**ANTH 50.45: Archaeology of Epidemics**

**Winter 2022**

**Professor Ryan H. Collins** [Ryan.H.Collins@dartmouth.edu](mailto:Ryan.H.Collins@dartmouth.edu)

**Office:** Silsby 403b **Office Hours:** M/W 2pm

**Course Location:** TBD **Credits:** 3.00

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**The Dance of Death (1493)** by Michael Wolgemut, from the Nuremberg Chronicle of Hartmann Schedel

"A Litany in Time of Plague"

Adieu, farewell earths blisse,

This world uncertaine is,

Fond are lifes lustful joyes,

Death proves them all but toyes,

None from his darts can flye;

I am sick, I must dye:

Lord, have mercy on us.

Thomas Nashe – 1592

**Course Objectives**

Given our current global health crisis (and the associated social crises), the words epidemic and pandemic conjure immediate concerns over health and wellbeing, critical lifestyle changes, and a marked difference in how we collectively conceive, confront, and represent the future. Yet, the impact on human civilization triggered by epidemic crises is nothing new. In this course, we will study the effects of epidemics and pandemics on different cultures throughout history. Towards this end, we will examine how art and design have served to forge community bonds; how visual culture has changed in times of crisis; and how communities across the world, in different times and spaces, eventually find resilience in fundamentally altered worlds. Case studies will consider recent archaeological projects and art historical research that are causing scholars to reevaluate how diseases have prompted cultural upheavals and artistic transformations. These case studies will include the Plagues of the Ancient Mediterranean World, the 14th century Black Death, the 16th Century Great Dying, Virgin Soil Epidemics in the American Southwest, the Spanish Flu of 1918, AIDS, and the current COVID-19 crisis.

**MEETING TIMES AND LOCATION**

**Meeting Room:** 208 Rockefeller

**3A Time Slot:** M/W 3:30 – 5:20

**Learning Objectives**

* Establish a baseline understanding of the primary goals and methods in Archaeology, Paleopathology, and Medical Anthropology.
* Provide tools for approaching and contextualizing epidemics within broader social, historical, economic, environmental, and political landscapes.
* Engage in critical dialogue regarding the impact of global crises on both culture and society.
* Demonstrate how material culture provides a lens for understanding epidemics' disparate impact and experience regarding inequality, race, socioeconomic status, and community.
* Improve students' ability to engage scientific data and academic sources through a critical but balanced lens via regular written reading discussions.
* Employ historical case studies as tools for understanding and reevaluating the present.
* Discuss cross-cultural approaches to responding to pandemic outbreaks.
* Critically assess the possibilities and limitations of pandemic interventions in global public health.
* Articulate the value of the medical anthropologic approach toward global pandemics.

**UNIT 1: Framing Epidemics Throughout History: Medical Anthropology, Archaeology, + Paleopathology**

**01/05 - Session 01:** Overview – Methods (Our Tool Kits) + Case Studies

**Readings: (Optional for Session 01)**

1. Peter Mitchell (2003) The archaeological study of epidemic and infectious disease, World Archaeology, 35:2, 171-179, DOI: 10.1080/0043824032000111353.
2. Roberts, Charlotte, Gabriel Wrobel, and Michael Westaway, 2020, [What the archaeological record reveals about epidemics throughout History – and the human response to them.](https://theconversation.com/what-the-archaeological-record-reveals-about-epidemics-throughout-history-and-the-human-response-to-them-138408) The Conversation.
3. Rott, Nathan 2020, 'Like Poking a Beehive': [The Worrisome Link Between Deforestation And Disease.](https://www.npr.org/2020/06/22/875961137/the-worrisome-link-between-deforestation-and-disease?utm_campaign=storyshare&utm_source=facebook.com&utm_medium=social) NPR: SPECIAL SERIES Environment And Energy Collaborative
4. Kolbert, Elizabeth. 2020. "[Pandemics and the Shape of Human History](https://www.newyorker.com/magazine/2020/04/06/pandemics-and-the-shape-of-human-history)." *New Yorker.* April 6, 2020.

**X-Hour 01:** [Plague Inc.](https://www.ndemiccreations.com/en/22-plague-inc) (Video Game Simulation)

**01/10 - Session 02:** Context, Terminology, and an Introduction to Paleopathology

**Readings:**

1. Hodder, Ian 2012, Chapter 1. Thinking about Things Differently. In, Entangled: An Archaeology of the Relationships Between Humans and Things, Wiley-Blackwell.
2. Charles E. Rosenberg, "Explaining Epidemics" and "Framing Disease: Illness, Society, and History," in Explaining Epidemics and Other Studies in the History of Medicine (Cambridge University Press, 1992)
3. Bruce G. Link and Jo Phelan, "Social Conditions as Fundamental Causes of Disease," in "Forty Years of Medical Sociology: The State of the Art and Directions for the Future," edited by Mary L. Fennell, extra issue, Journal of Health and Social Behavior (1995)
4. Michael Knapp, Catherine J. Collins, Elizabeth Matisoo-Smith 2021, Ancient Invaders: How Paleogenetic Tools Help to Identify and Understand Biological Invasions of the Past. Annual Review of Ecology, Evolution, and Systematics 52:1.

**UNIT 2: Looking Back: Evidence and Experience of the Earliest Epidemics**

**01/12 - Session 03:** Origins of Disease and Archaeological Detection

**Readings:**

1. Fuchs K, Rinne C, Drummer C, Immel A, Krause-Kyora B, Nebel A. Infectious diseases and Neolithic transformations: Evaluating biological and archaeological proxies in the German loess zone between 5500 and 2500 BCE. The Holocene. 2019;29(10):1545-1557. doi:10.1177/0959683619857230.
2. Luterbacher, J., Newfield, T.P., Xoplaki, E., et al. Past pandemics and climate variability across the Mediterranean. Euro-Mediterr J Environ Integr 5, 46 (2020). <https://doi.org/10.1007/s41207-020-00197-5>.
3. Arkadiusz Sołtysiak 2021, Towards a historical bioarchaeology: The use of textual sources in research on human remains from the Near East and Eastern Mediterranean, Journal of Archaeological Science: Reports, Volume 38, 2021, 103006, ISSN 2352-409X, <https://doi.org/10.1016/j.jasrep.2021.103006>.

**X-Hour 02:** [1918 Influenza](https://www.npr.org/transcripts/821597079) – Throughline Podcast NPR

**01/17 - Session 04:** Myths and the Realities of Early Urbanism

**Readings:**

1. Attia, Annie 2020, [Epidemics in Ancient Mesopotamia](http://www.asor.org/anetoday/2020/09/epidemics-mesopotamia?utm_content=buffer5fda5&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer&fbclid=IwAR0q9B9Ye7EQJ3kf9xgbMw3Ab7OtEHtFMcc-6DYOHbZQVb5crQjhwEZQXzk). The Ancient Near East Today.
2. The Science of the 10 Plagues. Live Science, April 11, 2017. <https://www.livescience.com/58638-science-of-the-10-plagues.html>
3. Arkadiusz Sołtysiak 2021, Towards a historical bioarchaeology: The use of textual sources in research on human remains from the Near East and Eastern Mediterranean, Journal of Archaeological Science: Reports, Volume 38, 103006, ISSN 2352-409X, <https://doi.org/10.1016/j.jasrep.2021.103006>.

**UNIT 3: Myths + Histories: The Legacy of Epidemics in the 1st Millennium BC**

**01/24 - Session 05:** Epidemics in Ancient Egypt – Evidence, Myth, and Unanswered Questions.

**Readings**:

1. Habicht, Michael E., Patrick E. Eppenberger, and Frank Rühli 2021, A critical assessment of proposed outbreaks of plague and other epidemic diseases in Ancient Egypt, International Journal of Infectious Diseases.
2. David, Rosalie 2021, Epidemics and their Aftermath in Ancient Egypt. In, Pharmacy and Medicine in Ancient Egypt: Proceedings of the Conference Held in Barcelona (2018). Edited by Rosa Dinarès Solà, Mikel Fernandez Georges, Maria Rosa Guasch Jané, Archaeopress Publishing Ltd.
3. STROUHAL, E. 1996, TRACES OF A SMALLPOX EPIDEMIC IN THE FAMILY OF RAMESSES V OF THE EGYPTIAN 20th DYNASTY. Anthropologie (1962-), 34(3), 315–319. <http://www.jstor.org/stable/44601512>.
4. Siro I. Trevisanato, 2004. Did an epidemic of tularemia in Ancient Egypt affect the course of world history? Medical Hypotheses, Volume 63, Issue 5, Pages 905-910. <https://doi.org/10.1016/j.mehy.2004.05.015>.

**X-Hour 03:** [Athens: the first plague?](https://podcasts.ox.ac.uk/athens-first-plague) – Oxford University Podcasts

**01/26 - Session 06:** Epidemics in the Hellenistic World – Earliest Historical Records and Disease Identification.

**Readings:**

1. Kelaidis, Katherine 2020, What the Great Plague of Athens Can Teach Us Now: Disease changed the course of the war, and shaped the peace that came afterward, planting the seeds that would destroy Athenian democracy. The Atlantic, March 23, 2020. <https://www.theatlantic.com/ideas/archive/2020/03/great-plague-athens-has-eerie-parallels-today/608545/>
2. Reine-Marie Bérard, Dominique Castex. Epidemics and Wars: Comparative Archaeology and Anthropology of Ancient Greek Mass Burials. Athens Journal of History, 2021, 7, ⟨10.30958/ajhis.X-Y-Z⟩. ⟨halshs-03334808⟩
3. Papadopoulos, John K. 2020, The Plague of Athens, Archaeology and Pandemics, Backdirt: Annual Review of the Cotsen Institute of Archaeology at UCLA.
4. Mackie, Chris 2020, Thucydides and the plague of Athens - What it can Teach us Now. The Conversation, March 19, 2020. <https://theconversation.com/thucydides-and-the-plague-of-athens-what-it-can-teach-us-now-133155>
5. Littman, Robert J. 2009, The Plague of Athens: Epidemiology and Paleopathology. Mount Sinai Journal of Medicine. Sep/Oct2009, Vol. 76 Issue 5, p456-467. 12p.

**UNIT 4: Epidemics of Imperium Romanum: Effigies, the Human Body, and Philosophy**

**01/31 - Session 07:** In this unit, we will focus on the Roman Empire, its networks, architecture, and infrastructure that helped keep epidemics at bay, for a time, before enabling them.

**Readings:**

1. Watts, Edward 2020[, What Rome Learned From the Deadly Antonine Plague of 165 A.D.: The outbreak was far deadlier than COVID-19, but the empire survived.](https://www.smithsonianmag.com/history/what-rome-learned-deadly-antonine-plague-165-d-180974758/) Smithsonian Magazine, April 28, 2020.
2. Harper, K. (2015). Pandemics and passages to late antiquity: Rethinking the plague of c.249–270 described by Cyprian. Journal of Roman Archaeology, 28, 223-260. doi:10.1017/S1047759415002470.
3. Huebner, S. (2021). The "Plague of Cyprian": A revised view of the origin and spread of a 3rd-c. C.E. pandemic. Journal of Roman Archaeology, 34(1), 151-174. doi:10.1017/S1047759421000349.
4. Duncan-Jones, R. (1996). The impact of the Antonine plague. Journal of Roman Archaeology, 9, 108-136. doi:10.1017/S1047759400016524.

**X-Hour 04:** [The Plague of Justinian](https://www.bbc.co.uk/programmes/m000rc43) – In Our Time Podcast – BBC Radio

**02/02 - Session 08:** Did Pandemics End the Roman Empire?

**Readings:**

1. Marcel Keller, Maria A. Spyrou, Christiana L. Scheib, Gunnar U. Neumann, Andreas Kröpelin, Brigitte Haas-Gebhard, Bernd Päffgen, Jochen Haberstroh, Albert Ribera i Lacomba, Claude Raynaud, Craig Cessford, Raphaël Durand, Peter Stadler, Kathrin Nägele, Jessica S. Bates, Bernd Trautmann, Sarah A. Inskip, Joris Peters, John E. Robb, View ORCID ProfileToomas Kivisild, Dominique Castex, Michael McCormick, Kirsten I. Bos, Michaela Harbeck, View ORCID ProfileAlexander Herbig, and View ORCID ProfileJohannes Krause. [Ancient Yersinia pestis genomes from across Western Europe reveal early diversification during the First Pandemic (541–750)](https://www.pnas.org/content/116/25/12363/tab-article-info) PNAS June 18, 2019 116 (25) 12363-12372; first published June 4, 2019 <https://doi.org/10.1073/pnas.1820447116>
2. Harper, Kyle 2019, The Fate of Rome: Climate, Disease, and the End of an Empire. Princeton University Press.
3. Harper, Kyle 2017[, 6 Ways Climate Change and Disease Helped Topple the Roman Empire.](https://www.vox.com/the-big-idea/2017/10/30/16568716/six-ways-climate-change-disease-toppled-roman-empire) Vox, November 4, 2017.
4. Mordechaia, Lee, Merle Eisenberga, Timothy P. Newfieldd, Adam Izdebskif, Janet E. Kayh, and Hendrik Poinar 2020, [The Justinianic Plague: An inconsequential pandemic?](https://www.pnas.org/content/116/51/25546) PNAS, v.116 n.56, December 17, 2019.

**UNIT 5: The Great Mortality – Asia, Africa, and Europe in The Black Death**

**02/07 - Session 09:** Origins and Evidence of The Great Mortality, AKA Black Death, Bubonic Plague

**Readings:**

1. Spyrou, M.A., Tukhbatova, R.I., Wang, CC. et al. Analysis of 3800-year-old Yersinia pestis genomes suggests Bronze Age origin for bubonic plague. Nat Commun 9, 2234 (2018). <https://doi.org/10.1038/s41467-018-04550-9>.
2. Bichell, Rae Ellen 2017, Iconic Plague Images Are Often Not What They Seem. NPR, Goats, and Soda – Stories of Life in a Changing World. August 18, 2017. https://www.npr.org/sections/goatsandsoda/2017/08/18/542435991/those-iconic-images-of-the-plague-thats-not-the-plague
3. Willmott, H., Townend, P., Swales, D., Poinar, H., Eaton, K., & Klunk, J. (2020). A Black Death mass grave at Thornton Abbey: The discovery and examination of a fourteenth-century rural catastrophe. Antiquity, 94(373), 179-196. doi:10.15184/aqy.2019.213.
4. Cessford, C., Scheib, C., Guellil, M., Keller, M., Alexander, C., Inskip, S., & Robb, J. (2021). Beyond Plague Pits: Using Genetics to Identify Responses to Plague in Medieval Cambridgeshire. European Journal of Archaeology, 1-23. doi:10.1017/eaa.2021.19

**X-Hour 05:** [Trade and the Black Death](https://www.nationalgeographic.org/activity/trade-and-black-death/) – National Geographic Resource Library Activity

**02/09 - Session 10:** Aftermath and Impacts of the Great Mortality

**Readings:**

1. Spyrou, M.A., Keller, M., Tukhbatova, R.I. et al. [Phylogeography of the second plague pandemic revealed through analysis of historical Yersinia pestis genomes](https://www.nature.com/articles/s41467-019-12154-0#citeas). Nat Commun 10, 4470 (2019).[**https://doi.org/10.1038/s41467-019-12154-0**](https://doi.org/10.1038/s41467-019-12154-0)
2. Collett, Richard 2020. How the Black Death Gave Rise to British Pub Culture. Atlas Obscura, May 22, 2020. <https://www.atlasobscura.com/articles/what-is-the-oldest-pub?utm_source=Atlas+Obscura+Daily+Newsletter&utm_campaign=ae363dcb46-EMAIL_CAMPAIGN_2020_05_27&utm_medium=email&utm_term=0_f36db9c480-ae363dcb46-71285085&mc_cid=ae363dcb46&mc_eid=23050ff8ea>
3. Toth Stub, Sara 2020, The Black Death in Venice and the Dawn of Quarantine: Archaeological research is unearthing how the Italian city created a vast public health response 700 years ago. Atlas Obscura, May 11, 2020. <https://www.atlasobscura.com/articles/black-death-venice-quarantine>
4. Echenberg Myron, Plague Ports: The Global Urban Impact of Bubonic Plague, 1894-1901 (New York: New York University Press, 2007) – Part 1: Belle Époque and the Bubonic Plague, pp. 1-14.

**UNIT 6: The Great Dying – Epidemics and the End of Indigenous Empires?**

**02/14 - Session 11:** Cocoliztli was the Nahuatl (or Aztec) word for the diseases that accompanied American Colonization in the 16th Century. What do we now know about this Great Dying

**Readings:**

1. Acuna-Soto, et al. 2002, Megadrought, and Megadeath in 16th Century Mexico. Emerg Infect Dis. 2002 Apr; 8(4): 360–362.
2. Koch, A. et al. 2019, Earth system impacts of the European arrival and Great Dying in the Americas after 1492. *Quaternary Science Reviews*, Volume 207, March 1, 2019, Pages 13-36
3. Miranda, Carolina A. 2020, How a vital record of Mexican indigenous life was created under quarantine. The Los Angeles Times, March 26, 2020. <https://www.latimes.com/entertainment-arts/story/2020-03-26/coronavirus-florentine-codex-mexican-indigenous-life-smallpox-quarantine>
4. Vagene et al. 2018, Salmonella enterica genomes from victims of a major sixteenth-century epidemic in Mexico. Nature Ecology and Evolution, 2:520-28
5. Nichols, Deborah L. and Ryan H. Collins 2021, "Episodes of the Feathered Serpent: Aztec Imperialism and Collapse." Historical Collapse Webinar organized by Peter W. Callahan.

**X-Hour 06:** [Guns, Germs, and Steel: Part 1](https://www.youtube.com/watch?v=i885hopsw6E) – National Geographic

**02/16 - Session 12:** The Fall of the Inca Empire

**Readings:**

1. Kyorlenski, Georgi, Viral Legacies, Archaeology and Pandemics, Backdirt: Annual Review of the Cotsen Institute of Archaeology at UCLA.
2. Suzanne Austin Alchon 2003, Chapter 2: Amerindians and Disease Before 1492. In, A Pest in the Land: New World Epidemics in a Global Perspective. UNM Press.
3. Suzanne Austin Alchon 2003, Chapter 3: Colonialism, Disease, and the Spanish Conquest. In, A Pest in the Land: New World Epidemics in a Global Perspective. UNM Press.

**UNIT 7: The Epidemic Legacy of Colonization and Early Globalization**

**02/21 - Session 13:** Colonization in the Americas

**Readings:**

1. Snow, Dean R., Mohawk Demography and the Effects of Exogenous Epidemics on American Indian Populations, Journal of Anthropological Archaeology, Volume 15, Issue 2, 1996, Pages 160-182, ISSN 0278-4165, <https://doi.org/10.1006/jaar.1996.0006>.
2. Snow, Dean R., and Kim M. Lanphear. "European Contact and Indian Depopulation in the Northeast: The Timing of the First Epidemics." Ethnohistory, vol. 35, no. 1, Duke University Press, 1988, pp. 15–33, <https://doi.org/10.2307/482431>.
3. Suzanne Austin Alchon 2003, Chapter 4: Colonialism, Disease, in Brazil and North America. In, A Pest in the Land: New World Epidemics in a Global Perspective. UNM Press.
4. Suzanne Austin Alchon 2003, Chapter 5: New World Epidemics and European Colonialism. In, A Pest in the Land: New World Epidemics in a Global Perspective. UNM Press.

**X-Hour 07:** [Guns, Germs, and Steel: Part 2](https://www.youtube.com/watch?v=dCBod2jFFyQ) – National Geographic

**02/23 - Session 14:** Colonization, Africa, and Epidemics

**Readings:**

1. Ogundiran, A. Managing Epidemics in Ancestral Yorùbá Towns and Cities: "Sacred Groves" as Isolation Sites. Afr Archaeol Rev 37, 497–502 (2020). <https://doi.org/10.1007/s10437-020-09407-5>
2. Shadreck Chirikure, 2020. [Archaeology shows how ancient African societies managed pandemics](https://theconversation.com/archaeology-shows-how-ancient-african-societies-managed-pandemics-138217)—the Conversation.
3. Thiaw, I. Archaeology of Two Pandemics and Teranga Aesthetic. Afr Archaeol Rev 37, 475–479 (2020). <https://doi.org/10.1007/s10437-020-09403-9>.
4. Echenberg, Myron. 2011. Africa in the Time of Cholera: A History of Pandemics from 1815 to the Present. New York: Cambridge University Press.

**UNIT 8: Pandemics of Industry and Revolution**

**02/28 - Session 15:** Life in the Time of Cholera – Wealth, Medicine, and New Understandings

**Readings:**

1. Park and Park 2010, Fear and Humour in the Art of Cholera. J R Soc Med 2010: 103: 481–483. DOI 10.1258/jrsm.2010.100069 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2996527/>
2. Rosenberg, Matt 2019, A Map Stops Cholera. ThoughtCo. July 19, 2019. <https://www.thoughtco.com/map-stops-cholera-1433538>
3. S.W.B. Newsom, Pioneers in infection control: John Snow, Henry Whitehead, the Broad Street pump, and the beginnings of geographical epidemiology. Journal of Hospital Infection, Volume 64, Issue 3, November 2006, Pages 210-216. <https://doi.org/10.1016/j.jhin.2006.05.020>.
4. Alex de Waal, "[New Pathogen, Old Politics](http://bostonreview.net/science-nature/alex-de-waal-new-pathogen-old-politics)," Boston Review, April 3, 2020

**X-Hour 08**: [Mapping the Cholera Epidemic of 1854](https://www.nationalgeographic.org/activity/mapping-cholera-epidemic-1854/): Students will create a basic web map of the 1854 John Snow cholera investigation using the Story Map Basic template. National Geographic Resource Library Exercise.

**03/02 - Session 16:** The Great (Global) Influenza of 1918

**Readings:**

1. White, April 2020, How the Influenza Pandemic Popularized Lemons. Atlas Obscura, May 28, 2020. <https://www.atlasobscura.com/articles/foods-that-protect-against-viruses?utm_source=Atlas+Obscura+Daily+Newsletter&utm_campaign=6877d165b2-EMAIL_CAMPAIGN_2020_06_01&utm_medium=email&utm_term=0_f36db9c480-6877d165b2-71285085&mc_cid=6877d165b2&mc_eid=23050ff8ea>
2. Barry, John. 2019. "The Influenza Epidemic of 1918." In Peter Brown and Svea Closser (eds.) Foundations of Global Health: An Interdisciplinary Reader. New York: Oxford University Press. Pp 23-30.
3. Gladwell, Malcolm, "[The Deadliest Virus Ever Known](https://www.newyorker.com/magazine/1997/09/29/the-dead-zone)" *New Yorker.* September 22, 1997.
4. [The Spanish Flu a Century Later: 2018 Is Not That Different from 1918](https://www.csis.org/analysis/spanish-flu-century-later-2018-not-different-1918?utm_source=CSIS+All&utm_campaign=58ec9cf1f6-EMAIL_CAMPAIGN_2018_04_04&utm_medium=email&utm_term=0_f326fc46b6-58ec9cf1f6-150284037)

**UNIT 9: The World that Plagues Created**

**03/07 - Session 17:** Promise and Prejudice: The World Reacts to (the end of) Smallpox and (the beginning of) AIDS

**Readings:**

1. Rana Asali Hogarth, "The Myth of Innate Racial Differences between White and Black People's Bodies: Lessons From the 1793 Yellow Fever Epidemic in Philadelphia, Pennsylvania," American Journal of Public Health, vol. 109, no. 10 (2019)
2. Natalia Molina, "Borders, Laborers, and Racialized Medicalization Mexican Immigration and U.S. Public Health Practices in the 20th Century," American Journal of Public Health, vol. 101, no. 6 (2011)
3. Brandt, Alan. 2013. "How AIDS Invented Global Health." New England Journal of Medicine. 368(23): 2149-2152.
4. Merson, Michael, Jeffrey O'Malley, David Serwadda, Chatawipa Apisuk. 2008. The History and challenge of HIV Prevention. American Journal of Public Health. 372:475-488.

**X-Hour 09:** (Video) Mark Honigsbaum, Lecture on his new book, "The Pandemic Century: One Hundred Years of Panic, Hysteria, and Hubris."

<https://wwnorton.com/common/mplay/6.11/?p=/marketing/college/Online_Resource_Videos/&f=Honigsbaum_Webinar_PandemicsAndCivilization&ft=mp4&cdn=1&cc=1>

**Session 18:** What have we learned from History?

**Readings:**

1. Merlin Chowkwanyun and Adolph L. Reed Jr. "[Racial Health Disparities and Covid-19: Caution and Context](https://www.nejm.org/doi/full/10.1056/NEJMp2012910)," New England Journal of Medicine, May 6, 2020
2. Thomas Levenson, "[The Term Wuhan Virus Treats COVID-19 as a Chinese Scourge—and Ignores an Ugly History](https://www.theatlantic.com/ideas/archive/2020/03/stop-trying-make-wuhan-virus-happen/607786/)," The Atlantic, March 11, 2020
3. Morens, David, Gregory Folkers, and Anthony Fauci. 2008. "Emerging Infections: A Perpetual Challenge." The Lancet Infectious Disease 8(11):710-719.
4. Packard, Randall. 2019. "Looking Back in Time from Ebola: The History of Global Health." In Peter Brown and Svea Closser (eds.) Foundations of Global Health: An Interdisciplinary Reader. New York: Oxford University Press. Pp. 368-376.

**\*\*\*FINAL PROJECTS TO BE SUBMITTED NO LATER THAN MARCH 14\*\*\***

**COURSE TEXTS**

**ALL READINGS ARE ON CANVAS**

**FOR FURTHER INTEREST (NOT ASSIGNED)**

Chirikure, Shadreck 2020, Archaeology shows how ancient African societies managed pandemics. The Conversation, May 14, 2020. <https://theconversation.com/archaeology-shows-how-ancient-african-societies-managed-pandemics-138217>

Cohen, Jon 2016, Meet the scientist painter who turns deadly viruses into beautiful works of art. Science Magazine, April 11, 2019. <https://www.sciencemag.org/news/2019/04/meet-scientist-painter-who-turns-deadly-viruses-beautiful-works-art>

Ehrenkranz and Sampson 2009, Origins of the Old Testament Plagues: Explications and Implications. Yale J Biol Med. 2008 Mar; 81(1): 31–42. (**PDF on CANVAS**)

Figes, Lydia 2020, Remembering artists impacted by the 1980s AIDS Crisis. ArtUK. <https://artuk.org/discover/stories/remembering-artists-impacted-by-the-1980s-aids-crisis>

Goldiner, Sigrid 2001, "Art and Death in the Middle Ages." In Heilbrunn Timeline of Art History. New York: The Metropolitan Museum of Art, 2000–. <http://www.metmuseum.org/toah/hd/deth/hd_deth.htm>

Hassett, Brenna 2017, How plagues help scientists puzzle out the past. Popular Science, May 15, 2017. <https://www.popsci.com/plagues-bioarchaeologists/>

McBride, Adam 2020, The Black Death led to the demise of feudalism. Could this pandemic have a similar effect? – Salon, April 26, 2020.

<https://www.salon.com/2020/04/26/the-black-death-led-to-the-demise-of-feudalism-could-this-pandemic-have-a-similar-effect/>

Mulhall, John 2020, Milan's medieval response to the plague holds lessons for today. The Washington Post, April 27, 2020. <https://www.washingtonpost.com/opinions/2020/04/27/milans-medieval-response-plague-holds-lessons-today/>

O'Grady, Megan 2020, [What Can We Learn From the Art of Pandemics Past? From the playground game ring-around-the-rosy to the short stories of Edgar Allan Poe, the scars of illnesses throughout History are still visible today.](https://www.nytimes.com/2020/04/08/t-magazine/art-coronavirus.html?action=click&module=Features&pgtype=Homepage) The New York Times, April 8, 2020.

Oswaks, Molly 2020, People Have Gone Full 1800's: In the midst of quarantine, flower pressing, natural dyeing, and other activities from Victorian times have made a comeback. The New York Times, April 30, 2020. <https://www.nytimes.com/2020/04/30/style/victorian-era-crafts-coronavirus.html?searchResultPosition=1>

Rapp Learn, Joshua 2020, [These 4 Pandemics Changed the Course of Human History: COVID-19 isn't the first disease to upend daily life.](https://www.discovermagazine.com/health/these-4-pandemics-changed-the-course-of-human-history) Discovery Magazine, June 18, 2020.

Than, Ker 2014, Two of History's Deadliest Plagues Were Linked, With Implications for Another Outbreak

Scientists discover a link between the Justinian plague and the Black Death. National Geographic, January 31, 2014. <https://www.nationalgeographic.com/news/2014/1/140129-justinian-plague-black-death-bacteria-bubonic-pandemic/>

**Additional Resources**

COVID-19 Resources for Artists and Arts Organizations

<https://www.arts.gov/covid-19-resources-for-artists-and-arts-organizations>

Medieval European Art Inspired by The Plague - The History of Art And The Curious Lives of Famous Painters <http://www.historyofpainters.com/plague_art.htm>

Mapping the Cholera Epidemic of 1854 – National Geographic <https://www.nationalgeographic.org/activity/mapping-cholera-epidemic-1854/>

Trade and the Black Death – National Geographic

<https://www.nationalgeographic.org/activity/trade-and-black-death/>

World Health Organization – COVID-19 Coronavirus Disease Pandemic: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

Even during COVID-19, art 'brings us closer together than ever' – U.N. cultural agency

<https://news.un.org/en/story/2020/04/1061802>

RESPONDING TO COVID-19'S IMPACT ON BOSTON'S ARTS AND CULTURE SECTOR

<https://www.boston.gov/news/responding-covid-19s-impact-bostons-arts-and-culture-sector>

**TEACHING METHODS AND PHILOSOPHY**

The classroom can be an exploratory forum for intellectual growth and an empowering platform for community building. It can also be a safe space to be candid, allowing students to test and develop emerging skill sets. To develop critical thinking, I have designed this class with an emphasis on scaffolding to first cultivate and then apply the toolkits students will develop over the quarter. Many of my assignments have a creative and experimental component pushing students to pursue research and fieldwork outside the classroom. These situations grant students much autonomy, empowering them to navigate challenging situations and providing invaluable opportunities to engage in creative problem-solving. Thus, experiential learning plays a prominent role in my approach to teaching because I believe students learn best when hands-on activities and transcend traditional classroom boundaries. Thus, our typical sessions include a mix of lecture, discussion, small group work, active learning, web-based learning, experiential learning, and outside research.

**ASSIGNMENTS + EXPECTATIONS**

**Weekly X-Hour Responses (20%) – Responses Due Weekly on Sundays by Midnight**

Each week, students are tasked with posting a written response to questions provided by the instructor on the X-hour content. ***In addition, weekly questions will be posted to Canvas in announcements each Monday.***

Responses (always due by Midnight on Sundays) should refer to insights generated from assigned readings, videos, podcasts, class discussion, or relevant outside materials. A successful response should be between 250 and 450 words.

**Reading Discussion Leaders (20%) –** **Each Week (once per student)**

A group of students will lead discussion of weekly readings on the second session of each week (beginning the second week). Groups will be assigned during Week 1. During the assigned week, students will lead the discussion through a series of questions they will present to the class to encourage discussion and debate on core topics each week. Students should meet with their groupmates (in person or virtually) to discuss the readings. Group discussion of the prompts should generate new insight into the readings.

**Response Essay #1 (15%) – Due Week 3**

Students will respond to a response prompt by answering one of three questions in a 2-to-3-page single-spaced essay. Questions are designed to test a student's critical thinking, reflection, and analytical skills. The prompt will draw heavily from class readings, lectures, media, and discussions. Additionally, the prompt will be available to students at the beginning of Week 3. Students will have five days to complete the timed assignment.

**Research Proposal (5%) – Due Week 5**

By the end of Week 5, students will submit a research proposal on a topic linked to a past epidemic and its potential relevance to the present. As this course will introduce students to epidemics, the opportunity is theirs to explore a subject of interest more deeply from any time or place in human history. A strong proposal will include five new sources (non-reading assigned) span 250 words, have a clear thesis with examples planned for further research. Topics may include comparisons of different epidemics and social responses to them; material culture (i.e., masks, coverings, buildings, wine windows); mythology and oral traditions; and of course, archaeological/paleopathological/genomic evidence.

**Response Essay #2 (15%) – Due Week 6**

Students will respond to a response prompt by answering one of three questions in a 2-to-3-page single-spaced essay. Questions are designed to test a student's critical thinking, reflection, and analytical skills. The prompt will draw heavily from class readings, lectures, media, and discussions. Additionally, the prompt will be available to students at the beginning of Week 6. Students will have five days to complete the timed assignment.

**Final Research Paper (25%) – Due Week 10**

The final research paper should be between 5 and 7 pages – include a minimum of 10 peer-reviewed sources. Two course readings can count towards your total. Additional course sources are accepted (even encouraged) though they will not count towards the final peer-reviewed source total. The Research Paper should include figures (when appropriate), maps illustrating the selected region of the world, and tables (if necessary for statistical or demographic data). A strong paper will have a clear introduction, body, and conclusion.

**ASSIGNED READING EXPECTATIONS**

The assigned readings are critical for the course, and their content will be used on exams and should be drawn upon for essays. As such, they are reflecting critically on readings is a responsibility shared by each student. Therefore, after completing a reading, students should be prepared to answer these questions in discussions.

*Questions on the readings for each class include:*

1. What evidence was used by the authors to make their argument?

2. Why is this reading important?

3. How does this reading relate to ideas presented in class discussion or lecture?

4. What term do you recognize in the text or need to look up to understand?

**CLASS CLIMATE AND INCLUSIVITY**

Following the charge of renowned anthropologist Ruth Benedict, that "The purpose of anthropology is to make the world safe for human differences," I believe that our classroom should be a safe space to express intellectual issues on culture, heritage, and the human condition. The social difference, for example, should be anticipated as a fundamental thread weaving its way into each of our sessions. I believe it is up to the instructor to set the tone early on and guide students to feel open, comfortable, and safe, asking critical questions they might otherwise shy away from. As I prepare my students to encounter their world through new, unfamiliar perspectives, I strive to build a sense of rapport and trust within our classroom, building community and collegiality to help students recognize each other as resources and not rivals. My goal is to create an environment where students can develop meaningful relationships with me and one other so that they will be comfortable asking difficult questions and come to recognize the value of collaboration.

**STUDENT ACCESSIBILITY AND ACCOMMODATIONS**

Students requesting disability-related accommodations and services for this course are encouraged to schedule a phone/video meeting with me as early in the term as possible. This conversation will help to establish what supports are built into my online course. In order for accommodations to be authorized, students are required to consult with Student Accessibility Services (SAS; [student.accessibility.services@dartmouth.edu](mailto:student.accessibility.services@dartmouth.edu); SAS website; 603-646-9900) and to email me their SAS accommodation form. We will then work together with SAS if accommodations need to be modified based on the online learning environment. If students have questions about whether they are eligible for accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

**RELIGIOUS OBSERVANCES**

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

I encourage students with disabilities to be in contact with me by email or during Zoom office hours by the end of the second week of the term about accommodations that might be helpful to them. Should you have a religious observance that conflicts with your participation in the course, please speak with me before the end of the second week of the term to discuss appropriate accommodations.

**MENTAL HEALTH AND WELLNESS**

The academic Environment at Dartmouth is challenging, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including your undergraduate dean (<https://students.dartmouth.edu/undergraduate-deans/>), Counseling, and Human Development (<https://students.dartmouth.edu/health-service/counseling/about>), and the Student Wellness Center (<https://students.dartmouth.edu/wellness-center/>). I encourage you to use these resources to take care of yourself throughout the term and to come to speak to me if you experience any difficulties.

**OUTSIDE WEBSITES FOR FURTHER RESEARCH**

Environmental Archaeology:

* University of Florida <https://www.floridamuseum.ufl.edu/envarch/what/>
* Boston University Environmental Archaeology Lab: <http://sites.bu.edu/ealab/research/>

Educational Sources on Systems Theory:

* <https://youtu.be/GRnkggRSIDY>
* <https://www.youtube.com/watch?v=ZS5y--ODWeU&list=PLsJWgOB5mIMCAD33pve6_HyfuGTlCTQgd>
* <https://systemsinnovation.io/course>
* <https://systemsinnovation.io/course/social-complexity/>

Educational Sources on the Anthropocene:

* <https://www.youtube.com/watch?time_continue=2&v=DjWkifPqD6I&feature=emb_logo>

Educational Sources on Socioecological Systems:

* <https://www.youtube.com/watch?time_continue=1&v=2r_Fms8uWZk&feature=emb_logo>

Educational Sources on Adaptive capacity:

* <https://www.youtube.com/watch?v=vlVAY7a_vPI&feature=emb_logo>

**DARTMOUTH LINKS FOR FURTHER RESEARCH**

[Academic Skills Center](https://students.dartmouth.edu/academic-skills/) (ASC): Open to the entire Dartmouth community, the ASC assists students in achieving their academic goals through tutoring and learning skills training.

[Research Center for Writing and Information Technology](http://writing-speech.dartmouth.edu/learning/support-writing-research-and-composing-technology/rwit) (RWIT): RWIT is a free service dedicated to helping members of the Dartmouth community develop more effective strategies for generating and organizing their ideas, finding and evaluating research sources, and presenting and revising compositions in a variety of media.

[Dartmouth College Library](https://www.library.dartmouth.edu/): The Dartmouth College Library provides support through subject area specialization, course materials and reserves, reservable learning spaces, workshops & classes for students, research, scholarly publication, copyright, media, book arts, and more.

**HONOR PRINCIPLE**

You are reminded that the Honor Principle applies to all work done outside of class, as well as in-class exams. Research papers and take home-essays, if applicable, should contain citations to the work of others used in preparing your paper/essay following the guidelines laid out in Sources. You are encouraged to discuss the course material with other students outside of class, but the work you submit for exams, essays, and papers must be written by you and reflect your ideas and conclusions and contain citations to other sources where appropriate. <https://students.dartmouth.edu/community-standards/policy/academic-honor-principle>

For more on Community Standards & Accountability, visit: <https://students.dartmouth.edu/community-standards/>