

Term Information

Effective Term Autumn 2022

Course Change Information

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

Adding the new GE foundation, Race, Ethnicity and Gender Diversity to the course

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

This course examines the invention of race as a concept in Western society. With the development of a united Christendom in the 11th century, the Catholic church had to rethink its position on non-conformist groups within Christendom, such as Jews and Muslims. While traditionally Christians had viewed these groups as potential converts, over the course of the late Middle Ages they came to think of them as different peoples altogether, descended from a different Biblical figure (Ham), with poisoned blood running through their veins.

The Middle Ages were also a key period when it comes to ideas about gender. While the Catholic church inherited many ideas about women from both the Greeks/Romans and the Jews, it refined those views over the course of the period. The 11th century is also critical here: the church ordered all secular clergymen to get rid of their wives, demanding celibacy in emulation of Christ. As a result, monks wrote a whole slew of literature, belittling women.

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)?

n/a

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	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3231
Course Title	Creating Medieval Monsters: Constructions of the "Other"
Transcript Abbreviation	MdvlMonsters
Course Description	This course examines the development of a persecuting society in medieval Europe and explores the various ways that minorities were demonized (literally turned into "monsters") in the medieval discourse and artwork in order to create a strong sense of unity within Christendom, with a specific focus on Jews, lepers, Muslims, religious non-conformists, sexual nonconformists, and women.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture

COURSE CHANGE REQUEST
3231 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/25/2021

Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0103
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Historical Study; Global Studies (International Issues successors); Historical and Cultural Studies; Race, Ethnic and Gender Diversity
The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:
Historical Study; Global Studies (International Issues successors); Historical and Cultural Studies
The course is an elective (for this or other units) or is a service course for other units

Course Details

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Course goals or learning objectives/outcomes

- Students will understand the factors that led to the development of a persecuting society in medieval Europe and how it has been perpetuated since that time.
- Students will understand how changes in society prompt persecution and that persecution is not a direct result of the actions of the minority group.
- Students will gain an understanding of the patterns and tools of persecution, and will demonstrate the depth of their comprehension through the writing of a medieval sermon cycle in which they employ the tools of persecution.
- Students will exhibit an ability to relate medieval persecution to modern persecution through their research papers in which they will discuss the medieval roots or patterns of persecution evidence in a modern-day example of persecution.
- Students will hone their analytical skills through the reading and discussion (in both writing and class discussion) of primary and secondary materials.

Content Topic List

- Christian / Islamic / Jewish relationships
- The use of medicine to stigmatize minority groups
- Power relationship within marriage
- The role of the Church in society and in persecution
- The development of racism as a concept

Sought Concurrence

[Previous Value](#)

No

Attachments

- ge-foundations-submission.pdf: New GE foundations document
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- Sample Syllabus.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	08/18/2021 05:05 PM	Submitted for Approval
Approved	Soland, Birgitte	08/18/2021 07:47 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/25/2021 06:22 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/25/2021 06:22 PM	ASCCAO Approval

HISTORY 3231

Creating Medieval Monsters: Constructions of the 'Other'

Fall 2021
WF 2:20 to 3:40
Ramseyer Hall, Room 059

Instructor:

Dr. Sara M. Butler
Office: Dulles Hall, Rm. 269
Cell phone: (504) 304-1069
Email: butler.960@osu.edu

Office Hours: Mon. 8:30 to 10:30,
or by appt.

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.



Important Dates

- Wed., Sept. 15: First Primary Source Analysis paper due.
- Fri., Oct. 1: Modern Misuses of Medieval History assignment due.
- Wed., Oct. 27: Second Primary Source Analysis paper due.
- Wed., Dec. 8: Patterns of Persecution in Medieval Sermon Stories assignment due.
- Wed., Dec. 15 (12:00 to 1:45 pm): Final Exam

Course Description

Since 9/11, persecution of the “other” has been a theme of daily life in twenty-first century America, greatly encouraged by a government that labels enemies “terrorists.” Students need to gain a greater appreciation of how current events can trigger persecution that very quickly spirals out of control. In the hopes of demonstrating that biases rarely spring from tangible sources and that demonization is a common response to unhappiness rooted in our own daily lives, this course will examine a much earlier period of demonization. By examining the ideology of community and marginality in the High Middle Ages, an era that has earned the title of a “persecuting society,” students will have the opportunity to view how a community of medieval Christians, feeling threatened by both external and internal forces, protected

Christendom by lashing out at those on the margins. The goal of this course is to explore the various ways that minorities were demonized, literally turned into “monsters” in the medieval discourse, in order to create a strong sense of unity within Christendom, in the hopes of finding solutions or alternatives to modern-day persecution. A study of the persecution of minorities will include a wide variety of groups, but focus specifically on medieval Christian representation and persecution of disability, gender, heresy, Islam, Judaism, religious conversion, and sexual nonconformity.

This course fulfills Group Europe, pre-1750 for history majors. For the General Education requirements, it fulfills the category of “Foundations: Race, Ethnicity and Gender Diversity” as well as “Historical Study.” Precise details on which courses qualify for which requirements can be found in the Undergraduate Handbook: <https://history.osu.edu/undergrad/resources/handbook>

Goals / Expected Learning Outcomes

History (Major)

History courses develop students’ knowledge of how past events influence today’s society and help them understand how humans view themselves.

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

GE Learning outcomes: Historical Study

Successful students are able to

1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
3. Use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.
4. Evaluate social and ethical implications in historical studies.

GE Goals: Historical Study

1. Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

GE Learning Outcomes: “Foundations: Race, Ethnicity and Gender Diversity”

Successful students are able to

1. Describe and evaluate the social positions and representations of categories including race, ethnic and gender diversity, and possibly others.
2. Explain how categories including race, ethnic and gender diversity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
3. Analyze how the intersection of categories including race, ethnic and gender diversity combine to shape lived experiences.

4. Evaluate social and ethical implications of studying race, ethnic and gender diversity.
5. Demonstrate critical self-reflection and critique of their social positions and identities.
6. Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

GE Goals: "Foundations: Race, Ethnicity and Gender Diversity"

Successful students will:

1. engage in a systematic assessment of how historically and socially constructed categories of race, ethnic and gender diversity, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.
2. recognize and compare a range of lived experiences of race, gender, and ethnicity.

3. describe how the categories of race, ethnic and gender diversity influence the lived experiences of others.

Required Readings

- Joan Young Gregg (ed.), *Devils, Women and Jews: Reflections on the Other in Medieval Sermon Stories* (State University of New York Press, 1997). ISBN: 0791434184. Retail price: \$33.95. There is an e-book copy at Thompson library that you can link to through our Canvas page.
- Andrew Albin, et. al, eds, *Whose Middle Ages: Teachable Moments for an Ill-used Past* (Fordham University Press, 2019). ISBN 9780823285563. Retail price: \$18.99. There is an e-book copy at Thompson library that you can link to through our Canvas page.
- All other readings will be available on Carmen/Canvas. Please have the readings available in class to reference, whether that means printing them out, or having them accessible on an ipad / computer.

OSU Grading Scale

A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9

B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9

D+	67-69.9
D	60-66.9
E	0-59

Grade Distribution

Discussion Posts	18%
Primary Source Analyses Papers	20% (10% X 2)
Position Paper	20%
Sermon Paper	20%
Final exam	22%

Assignment Descriptions

a) Discussion Posts:

These assignments are intended to help students work on two distinct skill sets:

1. Summary / synthesis
2. Critical thinking about what you read

Every time you read something for this class, I want you discussing it with the students in your assigned discussion groups. Before you do a reading, take a look at the Discussion Board on Canvas and go to the questions related to our reading for the day. I have put some “conversation-starters” there to get you thinking about what you might want to say. You can use one of those starters, or you can write something entirely different. The objective of this assignment is to have you read actively and think about these readings before we

discuss them as a class. At times, in class I will divide you into your discussion groups so that you can get ready to share some of your findings with the larger class.

This is NOT a formal writing assignment. I will not be grading for grammar, spelling and style.

I am not going to require a specific number of words per post, or anything like that. What I'm looking for:

- *Quality, not quantity.* I'm looking for you to make contributions that show you are thinking about what you have read – pick out specific threads from the reading and comment.
- *Back up your statements.* You can't say "I didn't like the reading" and leave it at that. You need to explain WHY.
- *Advance the discussion.* I am letting you read what others have written before you write. Don't just repeat what they have said. Advance the conversation by building on what they have said and taking it a step further.
- *Make connections.* Everything we read in this course is related – feel free to remind your group members how today's reading builds on other materials we have already read.
- *Be respectful.* Disagreement is just fine – in fact, disagreement can be intellectually productive! But you need to express your point of view in a respectful manner.
- *Don't wait until the last minute to post.* The best conversations will come out of having time to reflect. For each discussion, the board will open at the end of the class right before that discussion is scheduled.

Please note: There are 21 opportunities to participate in the discussion boards this semester. **You are only required to participate 18 times (that means you have 3 "passes" – you can choose when you want to opt out of participating).**

b) Position Paper: Modern Misuses of Medieval History

This paper is intended to hone a variety of skills:

1. *Synthesis:* reading a wide variety of source materials and creating a historical argument from it.
2. *Historical reasoning:* i.e., constructing a rock-solid historical argument with plenty of evidence to support it drawn from source materials.
3. *Formal writing:* writing ALWAYS matters.
4. *Documentation:* you need to demonstrate that you are learning how to document like an historian. Proper citations; proper bibliography.

This assignment draws on Andrew Albin, et al., eds, *Whose Middle Ages: Teachable Moments for an Ill-Used Past* (Fordham University Press, 2019). All the essays in this volume are fantastic and I highly recommend you read each and every one of them when you can. However, for this assignment, I ask you to read the introduction, plus essays by

the following authors: Paul, Donner, Szpiech, Diebold, Mulder, Bishop and Williams. Each of these authors is looking at an example of medievalism, that is the ways in which medieval history has been utilized in the modern era. These authors are specifically interested in weaponized uses of the Middle Ages, that is, when a faulty or incomplete understanding of medieval history has been mobilized to persecute a people / motivate a nation / create a false sense of unity.

After reading each of these essays, please write an argumentative paper on how to avoid being sucked into believing weaponized history. In order to do this, you will need to have a good sense of how history was weaponized in the first place and be able to provide specific examples (documented from the texts) in which history was successfully weaponized. You should also address the tools with which a literate reader needs to be equipped in order to avoid falling for fake history. Do we all need to be historians?

Readings:

- David Perry, "Introduction."
- Nicholas L. Paul, "Modern Intolerance and the Medieval Crusades."
- Fred Donner, "Who's Afraid of Shari'a Law?"
- Ryan Szpiech, "Three Ways of Misreading Thomas Jefferson's Qur'an."
- William J. Diebold, "The Nazi Middle Ages."
- Stephennie Mulder, "No, People in the Middle East Haven't Been Fighting since the Beginning of Time."
- Adam M. Bishop, "#DeusVult."
- Maggie Williams, "'Celtic' Crosses and the Myth of Whiteness."

Expectations:

- This paper should be 5 or 6 pages in length (double-spaced type, Times New Roman 12 pt font, one-inch margins). Page limit does not include your bibliography.
- This is a formal writing assignment. You will be graded for grammar, spelling, style.
- Citations: Please use whatever citation style is appropriate to your major field. For example, if you are a history major, please use *Chicago Manual of Style*. If you are an English major, please use *MLA*. If you are a psychology major, please use *APA*.

c) Primary Source Analyses Papers (2 in total):

This assignment is in preparation for assignment (d) below. The purpose of this assignment is to have students work on the following skills:

1. Primary document analysis skills.
2. Critical thinking.

For each of these papers, I want you to do a deep-dive critical analysis of one of the sermon stories that you have read. You can choose any of the sermons due for that day. However, for the sermon story that you chose, I want you to explain:

- What is the purpose of the sermon? Is the purpose itself to disparage women or Jews, or is it trying to teach a point of doctrine / a message of morality, etc.?
- What is particularly effective about this sermon? What motifs does it use? Why might the average medieval peasant have found it compelling?
- What impact would this sermon have had on the reader of the era? How would it have worked to shape their impressions of women or Jews?
- Why did you choose this particular sermon story?

Expectations:

- This paper should be 2-3 pages in length (double-spaced type, Times New Roman 12 pt font, one-inch margins).
- If citations are necessary, please use the citation style appropriate to your major field.
- This is a formal writing assignment. You will be graded for grammar, spelling, style.

d) Patterns of Persecution in Medieval Sermon Stories:

The purpose of this assignment is to have students work on the following skills:

3. Primary document analysis skills.
4. Critical thinking.
5. Creative writing / thinking.

This paper will be a creative assignment. Students are asked to analyze the *exempla* (sermon stories) that appear in the Joan Young Gregg book to understand the formulae employed to persecute groups of people in the Middle Ages. Sometimes the means of persecution is specific to particular types of people; sometimes the means of persecution is universal, that is, the groups being persecuted are interchangeable. Next, you will write a series of short Christian *exempla* that persecute the “other.” The goal of this assignment is to demonstrate an awareness of patterns of persecution in the medieval period and to understand the general strategies (rhetorical, thematic, literary, etc.) employed by *exempla* to promote hatred. Please remember that *exempla* are sermon stories: so, you need to be able to imagine a parish priest reading this aloud at church.

Expectations:

- This paper should be 5 to 6 pages in length (double-spaced type, Times New Roman 12 pt font, one-inch margins).
- Writing style: try your best to model your writing on the style that you see in the sermon stories.
- This is a formal writing assignment. You will be graded for grammar and spelling.

e) Final Exam

We will discuss this as we get closer to the date. Students will have to write one over-arching essay on a broad theme. I will hand out the question a week in advance of the exam; students will be permitted to plan the essay at home and then write it in class. Grading will be based on coherence, use of evidence, and persuasiveness.

Course Policies

Electronics:

- No texting in the classroom. Please.
- Computers and ipads are to be used for class-related work only.

Attendance:

- Attendance will be taken at the beginning of every class – if you are not present when attendance is taken, you will be considered absent.
- Each student is permitted to miss class three times without explanation. After that, if the student has no decent recent for missing class, the student's grade will be adjusted by three percent for each missed class.
- I cannot, in good conscience, give a passing grade in the course to a student who has missed more than eight classes, regardless of how well that student has done on class assignments.

NB: I will track your attendance on Canvas. Despite the fact that Canvas makes it look like attendance is a grade, it is not. I do not give credit for attendance because being there is one of the central expectations of any course. If you are marked absent for a day that you were in fact in class, you need to bring this matter up with me.

Late Work

- *Discussion posts*: the whole point of the assignment is to have you do the reading and think critically about it **before** class so that we can have a more productive classroom experience. If you need to do a discussion post late, please email me to explain why.
- *Position paper* and *Sermon paper*: late papers will be penalized by a full letter grade per day.

Health and Safety:

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes masks for students who are not vaccinated. Non-compliance will be warned first and disciplinary actions will be taken by the university for repeated offenses.

Academic Misconduct:

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.

Some examples of academic misconduct:

- Handing in a paper that you created for another course, or that someone else wrote for you.
- Handing in a paper made up chiefly of quotations strung together, even if properly attributed.
- Writing a line-by-line paraphrase of someone else's work.
- Claiming that a family member died in order to get an extension on a project.

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://studentaffairs.osu.edu/resource_csc.asp).

Students with Disabilities:

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. 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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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, Kellie Brennan, at titleix@osu.edu.

Diversity:

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.

Where to find Help with Your Writing:

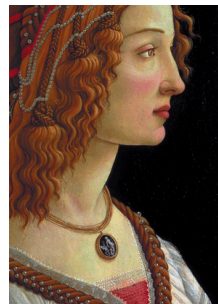
History is a writing discipline. Writing is not peripheral; it is at the heart of everything we do. Your ability to express your thoughts will be a key part of assessment for the book paper and the research essay. If you need a second set of eyes, make use of The Writing Center. You can drop in (Smith Lab 4120A, M-F 9:00-5:00); you can telephone to make an appointment, 614-688-4291, or you can sign up for an appointment on-line: <http://cstw.osu.edu/writing-center/schedule-appt>.

Mental Health Statement:

As a student you may experience a range of issues that can cause barriers to learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Reserve Clause

The professor reserves the right to make changes to the syllabus as necessary to meet the objectives of the course, to compensate for missed classes or schedule changes, or for similar legitimate reasons. Students will be notified of any such changes to the syllabus in adequate time to adjust to those changes.



HISTORY 3231: “Creating Medieval Monsters” Course Schedule


*All readings and video-watching are to be done at home prior to the discussion class.
Please bring a copy of the reading to class (it is fine to have it on an ipad or computer).

DATE	TOPIC	IN PREPARATION: READ/WATCH	ASSIGNMENT DUE
Wed., Aug. 25	Introduction to the Course		
Fri., Aug. 27	Beginning with a hypothesis: what is a “persecuting society”?	R.I. Moore, “A Persecuting Society,” in his <i>The Formation of a Persecuting Society</i> (Basil Blackwell, 1987), 144-171. <i>Please Note: I want you to read this for his hypothesis – don’t worry if you don’t know all the historical references.</i>	
Wed., Sept. 1	Foundational Christian thinking on the Jews	Jeremy Cohen, “The Doctrine of Jewish Witness,” in his <i>Living Letters of the Law: Ideas of the Jew in Medieval Christianity</i> (University of California Press, 1999), 23-65.	Discussion post
Fri., Sept. 3	The eleventh century: a turning point in Jewish-Christian relations	Gregg, <i>Devils, Women, and Jews</i> , 170-203.	Discussion post
Wed., Sept. 8	How the Crusades influenced thinking about the Jews	Robert Chazan, “The Anti-Jewish Violence of 1096: Perpetrators and Dynamics,” in <i>Religious Violence between Christians and Jews</i> , ed. Anna Sapir Abulafia (Palgrave Macmillan, 2002), 21-43;	Discussion post

		AND “Solomon bar Samson on the Massacres of the Jews” (48-51).	
Fri., Sept. 10	Blood Libel	Magda Teter, “Blood Libel, a Lie and its Legacies,” in <i>Whose Middle Ages</i> , 44-57; AND “Blood Libel: The Murder of William of Norwich” and “A Papal Response: Gregory X against the Blood Libel,” in <i>The Intolerant Middle Ages: A Reader</i> , ed. Eugene Smelyansky (University of Toronto Press, 2020), 32-38.	Discussion post
Wed., Sept. 15	Christian images of the Jews I	Gregg, “Jews in Medieval Sermon Stories,” in <i>Devils, Women, and Jews</i> , 203-220	PRIMARY SOURCE ANALYSIS PAPER (due at the beginning of class)
Fri., Sept. 17	Christian images of the Jews II	Gregg, “Jews in Medieval Sermon Stories,” in <i>Devils, Women, and Jews</i> , 220-35	Discussion post
Wed., Sept. 22	What’s Islam all about? Let’s start at the beginning	“The Message” (see link in Canvas to watch prior to class)	Discussion post
Fri., Sept. 24	The Saracen	Lieselotte Saurma-Jeltsch, “Saracens: Opponents to the Body of Christianity,” <i>The Medieval History Journal</i> 13.1 (2010): 55-95.	Discussion post

Wed., Sept. 29	Convivencia: medieval Iberia	David A. Wacks, "Whose Spain is it, Anyways?" in <i>Whose Middle Ages</i> , 181-90.	Discussion post
Fri., Oct. 1	Modern Misuses of Medieval History	Discussion of Assignment	MODERN MISUSES OF MEDIEVAL HISTORY ASSIGNMENT DUE DATE (due at the beginning of class)
Wed., Oct. 6	Physiognomy: the Greek science of facial features	Debra Higgs Strickland, "Making Men Known by Sight: Classical Theories, Monstrous Races & Sin," in her <i>Saracens, Demons, and Jews: Making Monsters in Medieval Art</i> (Princeton University Press, 2003), 29-59.	Discussion post
Fri., Oct. 8	Did race and racism exist in the Middle Ages?	Pamela A. Patton, "Blackness, Whiteness, and the Idea of Race in Medieval European Art," in <i>Whose Middle Ages</i> , 154-65, AND Helen Young, "Whitewashing the 'Real' Middle Ages in Popular Media," in <i>Whose Middle Ages</i> , 233-42	Discussion post
Wed., Oct. 13	Prester John: Making the whole world Christian	Christopher Taylor, "Global Circulation as Christian Enclosure: Legend, Empire, and the Nomadic Prester	Discussion post

		John,” <i>Literature Compass</i> 11.7 (2014): 445-59.	
Fri., Oct. 15	AUTUMN BREAK – NO CLASS	NO READING	
Wed., Oct. 20	Imagining Women	Gregg, <i>Devils, Women, and Jews</i> , 83-110.	Discussion post
Fri., Oct. 22	Women in sermon stories I	Gregg, “Women in Medieval Sermon Stories,” <i>Devils, Women, and Jews</i> , 110-137.	Discussion post
Wed., Oct. 27	Women in sermon stories II	Gregg, “Women in Medieval Sermon Stories,” <i>Devils, Women, and Jews</i> , 137-67.	PRIMARY SOURCE ANALYSIS PAPER (due at the beginning of class)
Fri., Oct. 29	Controlling Sexuality	“The Control of Sexuality,” in <i>The Intolerant Middle Ages: A Reader</i> , ed. Eugene Smelyansky (University of Toronto Press, 2020), 243-72.	Discussion post
Wed., Nov. 3	Sexual deviance and the law	Helmut Puff, “Female Sodomy: The Trial of Katherina Hetzelderfer (1477),” <i>Journal of Medieval and Early Modern Studies</i> 30.1 (2000): 41-61.	Discussion post
Fri., Nov. 5	DR. BUTLER IS AWAY AT A CONFERENCE – NO CLASS	Unexpected but hopefully welcome break.	
Wed., Nov. 10	Sin internalized	Susan Zimmerman, “Leprosy in the Medieval	Discussion post

		Imaginary,” <i>Journal of Medieval and Early Modern Studies</i> 38.3 (2008): 559-87	
Fri., Nov. 12	Where do the disabled fit in?	Connie Scarborough, “The Disabled and the Monstrous: Examples from Medieval Spain,” <i>Mediaevistik</i> 28 (2015): 37-46.	Discussion post
Wed., Nov. 17	Labelling Dissidents	Thomas Fudgé, “Demonizing Dissenters: Patterns of Propaganda and Persecution,” in his <i>Medieval Religion and its Anxieties: History and Mystery in the Other Middle Ages</i> (Palgrave Macmillan, 2016), 183-202.	Discussion post
Fri., Nov. 19	Clothes make the man?	Thomas Fudgé, “The Stripping and Shaming of Heretics,” in his <i>Medieval Religion and its Anxieties: History and Mystery in the Other Middle Ages</i> (Palgrave Macmillan, 2016), 203-28.	Discussion post
Nov. 24 and 26 THANKSGIVING BREAK	NO CLASS	NO READING	
Wed., Dec. 1	The Inquisition	Docs. 20 to 26, in <i>The Intolerant Middle Ages: A Reader</i> , ed. Eugene Smelyansky (University of Toronto Press, 2020), 71-93.	Discussion post
Fri., Dec. 3	The Spanish Inquisition	G.B. Harrison, “A Shrinking World Within? Jews, Muslims, <i>Conversos</i> , and the Spanish Inquisition, ca.	Discussion post

		1480-1512," <i>Parergon</i> 12.2 (1995): 41-60.	
Wed., Dec. 8	Where does this all end up? The early modern era, an era of crisis	NO READING	PATTERNS OF PERSECUTION IN MEDIEVAL SERMON STORIES ASSIGNMENT (due at the beginning of class)
Wed., Dec. 15 12:00-1:45 pm.			FINAL EXAM

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.