



Course Title: Grimm Reaper: Disease History and Fairytales**Program and Date:** London Summer Session, 2025**Academic Department:** Nursing, Public Health, and Health Humanities**Instructor Names:**

Gabri Warren, Assistant Professor of Nursing, Bellarmine University

Jessica Hume, Associate Professor, Chair Healthcare Administration and Public Health Department

Instructor Email and Phone:Gabri Warren: (502)432-8217; gwarren@bellarmine.eduJessica Hume: (502)552-2297; jhume@bellarmine.edu**Get to Know Your Professor**

Gabri Warren DNP, RN--- Hi friends, my name is Gabri Warren. I am a nurse that loves all things medical/nursing history. I have been a nurse for 16 years and have been teaching for 14 years, a lot with community and public health. I have traveled to England, Egypt, Israel, Brazil, Mexico, and Kenya. I love learning about different cultures, eating different foods, and learning about the healthcare systems within different countries. I have three kids, a husband, and a dog. My research interests are faith community nursing, nursing pedagogy, and public health.

Jessica Hume, PhD, MFA—Hello! I'm Jess Hume, and I teach this class because I am obsessed with medical history and British literature and culture. I've traveled to England, Ireland, Northern Ireland, France, Italy, Spain, Colombia, Luxembourg, and the Netherlands. I always have a bag packed for the next adventure. My background is in creative writing and storytelling, and that work brought me to research patient experiences of illness and the stories behind our healthcare systems, clinicians, caregivers, and patients. I live on a small homestead in Lawrenceburg, KY with many domesticated animals and a feral six-year-old. In an effort to decrease stigma and encourage students to ask for support, I like to share with students that I have ADHD with chronic PTSD, anxiety, and depression. We're all in this together ;-)



Course Description

This interdisciplinary course offers a unique lens through which to examine the intersection of disease, folklore, fairytales, and culture throughout history. By delving into the rich tapestry of human storytelling and cultural expression, students will explore how epidemics, pandemics, and illnesses have been conceptualized, and understood within various societies across time. The history of diseases in London is rich and diverse, spanning centuries of outbreaks, epidemics, and advancements in public health. Students will see firsthand historically significant landmarks and artifacts through experiences such as a trip to Eyam Plague Museum, the Broad Street Pump, Victoria and Albert Museum, and Bath.

Course Level

This is an undergraduate course with the option for Honors credit.

Prerequisite(s)

There are no prerequisites for this course.

Student Learning Outcomes

Upon completion of all coursework with a passing grade and full participation in course activities, students shall be able to:

1. Describe Historical Perspectives on Disease: An overview of major pandemics and epidemics throughout history, including the Black Death, consumption, cholera and others, and their impacts on folklore, storytelling, and cultural practices.
2. Explore Cultural Responses to Illness: Exploration of cultural beliefs, rituals, and practices surrounding sickness and healing, including the role of folklore in shaping these responses.
3. Analyze Disease as Metaphor: Analysis of how diseases and epidemics are metaphorically represented in folklore, fairytales, and literature, and what these representations reveal about societal anxieties, prejudices, and values.
4. Investigate Folk Remedies and Medical Practices: Investigation of folk remedies, medical folklore, and traditional healing practices used to combat disease and alleviate suffering in different cultural contexts.
5. Discuss Stigmatization and Othering: Discussion of how diseases and illness have been used to stigmatize, marginalize, and "other" certain groups within society, as reflected in folklore and cultural narratives.
6. Reflect on Contemporary Relevance: Reflection on the enduring relevance of disease folklore in contemporary society, including its influence on popular culture, media representations, and public health messaging.
7. Understand the complex interplay between disease, folklore, fairytales, and cultural narratives across history through immersive experiences and site visits in London and surrounding areas.

Required Readings and Materials

| Topic | Assigned Reading | On-Site Activity Related to Topic |
|------------------------------------|---|--|
| Historical Perspectives on Disease | Reading: Excerpt from <i>The Decameron</i> | Old Operating Theatre, Florence Nightingale Museum |
| Disease: Plague and Smallpox | Reading: Plague- "Rat King", "The Pied Piper of Hamelin", "The Three Snake Leaves", "Ring Around the Rosie", Dance of Death (Danse Macabre), Grimm Reaper, "The Red Shoes" LOTR Excerpt; The Evil Breathe, The Great Plague | London Science Museum Lamb and Flag Pub Plague Crypt Visit |
| Disease: Cholera and Tuberculosis | CHOLERA: <i>The Ghost Map</i> "Death in Venice" "The Blue Light" Images from <i>The Sick Rose</i> TB: "The Little Match Girl" | Broad Street Pump, Golden Square, the site of a severe outbreak of cholera in 1854 London Museum of Science |
| Cultural Response to Disease | Excerpt from <i>Peter Pan</i> Stigma & Marginalization: Excerpt from <i>Orphans of Empire</i> Disease & Art: paintings by William Hogarth (Beer Alley, Gin Lane, etc.) Disease and fashion | Jack the Ripper Tour Foundling Museum |
| Folk Remedies and Cures | Reading: "The Juniper Tree" "Bones and Black Puddings" (<i>Mirror, Mirror on the Wall</i>) "The Rose Elf" Plague- Mummie or Souling/Plague Processions Amulets and Talismans for protection | Bath, Avebury Stonehenge, Lacock |

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| Mythological Creatures and Diseases | <p>"The Pig Prince"</p> <p>Slavic- the rusalka</p> <ul style="list-style-type: none"> - Black Shuck - Pest Maiden - Plague Doctor - Nuckelavee (Scottish) - Nosferatu - Hag of the Mist - The Ankou (Welsh and Cornish) - Fairies and Elves | Bath, Avebury Stonehenge, Lacock |
| Symbolic meanings, metaphors, and moral lessons within folklore and fairytales related to illness and contagion. | <ul style="list-style-type: none"> - Aesop's fable "The Sick Lion" - Greek mythology, the god Apollo is associated with both healing and disease, symbolizing the dual nature of illness and health. - The Three Little Pigs emphasis on the importance of resilience and preparedness in the face of danger, danger could have been disease/illness | The Wellcome Museum & Library |
| Contemporary Relevance | Reflection Presentation-Honors Students Only | National COVID Memorial Wall |

Assignments and Grades

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| <p>Grades</p> <p>2% Student Introduction</p> <p>28% Discussion Boards (pre-departure assignments)/ 7--5% each</p> <p>15% Participation: Active participation in all class discussions, trips, activities, exercises</p> <p>30% Reflections</p> <p>25% Final Paper</p> <p>Honors Credit</p> <p>Students taking this course for Honors credit will create a presentation emphasizing the significance of understanding the historical context of diseases and epidemics in relation to current pandemics.</p> |
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Grading Scale

The following scale will be used to compute your grade.

| Grade | Percent Range | Description |
|-------|---------------|---|
| A | 90-100% | Excellent mastery of the subject |
| B | 80-89% | Good understanding, with minor errors |
| C | 70-79% | Satisfactory, but room for improvement |
| D | 60-69% | Needs improvement, below satisfactory level |
| F | 0-59% | Failing, does not meet basic requirements |

Onsite Learning Experiences and Activities

Onsite learning experiences in this class will likely include the following site visits. This is a tentative list which will be replaced with a detailed daily itinerary of class meetings and field trips prior to the departure date.

Itinerary (Subject to Change)

Day 1: Arrive at our destination and settle in

Day 2: Jack the Ripper Walking Tour (Optional eat on Brick Lane)

Day 3: Foundling Museum, British Museum

Day 4: London Landmarks (Optional: Dinner at Lamb & Flag Pub)

Day 5: Florence Nightingale Museum, National COVID Memorial Wall, Shakespeare's Globe (Optional Teatime at The Swan)

Day 6: Old Operating Theatre, St. Bartholomew's Hospital, Plague Crypt Visit (Optional shopping at Liberty)

Day 7: Broad Street Pump, John Snow Pub (Optional Minalima)

Day 8: Avebury, Lacock, Bath Tour

Day 9: The Wellcome Collection at the Science Museum

Attendance Policy

Attendance is mandatory at all scheduled activities and class meetings as well as field trip excursions. This includes any virtual meetings before and after the onsite experience. Repeated absences, including for ill health, will require documentation to be excused.

Active participation is essential, as there will be plenty to discuss each day. You are expected to attend all class sessions, including any scheduled CCSA events and trips, and engage in all discussions. If you miss a class or CCSA event without an excused absence (e.g., verifiable illness), you will receive a zero for class participation, which will result in a loss of one letter grade (10%) from your overall course grade.



Academic Integrity Policy

All academic work submitted by students, whether written or otherwise, must reflect their own ideas, research, and self-expression. If students are unsure about potential plagiarism in their work, they should consult their instructors before submission.

Submitting work that includes ideas, structure, wording, or any other elements from other sources without proper citation constitutes plagiarism. This includes reproducing another's work from published articles, books, peer submissions, or any file, as well as allowing someone else to revise or alter a student's work. While students may discuss assignments with peers, instructors, or tutors, the final work must be completed independently.

When assignments require research, students must clearly identify any outside sources used and indicate how they have incorporated them. Direct quotes must be enclosed in quotation marks and include proper citation. Paraphrasing while keeping the original structure, content, or phrasing is also considered plagiarism. However, ideas that are commonly known and widely circulated are exempt from these rules as they are part of the public domain.

Cheating

Cheating is broadly defined and includes any wrongful sharing or use of information or materials with the intent to gain an advantage on an assignment that affects a final grade. Any questions about specific actions should be referred to the University Appeals Board.

Penalties for Plagiarism and Cheating

If plagiarism or cheating is identified, instructors will meet with the student (in person or via call) to allow the student to explain. Depending on the severity, penalties may include a grade of '0' for the assignment, a reduction of the course grade by one letter, or a failing grade for the course.

Physical Expectations

Program requires walking 3-5 miles per day on uneven pavement in all kinds of weather and long periods of standing. Students must be able to carry their own bags/belongings.

Disability Accommodation

CCSA is committed to providing access to education abroad to the extent possible in a study abroad setting. The earlier CCSA and the faculty know the needs, the more likely we can accommodate them. At a minimum, students seeking accommodations are to contact both the CCSA office and the faculty one month in advance of the program's beginning. Students seeking such accommodation must provide CCSA with a copy of the letter on file with their own Office of Disability Services outlining what services they receive on their home campus.

Title IX Policy

Sexual misconduct (including sexual harassment, sexual assault, and any nonconsensual behavior of a sexual nature) and sexual discrimination violate CCSA policies. Students experiencing such behavior may obtain support from the Onsite Program Director or the CCSA Executive Director. To report sexual misconduct or sex discrimination, contact either of these two officers. Disclosure to



faculty instructors or CCSA officers of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on the program or involving a visitor, student or employee is not confidential under Title IX. Faculty and other CCSA employees are required to forward such reports, including names and circumstances, to the CCSA Executive Director.

Statement about Final Syllabus

Please note that all CCSA syllabi are subject to change, but every effort will be made to ensure participants receive notice of such changes in a timely manner.