

Term Information

Effective Term Autumn 2021
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We propose to add a permanent DL option for English 4592.

What is the rationale for the proposed change(s)?

English is seeking online approval of English 4592 as part of our larger effort to meet the needs of our majors by making a wider selection of courses at all levels available online. Online options at the 3000 and 4000 levels are essential to enable non-traditional students to complete their BA in a timely manner. Ensuring the permanent possibility of digital delivery would provide important flexibility for students who are also working, have children, have disabilities, are away from the Columbus campus, are student teaching, have strict coursework needs that are difficult to fit into a synchronous schedule, etc. English 4592 is an obvious candidate for inclusion in our online repertoire because it satisfies the Diversity requirement of our major and is also required for the Integrated Language Arts/English Education program. Many faculty in our department regularly teach this course, so we should have no trouble offering an online iteration every year.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4592
Course Title	Special Topics in Women in Literature and Culture
Transcript Abbreviation	Spec Tpcs Womn Lit
Course Description	Using feminist perspectives, students will learn to analyze literature and other cultural works (film, television, digital media) written by or about women. Time period and topic vary.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
<i>Previous Value</i>	<i>14 Week, 12 Week</i>
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Less than 50% at a distance

Previous Value	No
Grading Basis	Letter Grade
Repeatable	Yes
Allow Multiple Enrollments in Term	No
Max Credit Hours/Units Allowed	6
Max Completions Allowed	2
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 6 cr hrs of English at 2000-3000 level, or permission of instructor. 3 cr hrs in 2367 in any subject is acceptable towards the 6 cr hrs.
Previous Value	<i>Prereq: 10 qtr cr hrs or 6 cr hrs of English at 2000-3000 level, or permission of instructor. 5 qtr cr hrs in 367 or 3 cr hrs in 2367 in any subject is acceptable towards the 6 cr hrs.</i>
Exclusions	
Previous Value	Not open to students with 10 qtr cr hrs of 592.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	05.0207
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will interpret and analyze the writings of medieval women, appreciate the diversity of women's experiences in the Middle Ages and use the experiences of medieval women to think about the experiences of women in the present.
Previous Value	
Content Topic List	<ul style="list-style-type: none">• Biography and autobiography• Women as artists• Medieval women• Female bodies and desires• Black woman writers

COURSE CHANGE REQUEST
4592 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
03/10/2021

Sought Concurrence

No

Attachments

- English 4592 ASC Distance Learning Syllabus (1).docx: DL Syllabus
(Syllabus. Owner: Lowry,Debra Susan)
- English 4592 SP 2018.docx: In-Person Syllabus
(Syllabus. Owner: Lowry,Debra Susan)
- ASC Tech Review of English 4592.docx: ASC Tech Review
(Other Supporting Documentation. Owner: Lowry,Debra Susan)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	03/09/2021 04:13 PM	Submitted for Approval
Approved	Lowry,Debra Susan	03/09/2021 04:14 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/10/2021 05:03 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	03/10/2021 05:03 PM	ASCCAO Approval



SYLLABUS

ENGLISH 4592

Special Topics in Women and Literature: Medieval Women

Autumn 20XX

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Karen Winstead

Email address: winstead.2@osu.edu (preferred contact method)

Office hours: Mondays 10-12 via Zoom

Course description

Welcome to English 4592! In this course you'll meet some of the diverse women who inhabited the Middle Ages, including Hrotsvitha of Gandersheim, medieval Europe's first dramatist; Hildegard of Bingen, mystic, advisor to rulers and popes, inventor of a language and alphabet, and author of poetry, music, plays, and treatises on topics ranging from botany to sex; Margery Kempe, visionary, mother of fourteen, entrepreneur, and traveler; and Christine de Pizan, a young widow who supported her children and mother by writing poetry, political allegories, and self-help books at the court of France. You'll encounter remarkable gender-benders, including the military leader and martyr Joan of Arc and the (fictional) Silence, born a woman but raised to be a great knight. You'll find that women's experience in the past was a lot more complex than you might have expected—and it can help you think in new ways about women's experience today.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Understand the women's contribution to medieval literature.
- Interpret and analyze the writings of medieval women.

- Identify the social, political, economic, and culture forces that shaped women’s lives and writings.
- Appreciate the diversity of women’s experiences during the Middle Ages.
- Recognize the complex structures of power than circumscribed (and continue to circumscribe) women’s lives.
- Use the experiences of medieval women to think about the experiences of women in the present.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. You will need to keep pace with weekly deadlines but are free to schedule your efforts freely within that time frame.

Each weekly module has a regular structure (MACES):

- 1) **Master** the assigned readings and watch the video lectures by midnight Thursday.
- 2) **Assert** your mastery of the material by taking the weekly quiz by midnight Thursday.
- 3) **Compose** your “conversation starter” and poste it to your discussion board by midnight Thursday.
- 4) **Exchange** your ideas on the discussion board Friday.
- 5) **Submit** your reflection on the week’s readings, lectures, and discussions by midnight Sunday.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students’ expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks (available from the OSU Bookstore)

Required

- *The Letters of Abelard and Heloise* (Penguin)
- *Silence* (Michigan)
- *The Book of Margery Kempe* (Penguin)
- *Selected Writings of Christine de Pizan* (Norton)

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Weekly informal writing assignments/ discussion board contributions	40
Weekly Carmen quizzes	20

Final Project: A City of Ladies	30
Cumulative final exam	10
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Weekly Carmen Quizzes

I've designed the weekly open-book/open-notes Carmen quizzes to help you learn by reinforcing essential material and key ideas. The "mastery checks" embedded in the modules will alert you to points that you should know in order to succeed on the quizzes. By successfully completing the quizzes you will demonstrate your mastery of the material we cover. Each quiz will have 10 questions and you will have 8 minutes to complete it. If do the readings, viewed the lectures, and completed the mastery checks. you should score well. (If you do all that and still struggle to do well, by all means contact me for extra help!)

Weekly Writing/Discussion Posts

The best way to appreciate literature is to think with it and talk about it. Weekly writings and discussions are designed to help you engage the material and each other.

In order to foster community and stimulate lively discussion, I'll divide you into cohorts of 6-8 at the beginning of the semester. Members of your cohort will be your discussion colleagues for the duration of the semester.

Each week, I'll give you a discussion prompt. I may ask you to mull over a controversial issue raised by the readings, or I may invite you to share your portrait of a medieval woman (see below). Your initial post should be about 100 words and clearly show that you've consumed and thought about the material for the week. It is due by the end of Thursday. If you would prefer, feel free to post a short (no longer than 3 minutes) video in lieu of a written post.

Use Friday to respond to each other's posts. I hope to see lively discussion happening within your groups—ask and answer questions. You may use the discussion board to ask question or reflect on aspects of the reading that the prompt doesn't cover. At minimum, you need to post two *substantive* responses to your colleagues. By substantive, I mean a post that goes beyond simple "I

(dis)agree” to reflect on a post, to critique it (politely and constructively), or to extend the ideas it sets forth. Feel free to give praise (for example, “I love this idea!”)—everybody loves appreciation—but make sure to offer at least two substantive posts. If somebody asks you a question, be sure to answer it! And please look out for each other and make sure everybody receives some feedback—there’s nothing more demoralizing than feeling like nobody is listening.

Final Project: A City of Ladies

For this assignment, you will follow in the footsteps of Christine de Pizan and compose *your* City of Ladies. Your city will have three parts, an **anthology**, a critical **introduction**, and a concluding **dialogue**:

The heart of your City is an **anthology** with entries on at least five medieval women. Each entry will consist of a biography totaling **exactly 100 words** and an **accompanying image**. Relaying a life in only 100 words is, of course, impossible, and you’ll have to think carefully about how you want to present each woman. I am using “bio” loosely: you may summarize the high points of a woman’s life, or you may focus on what you consider to be a defining episode. You just need to produce a coherent and engaging narrative in under 100 words. *Don’t* try to cram as many facts as you can in 100 words—I want you to interpret the woman and convey a sense of her character. Creating these short portraits—especially with the stipulation that they must be exactly 100 words—has the advantage of making you think carefully about structure and style; doing so will make you a better critic, storyteller, and stylist!

The **image** you choose to accompany your bio may be a medieval portrait of your woman (or a portrait of someone who looks like you’d imagine her to be), but you may also draw your own. Your portrait doesn’t have to be realistic—or even representational—you can design an abstract “portrait” that expresses something essential about your subject (if you do that, you might want to include a note explaining the connection between bio and portrait). Alternatively, you can combine word and image to produce a series of comics (the 100-word limit still applies).

Your subjects may include fictional characters but must include **at least three** historical women. If you wish, for **one** of your entries, you may take a medieval image of a woman and construct a biography to go with it; that biography must be a plausible account of a medieval woman’s experience and evince your knowledge of what medieval women could and did do (e.g., don’t say “Kinsey enrolled at Oxford to study Economics.”)

Now that you’ve imagined your women, imagine a **dialogue** of about 750 words among them—what would they say to each other if they met, say, in the marketplace of your city on a spring day, or at dinner in the guild hall? What views would they share, what issues might they debate?

Preface your anthology with an **introduction** of about 1000 words that explains your choice of subjects and what readers can learn from them about the experiences of medieval women.

Cumulative Final Exam

The final exam will consist of 20 questions, and you'll have 20 minutes to complete it. Like the quizzes, the exam will be on Carmen. It will also be open-notes/open-book and will have the same kinds of questions as the quizzes (multiple choice/select, T/F, matching, etc.).

Late assignments

The deadlines are designed to facilitate and reward consistent engagement with the material over the course of the semester. Weekly writings should be uploaded to Carmen and weekly quizzes taken every Sunday by midnight ET. While I cannot extend the time for participating in discussion board, if you need an occasional extension of another deadline, there won't be a problem. Just let me know ahead of time.

There are in any semester students coping with big issues that require some relaxation of deadlines and normal policies. **If you are dealing with a crisis that requires a significant adjustment of the timeline on this syllabus, please reach out and I will do my best to accommodate you. I'm here for you.**

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Grading scale

93-100: A
90-92: A-
88-89: B+
83-87: B
80-82: B-
78-79: C+
73-77: C
70-72: C-
68-69: D+
63-67: D
below 62 : E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** You can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

For student academic services offered on the OSU main campus, visit

<http://advising.osu.edu/welcome.shtml>

For Student services offered on the OSU main campus, visit <http://ssc.osu.edu>.

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

I acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

As detailed above, deadlines are consistent from week to week: weekly quizzes, readings, and initial discussion post are due by midnight on Thursday; weekly writing assignments are due by midnight on Sunday.

Week	Dates*	Topics, Readings, Assignments, Deadlines
1	Jan 10-16	Introduction to English 4592 Building a City and Setting a Table Christine de Pizan & Judy Chicago
2	Jan 17-23	Christine de Pizan's Revisionary History Read: Selections from Christine de Pizan's <i>City of Ladies</i>

Week	Dates*	Topics, Readings, Assignments, Deadlines
		<i>(Selected Writings, pp. 116-73)</i>
3	Jan 24-30	Gandersheim: A "Strong Voice" in at Principality of Women Read: Hrotsvitha, " Dulcitius " and " Abraham "
4	Jan 31-Feb 6	Hildegard of Bingen: Visionary, Composer, Magistra View: <i>Vision</i> (dir. Margarethe von Trotta)
5	Feb 7-13	Scandalous Academics in Twelfth-Century Paris Read: Abelard's "Calamities" & "Personal Correspondence" <i>Letters of Abelard and Heloise, 3-89</i>
6	Feb 14-20	Courtly Love & the Single (Wo)man Read: Selections from the Trobairitz (Carmen) Andreas Capellanus, Rules of Courtly Love Marie de France, "Lanval"
7	Feb 21-27	Romance? Read: <i>Silence</i> , pp. 3-79
8	Feb 28-Mar 6	What Makes a (Wo)man? Before LGBTQ+ Read: <i>Silence</i> , pp. 79-315
9	March 7-13	Joan of Arc: Warrior & Fashionista Read: The Trial of Joan of Arc
10	March 13-20	Margery Kempe Entrepreneur, Matron, Pilgrim, Visionary Read: <i>The Book of Margery Kempe</i>
11	March 21-27	Women and their Books Browse The " Hours " of Isabel de Byron
12	Mar 28-April 3	Margaret Paston Running a Family and Estate Read: Selected Paston letters (Carmen)

Week	Dates*	Topics, Readings, Assignments, Deadlines
13	April 4-10	Christine de Pizan Author, Widow, Mother at the French court Read: Christian de Pizan, Christine's <i>Vision</i> and selected poems <i>(Selected Writings, 173-201)</i>
14	April 11-17	Review and Retrospective FINAL PROJECT DUE TO CARMEN BY MIDNIGHT, APRIL 17

*DATES REFLECT THE CURRENT ACADEMIC SCHEDULE FOR SP 2021, WHICH DOES NOT YET HAVE A SPRING BREAK SCHEDULED. THEY WILL BE REVISED AS MORE INFORMATION BECOMES AVAILABLE ON INSTRUCTIONAL BREAKS FOR THAT TERM.

BEYOND ENGLISH 4592, BEYOND OSU

This course will teach you a whole lot about medieval women, their writings and their worlds. But it also has you practice and develop skills and traits that will be crucial to success beyond this course and beyond OSU, as identified by the National Association of Colleges and Employers and articulated in [Buckeye Advantage](#). The weekly writing assignments and final project (particularly its 100-word portraits) will challenge you to **communicate effectively** by using language concisely and strategically. In your discussion boards, you will **work with others**, giving thoughtful and constructive criticism that helps you and them be more incisive thinkers. Learning to think in nuanced ways about people of the past involves practicing the skills you will need to **bridge cultural differences** and **embrace diversity**. You will not only master material but *use* it to think creatively and productively about the present as well as the past.

English 4592
WF: 12:45-2:05, McPherson Lab 1035

Professor Karen Winstead
Denney 532
Office Hours W: 2:30-4PM;
F 3:00-4PM
Winstead.2@osu.edu

Medieval Women
Real & Imagined
Readers & Authors
Mothers, Spouses, Warriors,
Sovereigns, Scholars, Saints
& Others
&c

Jan 10 Introduction

WOMEN'S LIVES & WRITINGS

Jan 12 Hrotsvitha of Gandersheim: A 10th-Century Canoness in a Principality of Women
Read: Hrotsvitha, *Dulcitius*
<http://www.fordham.edu/halsall/basis/roswitha-dulcitius.asp>
Abraham
<https://archive.org/details/abrahamplay00hrotuoft>

Jan 17 **Take Quiz 1 by noon**
Hildegard: *Magistra*, composer, visionary
View: *Vision*
Vision is available at <http://drm.osu.edu>. Log in with your OSU username and password, then click on "Assigned Playlists" underneath the "Secured Media Library" heading.

Jan 19 Scandalous Academics in 12th Century Paris
Read: Abelard, *Calamities* (3-43)

Jan. 24 **Take Quiz 2 by noon**
Abelard vs. Heloise: Was it really just all about sex?
Read: The "personal letters" of Abelard and Heloise (47-89)
Jan. 26 Christina of Markyate: A Runaway "Wife" & the Anchoritic Life
Read: Start reading *The Life of Christina of Markyate*

- Jan. 31 **Take Quiz 3 by noon**
Friendship & Heterospiritality
Read: Continue in *The Life of Christina of Markyate*
- Feb. 2 Continental Mystics & Beguines: Ultra-Spirituality
Read: Start the *Book of Margery Kempe*
- Feb. 7 **Take Quiz 4 by noon**
Margery Kempe: Wife, Mother, Entrepreneur, Pilgrim, Saint
Read: Continue *The Book of Margery Kempe*
- Feb. 9 The Virtual Lives of Margery Kempe
Read: Finish *The Book of Margery Kempe*
- Feb. 14 **Take Quiz 5 by noon**
Christine de Pizan: Scholar, author, widow, mother at the French court
Read: Christine de Pizan, *Selected Writings*, 173-201 (selections from Christine's *Vision*)
- Feb. 16 Christine de Pizan as revisionist historian and proto-feminist
Read: Christine de Pizan, *Selected Writings*, 116-73
(Selections from the *Book of the City of Ladies* and *The Three Virtues*)
- Feb. 21 **Take Quiz 6 by noon**
The pen & the sword: Christine de Pizan & Joan of Arc
Read: Christine de Pizan, *Selected Writings*, 252-62
(*The Tale of Joan of Arc*)
Extracts from the trial of Joan of Arc
<http://www.fordham.edu/halsall/source/1431joantrial.asp>
- Feb. 23 Fifteenth-Century Women through their Letters
- Feb. 28 **Take Quiz 7 by noon, February 28**
ROUNDTABLE: Guibert of Nogent's mother
Upload your bio & analysis to Carmen before class, but bring a copy to class to consult during our discussion
- March 2 **ANTHOLOGY ROUNDTABLE A:** Sharing your portraits

IMAGINING WOMEN

- March 7 A "man's world"? Queens, wives, mothers, and monsters in *Beowulf*
Read: *Beowulf*
- March 9 Women in Early British Literature: From Judith to Medb
- March 14-16 **HAPPY SPRING BREAK**
- March 21 **Take Quiz 8 by noon**
Courtly Love & Romance: Troubadours, Trobairitz

- Read: Andreas Capellanus, Rules of Courtly Love
<http://sourcebooks.fordham.edu/halsall/source/capellanus.asp>
- March 23 **ANTHOLOGY ROUNDTABLE B: Sharing your portraits**
- Take Quiz 9 by noon**
- March 28 The *Lais* of Marie de France
- March 30 The *Lais* of Marie de France, cont.
- Take Quiz 10 by noon**
- April 4 Shhhhh....
- Read: Start reading the *Romance of Silence*
- April 6 What makes a (wo)man?
- Read: Finish the *Romance of Silence*
- Take Quiz 11 by noon**
- April 11 Chaucer's Wife of Bath: Mastery & Battery
- Read: Chaucer's *Wife of Bath's Prologue* (Carmen)
- April 13 Women want *what*?
- Read: Chaucer's *Wife of Bath's Tale* (Carmen)
- Take Quiz 12 by noon**
- April 18 Malory's Women
- Read Lancelot and Elaine (Carmen, pp. 160-70)
- April 20 Review and Conclusion

Required texts:

Beowulf (Norton)
Lais of Marie de France (Penguin)
The Letters of Abelard and Heloise (Penguin)
Silence (Michigan)
 Guibert of Nogent, *Monodies*
The Book of Margery Kempe (Penguin)
Selected Writings of Christine de Pizan (Norton)

Requirements:

On-line quizzes on the lectures (30 points); An anthology of medieval women (40 points); Guibert de Nogent's mother, bio and analysis (20 points); on-line objective final exam (10 points).

Quizzes will be on the material covered in the previous week's lecture and must be taken by noon each Wednesday. There will be 10 questions, and you will have 8 minutes to take the quiz (with a 2 minute grace period). Each quiz is worth 3 points. There are no make-up quizzes but I will drop your lowest two scores.

Life and analysis of Guibert de Nogent's mother (20 points)

One of the challenges of studying medieval women is that their lives are often inscribed in works that are “about” something—or somebody—else. Take Guibert de Nogent's *Monodies*, widely considered the first autobiography since Augustine's *Confessions*. As he tells his own story, Guibert writes so copiously about his mother that it's possible to construct a pretty detailed biography of her. That's exactly what you'll be doing. From the biography you've constructed, you'll analyze her character and her often troubling relationship with her son. For the details of this project, see the “Guibert de Nogent's Mother” assignment on Carmen.

An Anthology of Medieval Women's Stories

For this assignment, you will compose an anthology with entries on at least ten medieval women. Each entry will consist of a biography totaling **no more than 100 words** and an **accompanying image**. Relaying a life in only 100 words is, of course, impossible, and you'll have to think carefully about how you want to present each woman. I am using “bio” loosely: you may summarize the high points of a woman's life, or you may focus on what you consider to be a defining episode. You just need to produce a coherent and engaging narrative in under 100 words.

The **image** you choose to accompany your bio may be a medieval portrait of your woman (or a portrait of someone who looks like you'd imagine her to be), but you may also draw your own. Your portrait doesn't have to be realistic—or even representational—you can design an abstract “portrait” that expresses something essential about your subject (if you do that, you might want to include a note explaining the connection between bio and portrait). Alternatively, you can combine word and image to produce a series of comics (the 100-word limit still applies).

Your subjects may include fictional characters but must include **at least five** historical women. If you wish, for **one** of your entries, you may take a medieval image of a woman and construct a biography to go with it; that biography must be a plausible account of a medieval woman's experience and evince your knowledge of what medieval women could and did do (e.g., don't say “Kinsey enrolled at Oxford to study Economics.”)

Sign up for one of the Roundtables slated for March 2 or March 23 and be prepared to share your portraits with your classmates.

The **final version** of your anthology, due on **Monday, April 23**, must include an **essay of about 1200 words** that explains your selection of women and your approach to portraying their lives. Use your portraits to reflect on the experience of medieval women and what your portraits collectively convey about that experience.

Points will be distributed as follows: 10 points for your introductory essay and 3 points per portrait. If you don't participate in one of the Roundtables, you forfeit 5 of the 40 points for this assignment.

Objective Final Exam

This cumulative final exam will be posted on Carmen on April and will remain open until April 26 at 10PM. It will consist of 20 questions, and you will have 20 minutes to complete it. Like the quizzes, the exam is open book and notes.

Other Important Information

Disability Services: The Office for Disability Services, located in 098 Baker Hall, 113 W. 12th Ave, offers services for students with documented disabilities.; Tel.: 614-292-3307; VRS: 614-429-1334; Email: slds@osu.edu; Web: slds.osu.edu

Plagiarism: Plagiarism is the representation of another's works or ideas as one's own. It includes unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or inappropriate, unacknowledged use of another person's ideas. All cases of suspected plagiarism will, in accordance with university rules, be reported to the Committee on Academic Misconduct.

Course Evaluations: OSU will ask you to fill out online evaluations near the end of the quarter. Please fill them out. I will greatly appreciate your comments about what worked and what didn't and use your suggestions in devising future incarnations of this course.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: English 4592

Instructor: Karen Winstead

Summary: Special Topics in Women and Literature: Medieval Women

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Asynchronous Zoom lectures • Carmen discussion board postings.
6.3 Technologies required in the course are readily obtainable.	X			All are available free of charge through various OSU site licenses.
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 3/8/21
- Reviewed by: Ian Anderson

Notes: Add dates to the weekly breakdown. Description of major course assignments is missing.

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.