/dragon-hall/index.htm>; <http://www.dragonhall.org/discover>

Fieldtrip (2): Norwich Cathedral and the Great Hospital

During this field trip students will have the opportunity to explore Norwich Cathedral and interpret its spaces and architecture in terms of the physical and spiritual health of the medieval monks who once dwelt in the adjoining monastery and that of the many visitors and pilgrims who made their journey here. Begun in 1096, most of Norwich Cathedral's Norman architecture is still intact and it forms one of the finest examples of the Romanesque style in Europe. Norwich Cathedral has the largest monastic cloisters in England, some of the original Norman wall painting survives in the Cathedral's Jesus Chapel and the presbytery, as well as a unique and world-renowned collection of medieval roof carvings.

<http://www.norwich12.co.uk/norwich-cathedral/index.htm>;

<http://www.cathedral.org.uk/aboutus/herb-garden-herb-garden.aspx>

The students will then have the opportunity to explore the Great Hospital, the finest surviving medieval hospital in England. We will consider its role in the changing society of this period. Known as St Giles's Hospital in the Middle Ages, this remarkable institution has been in continuous use since 1249 and is now a unique survival. We will be able to see at first-hand how English hospitals were transformed as a result of the impact of plague on urban populations. The six acre complex of buildings includes the ancient parish church of St Helen and Eagle Ward with its lavishly decorated 'eagle ceiling', originally the chancel of the church. There are also a medieval refectory, infirmary and cloisters.

<http://www.greathospital.org.uk/>

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Fieldtrip (3): Behind the Scenes Tour of Norfolk Heritage Centre

Students will be given a unique opportunity to view some of the county's most precious and rare manuscripts, including the fifteenth century medical text, *Ortus Sanitatus*, which is part of the City Library Collection, early modern surgical tracts and the medieval Boleyn Bible, amongst other treasures.

Walk through Norwich Market

Students will be given a map showing the medieval and Tudor layout of Norwich market and be guided through the reasoning behind this layout and the subsequent changes which have taken place since.

Fieldtrip (4): View of Norwich from Mousehold Heath and Walking Tour of Norwich's Defences

In the sixteenth century, Cunningham created a picture of Norwich depicting it as the ideal healthy city with its easterly winds and wide streets. During this fieldtrip, students will be given the opportunity to head to Mousehold Heath using the Norwich Sight-Seeing Bus, to visit the spot from which you can see the city as depicted by Cunningham's map. This will then be followed by a walking tour of Norwich's defences which controlled the health of the medieval city, keeping out many diseases but also allowing certain epidemics, such as plague, to spread more rapidly.

<http://www.city-sightseeing.com/tours/united-kingdom/norwich.htm>

Fieldtrip (5): Pilgrimage to Walsingham

During this fieldtrip, students will embark on a pilgrimage to Our Lady's Shrine at Walsingham, visiting the Slipper Chapel, both the Anglican and Roman Catholic Shrines and the onsite museum.

<http://www.walsinghamanglican.org.uk/intro.htm>

<http://www.walsingham.org.uk/romancatholic/>

<http://www.walsinghamabbey.com/Home.html>

Section 7 - Formative Assessment

Assessment Type	Assignment Deadline	Return date	Nature of feedback
Formative 1	7 th July 2016	Immediately	In a directed class session, students will peer-assess the details completed on the lecture worksheets and provide both written and verbal comments for each other.
Assignment detail (e.g. title, type, course test length, word limit, presentation length)			
Peer-assessed worksheets to be completed after attending four lectures in first two weeks of the course.			
Assessment Type	Assignment Deadline	Return date	Nature of feedback
Formative 2	11 th July 2016	14/15 th July 2016	There will be detailed written feedback provided, and students will be offered one-to-one tutorials on Thursday 14 th or Friday 15 th July.
Assignment detail (e.g. title, type, course test length, word limit, presentation length)			
Essay plan and annotated bibliography.			

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Section 8a - Summative Assessment				
Assessment Type	Percentage (%)	Assignment Deadline	Return date	Nature of feedback
Contextualising an image	25	18 th July 2016	Sept 2016	Detailed written feedback will be provided which will be sent on to the students at the end of the course.
Assignment detail (e.g. title, type, course test length, word limit, presentation length)				
Students will choose one image from a selection and will summarise, explain the context and its usefulness for the historian of pre-modern medicine in a maximum of 500 words.				
Assessment Type	Percentage (%)	Assignment Deadline	Return date	Nature of feedback
Coursework	75	21 st July 2016	Sept 2016	Detailed written feedback will be provided which will be sent on to the students at the end of the course.
Assignment detail (e.g. title, type, course test length, word limit, presentation length)				
An essay of up to 2,500 words, with full referencing and bibliography from a list of questions provided.				

Section 8b - Assessment of module outcomes			
Learning Outcomes	Formative Assessment 1	Formative Assessment 2	Summative Assessment
List outcomes	<p>Assessment: Students are informally assessed through a variety of practically and theoretically informed methods, including participation in seminars and field trips. Seminars are designed to promote oral and aural skills of argument, debate and the coherent presentation of ideas. Whether in group work or with individual class presentations, students will encounter some form of seminar task based upon their ability to present and communicate their ideas orally. Group work in class also fosters collaborative learning and initiative. Particular care is taken to encourage students to develop transferable skills including presentation of written work and the use of library and electronic resources. The work promotes initiative, intellectual autonomy and effective intellectual collaboration.</p> <p>Key skills are assessed in the context of wider aspects of learning rather than being assessed separately. Students are given carefully directed advice as to how they develop transferable and study skills in order to meet the required standards expected of UK undergraduates. Written and verbal feedback enables students to understand, and act upon, advice given as part of the assessment process.</p> <p>The assignment will be in the form of a 2,500 word essay which will be based around a problem, question or set of primary sources that the students have considered during the field trips and / or seminars.</p>		

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<u>Section 9 - Employability</u>			
Problem solving	Teamwork	Communication	Presentation
Yes	Yes	Yes	Yes
<p>Students will gain a wide range of transferable skills which will assist their employment prospects. These include:</p> <ul style="list-style-type: none">• Communicate effectively in verbal exchanges.• Communicate effectively in writing.• Communicate effectively and fluently through the use of audio visual media• Gather information from a variety of sources.• Capacity to synthesise from a variety of sources.• Collaborate with others to achieve common goals.• Use IT and audio visual media effectively to retrieve information.• Demonstrate critical judgement.• Reflect on own learning and make constructive use of feedback.• Develop and demonstrate independence of thought and initiative.			