

## Term Information

Effective Term Autumn 2023  
*Previous Value* Spring 2018

## Course Change Information

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

Adding GE Theme: Traditions, Cultures, and Transformations

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

The faculty member would like to add the TCT theme as it is a good fit for the class.

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	3232
Course Title	Solving Crime in Medieval Europe
Transcript Abbreviation	CrimeMdvIEurope
Course Description	This course explores the interaction between the development of criminal law and social change in the late medieval period from a comparative perspective, examining primarily the English common law, but also the continental courts of law. Topics such as trial by ordeal; forensic medicine; homicide; sex crimes; clerical criminals; treason; sanctuary; and fear-mongering, will be explored.
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
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); Traditions, Cultures, and Transformations

### *Previous Value*

*General Education course:*  
*Historical Study; Global Studies (International Issues successors)*

## Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none"><li>• Students will become acquainted with various theories of violence and its ties to state-building and be able to defend or reject those theories with evidence.</li><li>• Students will understand the factors that influence the development of law, the relationship between law and community, and law and the state.</li><li>• Students will explore the interaction of church and state in the administration and practice of the law in order to assess whether that relationship is cooperative, adversarial, or fraught with tension.</li><li>• Students will develop an understanding of the Middle Ages as both a foreign land and the foundation of the modern West.</li><li>• Students will hone their analytical skills through the reading and discussion (in both writing and class discussion) or primary and secondary materials.</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Power relationships and social hierarchy</li><li>• Law and rationality</li><li>• Pain in the medieval context</li><li>• Law as a response to social discontent</li><li>• Law as a tool of the state</li></ul>
Sought Concurrence	No
<i>Previous Value</i>	<b>Yes</b>

**COURSE CHANGE REQUEST**  
3232 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
10/31/2022

**Attachments**

- History 3232 - Syllabus (Butler).pdf: Syllabus

*(Syllabus. Owner: Getson, Jennifer L.)*

- History 3232 - GE Form.pdf: GE Form

*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	08/06/2022 01:49 PM	Submitted for Approval
Approved	Soland, Birgitte	08/06/2022 03:45 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/31/2022 01:43 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/31/2022 01:43 PM	ASCCAO Approval

The Ohio State University

History 3232

# Solving Crime in Medieval Europe

Autumn 2022

T & R 9:35 to 10:55 a.m.

Fontana Lab, Room 2020

Instructor: Dr. Sara M. Butler  
Office: Rm. 269, Dulles Hall  
Cell phone: (504) 304-1069  
Email: butler.960@osu.edu  
Office Hours: Wednesdays, 8:30 to 10:30,  
or by appointment



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 (all assignments due before class begins):

- Thurs., Oct. 6: Book review
- Tues., Oct. 25: Topic & preliminary bibliography for research project
- Tues., Nov. 5: plan / outline for research project
- Tues., Nov. 29: completed research project due
- Fri., Dec. 9, 8:00 to 9:45 a.m.: Final Exam

## Course Description:

Legal traditions are a gateway to understanding the cultural values of a region and its people. Laws reflect the concerns of a community. This is especially true when it comes to defining crime and what a community considers to be a criminal act. For example, if a society had no concept of private property, it would have no need for laws regarding theft. This course explores the development of criminal law in European society over the course of the period 1100-1500, which witnessed European kingdoms and states refashioning their laws in response to three specific moments.

First, the Legal Revolution that accompanied the Twelfth-Century Renaissance saw states across Europe encountering for the first time the corpus of ancient Roman law and determining

whether to replace their own laws with it (Holy Roman Empire), to have it sit alongside their own laws (France), or to reject it, but rethink their own laws in accordance with the Roman model (England). In doing so, states encountered Roman cultural values, and had to consider how they aligned with their own. To offer an example: Roman law saw rape as a property crime, the theft of a daughter from her father, whereas most early medieval law codes instead focused on the non-consensual sexual violation of a woman. How each of these regions implemented rape laws in the era after the Legal Revolution tells us much about contemporary thinking on women and family.

Second, the Crusades (1096-1254) had a profound impact on thinking about inclusivity. Preaching and rhetoric about the infidel attacking the Holy Land led to renewed thinking in Europe about those whose difference undermined the unity of Christendom. In particular, Jews, Muslims, sinners, and heretics became a priority unlike they had ever been before. This is reflected in changing criminal laws as well as growing conspiracy theories that gripped Christendom and created a society of surveillance, in which neighbors were expected to police neighbors.

Third, the advent of bubonic plague first with the Black Death (1347-51) and then in recurring outbreaks every 5 to 10 years for the rest of the era accelerated concerns first raised by the Crusades. The explanation that plague hit Christendom because God was unsatisfied with the level of Christian morality heightened anxieties about sin and crime. This is reflected in the creation of new crimes (for example, abortion and sodomy) and new concerns about the effectiveness of the judicial system.

Law as it is created is a product of the dominant powers in society; thus, studying the existing laws helps us to better understand attempted means of social control. This course will also study how that law was implemented and resistance to it, in order to better understand how the people at large reacted to this legal regime.

Each class will incorporate a lecture putting our readings in context and providing the chronological big picture for a daily theme. Up to half of each class will be reserved for discussion of the daily reading, first in small-groups, and then with the class as a whole. Come prepared to talk.

### **Course Learning Outcomes**

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

- a) Students acquire a perspective on history and an understanding of the factors that shape human activity.
- b) Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
- c) 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.

### **General Education (Traditions, Cultures, Transformations)**

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers

to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]

2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

Successful students are able to:	How we achieve this in the course:
1.1. Engage in critical and logical thinking about the topic or idea of the theme.	Over the course of the semester, students will be presented with a number of “big ideas” about crime and society, such as: Are we becoming less or more violent over time? What is the relationship between justice and governing institutions? Or, should mercy be built into the institutional justice system? These ideas will be presented first in readings; students will engage with them in discussion posts prior to class. Lectures will provide additional context and logic; then class discussions will help us to explore the ideas even further.
1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.	Students will be engaging with these ideas on a weekly basis through discussion posts and class discussions. Students will have an opportunity to model critical and logical thinking in an in-depth, scholarly exploration in their book reviews and their final research projects.
2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.	Discussion posts require students to identify the reading’s argument; to describe it aptly, and to summarize the author’s approach and use of evidence. The book review requires the same skill set. Students will also take this a step further by feeling comfortable to critique the author’s approach.
2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Through feedback on discussion posts, students should begin to gain a sense of self as a learner. Students will be given the opportunity to explore their own approaches to the material through the book reviews and the final research project in which students will have an opportunity to put together ideas that they have learned over the course of the semester and tie them into modern events and controversies.
3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles,	Over the course of the semester, students will encounter the pervasive influence of Catholic doctrine

institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	on medieval law and have an opportunity to explore how it shaped social and gender hierarchies, how it defined cultural values, and how it led to new definitions of crime and what constitutes a crime.
3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.	The “big idea” under analysis here is the 12 <sup>th</sup> century Legal Revolution that required a rethinking about law, its internal logic, its purpose (whether it is a means of revenge, a deterrent, a form of penance, or rehabilitation), and how it defines relations between governing powers and those to be governed.
3.3. Examine the interactions among dominant and sub-cultures.	The medieval West believed that hierarchy was natural, that it was ordained by God, and that the law needed to defend hierarchy. Not only were laws created to reinforce that hierarchy, but punishment was defined by one’s rank, gender and place of birth. This will be examined on almost a weekly basis in this course because it is not possible to talk about any crime without seeing it through an intersectional lens.
3.4. Explore changes and continuities over time within a culture or society.	Throughout the course, change and continuity will be explored over space (geographically, how an approach to a crime differed from one region to another), but also over time, emphasizing three moments of cultural transformation: the Legal Revolution, the Crusades, and the Black Death. We will also be examining how the judicial system forged in the Middle Ages laid the foundation for the system that exists in the modern West.
4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	This course is “European” in scope – and yet, that involves many different kingdoms and states with very different institutions and cultures. Students will not become experts on any of these legal systems in particular, but we will work hard to stress the continuities between these systems, as well as their differences, and why those differences exist. Each weekly theme will include readings from two different geographical regions and lectures will provide the context to explain those differences. On the final exam, students will be expected to recognize and explain differences, similarities and disparities among the institutions and approaches of those various regions.
4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.	Punishment for every crime was dictated by the perpetrator’s religion, class and gender, and thus these will be necessary elements of our analysis. Concerns about women and Jews, in particular, will dominate our discussions at times because our three transformative moments led to new thinking about the place of both groups in society and how they should be governed by the laws.

### Required Readings

- Paul C. Doherty, *The Great Crown Jewels Robbery of 1303: The Extraordinary Story of the First Big Bank Raid in History* (Carroll & Graf, 2005). This book is sold as an ebook through

the bookstore. If you want a hard copy, order a used one through Amazon (or elsewhere online).

- All other readings for this course are on Carmen/Canvas.

### Technology Requirements

Basic technology skills are necessary in order to take a course. For this class, technology will be used in the following way.

Carmen/Canvas:

- All readings and lecture PowerPoints are stored on the Carmen/Canvas course page. Zoom links for classes will also be there. I will send out announcements through Carmen/Canvas ([Carmen.osu.edu](http://Carmen.osu.edu)), and all assignments will be submitted through this page as well.

Turnitin:

- Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the Committee on Academic Misconduct (COAM) and Section A of OSU's Code of Student Conduct in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following Section A of OSU's Code of Student Conduct as appropriate. For more information about Turnitin, please see the vendor's guide for students. Note that submitted final papers become part of the OSU database.

Watching Movies:

- Because of copyright issues, I need to have you find the movie and watch it yourself. There are many options for watching “The Last Duel”: HBO plus, Disney plus, Amazon Prime, Hulu, Vudu, Google Play Movies. Hopefully you already have a subscription to one of these. If you do not, a free trial is the way to go.

Tech Support Contacts:

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: [8help@osu.edu](mailto:8help@osu.edu)
- TDD: 614-688-8743

### Grading Scheme

Discussion Posts	22%
Book Review	20%
Research Project	30%
Final Exam	28%



## Grading Scale

LETTER	PERCENTAGE	4.0 SCALE
A	93-100	4
A-	90-92.9	3.7
B+	87-89.9	3.3
B	83-86.9	3
B-	80-82.9	2.7
C+	77-79.9	2.3
C	73-76.9	2
C-	70-72.9	1.7
D+	67-69.9	1.3
D	60-66.9	1
E	0-59	0

## Assignment Descriptions

### Discussion Posting (starting Thurs., Aug. 25)

Every time you read something for this class, I want you discussing it with the other students. You have assigned discussion groups for the semester. After you do a reading, take a look at the Discussion Board on Carmen/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.

This is going to be a pass/fail assignment. 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.

The grader and I will make sure to pop into those discussion boards on a regular basis to make comments about how things are going. However, if you feel that there is a personality clash in your group that is creating problems, you need to contact me.

There are 25 opportunities to participate in the discussion boards this semester. **You are only required to participate 22 times.** Your contribution for each discussion will be graded out of “1” – you will receive either full points or no points. If you receive no points, you can choose to participate more than your required 22 times in order to replace that zero. I will have Carmen/Canvas set to drop the three lowest grades (i.e. the three zeroes for the assignments you did not do) from your overall grade for discussion posts.

### Book Review

Everyone in the class will be reviewing the same book: Paul Doherty’s *The Great Crown Jewels Robbery of 1303: The Extraordinary Story of the First Big Bank Raid in History* (2005). The length of this assignment should be approx. 4 or 5 pages (12 pt. font, double-spaced, one inch margins). A book review is not intended to be a synopsis of the book. Expend no more than two paragraphs summarizing the book. Instead, pay close attention to the author’s perspective and approach, use of evidence, method, and historical value. In particular, pay attention to the author’s treatment of the investigative process (that is a big part of the reason why we are reading this book). Footnotes and a bibliography are not required unless you choose to quote from a text other than the one you are reviewing.

This project aligns with the goals of the GE by asking students to think about cultural ideas relating to property and ownership, and how a specific experience (the theft of the crown jewels in 1303) led to changes in the law and society. This assignment gives students an opportunity to engage in critical and logical thinking in an advanced, in-depth, scholarly exploration of theft in medieval England. Students will need to identify the author’s argument, summarize and describe his approach and use of sources. Students will then craft their own assessment of the work.

### Research Project

Instead of doing a traditional research essay, we are going to try to do something more creative. I want you to do all the normal research that you would do for a research essay, but present it in a more twenty-first century fashion.

### *Mode of Presentation*

Students may choose from one of the following modes of presentation:

- a) Zoom presentation: I would expect students to put together a PowerPoint presentation that you use to present your material (through shared screen mode). This can be recorded and submitted accordingly. I expect that students are most familiar with Zoom, so this is probably the easiest option. Please show your face. Expectation: minimum of 15 minutes / maximum of 22 minutes in length.
- b) Podcast: There is a whole array of software out there for making podcasts. Good apps for your iPhone/iPad include iTalk recorder and Bossjock Jr (both free apps) – although I’m happy to have you use anything that can create an mp3 or mp4 file. This option could be

creatively done – i.e. it does not have to be a straightforward talk, you could also do an interview, or a radio documentary. The more creative the better. Expectation: minimum of 15 minutes / maximum of 22 minutes in length.

### *Topic*

I want you to choose your own topic. However, here are some suggested possibilities, if you need a push in the right direction:

abortion; abduction/ravishment; adultery; animal trials; arbitration; banditry/gangs; bastard feudalism; begging/poor law; benefit of clergy; bigamy; blasphemy; border law/crime; church courts; coroner; crime in literature; criminal clergymen; debt; defamation; *deodand*; domestic violence; evidence, rules of; excommunication and interdict; execution; exile/abjuration; felony forfeiture; feud/vendetta; forensic medicine; Gilles de Rais; homicide/murder/manslaughter; infanticide; Inquisition; inquisitorial process; insanity; juries; jurisdiction; lawyers and legal profession; mutilation/mayhem; outlawry; pardons; persecution of Jews/blood libel; policing and criminal investigation; prison/incarceration; prostitution; punishment; rape; Robin Hood; sanctuary; scolding and other word crimes; seduction; self-defense; sheriff; social control; sodomy; sorcery; suicide; sumptuary laws; theft; torture; treason; trial by combat; trial by ordeal; vengeance; violence; women as criminals; women as victims

### *Parameters*

Whatever topic you choose to pursue, there are specific parameters that you will need to address in order to meet the expectations of this course.

- 1) The project should be comparative in terms of geography and chronology. For example, if you choose to examine infanticide, please address how it was adjudicated in more than one geographic location, and explain why the approaches to that crime differ from place to place. Please also choose one of the courses' transformative moments (Legal Revolution, Crusades, Black Death) and explain how that moment had an impact on legal thinking with respect to your topic.
- 2) Law was "personal" in the medieval world, meaning the law differed depending on one's religion, gender, class, and place of birth. Consequently, all projects must adopt an intersectional approach, taking these factors into account to understand how one's biology and circumstances of birth impacted the legal outcome. This requires also some thinking about the interaction among dominant and sub-cultures.

### *Argument*

No matter which mode of presentation you choose, like a proper research essay, I want you to make an argument. Do not simply regurgitate the material that you have read – think about what you have learned, how the primary source material has been interpreted, and what we still have to discover about this area of research. I am happy to talk this over with each student once you have made some good headway on the research.

### *Bibliography*

Also, regardless of which mode of presentation you choose, you will also be expected to hand in a final bibliography – this can be attached to the last slide of your PowerPoint, or handed in separately online in a Word file.

At least eight scholarly books or articles should appear in the essay's bibliography, of which two *must* be journal articles. (Indeed, with the library's restrictions right now, it might be easier to go with all articles). I do not want to see websites in your bibliography unless they reproduce primary sources in translation. Research should also comprise the examination of relevant primary source material (translated into English) – some of these might be useful to highlight as “case studies” in your blog/podcast/Zoom presentation.

Please note: JSTOR does not index most medieval and early modern journals. Because of that, it is really useless for finding materials for this course. This is also true of EBSCO. Instead, to find books and articles, please make use of the following databases available at the library:

- International Medieval Bibliography
- Bibliography of British and Irish History

Both databases have links on Carmen/Canvas.

### Final Exam

The final exam is going to be an essay. I will give you the topic one week in advance. You will need to answer one big over-arching question regarding the materials we have looked at and discussed in class over the course of the semester. This question will reflect some of the big ideas we've examined, and how legal approaches differ geographically and over time, with special attention to the three transformative moments addressed in this course.

Students will be graded on their ability to draw on a wide array of sources to make a compelling argument.

*[NOT FOR THE STUDENTS, BUT FOR THE COMMITTEE:]*

*Questions might include:*

*How did the criminal justice system uphold and reinforce hierarchies in the medieval world?*

*Which moment in time had the greatest impact on medieval legal traditions and culture: the Legal Revolution, the Crusades, or the Black Death?*

*Written law is an attempt by the majority to impose its values on society. This is especially important when it comes to the transformative moments in our course, which typically led to a tightening of legal reforms for minority populations. Can we see evidence of resistance from below?]*

### **Class Policies:**

Attendance:

- I will take attendance each at the beginning of each class. You need to be in class at that time to be marked present.
- Everyone has three freebies, that is, everyone can miss three classes over the course of the semester without any consequences. *After* the third missed class, the student will lose 3% per missed class from the total final grade. Students who miss a third of the course will not be receiving a passing grade.
- If you will be missing classes for sports, long-term illnesses, please tell me.

#### Late Work:

- Discussion posting: this is really an assignment that you cannot do late. When you miss a discussion entirely, you will be expected to do an individual reading journal for me instead. A page in length, one paragraph summary, one paragraph review.
- Book review: the book review will NOT be accepted after the book has been discussed in class, unless you are ill.
- Research project: if you need an extension, please ask for one at least two days in advance. Late projects will be penalized one full letter grade per day, unless you are ill.

#### 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 review 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>.

#### Academic Misconduct Statement:

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 project that you created for another course.
- 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](http://studentaffairs.osu.edu/resource_csc.asp)).

#### Students with Disabilities Statement:

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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

#### 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](http://ccs.osu.edu) or calling 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](http://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](http://suicidepreventionlifeline.org).

#### Title Nine Statement:

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](mailto:titleix@osu.edu)

#### Diversity Statement:

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.

#### 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.

#### Land Acknowledgement

We would like to 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. As a land grant institution, we want to honor the resiliency of these tribal

nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

## HISTORY 3232

# “Solving Crime in Medieval Europe”

## Autumn 2022 Course Schedule

### WEEK 1: HOW VIOLENT WERE THE MIDDLE AGES?

Tues., Aug. 23: introduction to the course and your discussion groups

Thurs., Aug. 25

Lecture: “A Culture of Violence?”

Reading: Daniel Lord Smail, “Violence and Predation in Late Medieval Mediterranean Europe,” *Comparative Studies in Society and History* 54.1 (2012): 7-34.

Assignment: discussion group posting

### WEEK 2: LAW & RATIONALITY

Tues., Aug. 30

Lecture: “Law and Rationality: The Legal Tradition”

Reading: Esther Cohen, “Law, Folklore and Animal Lore,” *Past and Present* 110.1 (1986): 6-37.

Assignment: discussion group posting

Thurs., Sept. 1

Lecture: “Trial by Ordeal”

Reading: Margaret Kerr, Richard Forsyth, Michael Plyley, “Cold Water and Hot Iron: Trial by Ordeal in England,” *Journal of Interdisciplinary History* 22.4 (1992): 573-95.

Assignment: discussion group posting

### WEEK 3: THE LEGAL REVOLUTION: MOMENT OF TRANSFORMATION

Tues., Sept. 6

Lecture: “The English Jury”

Reading: Daniel Klerman, “Was the Jury ever Self-Informing?,” *Southern California Law Review* 77 (2003): 123-49.

Assignment: discussion group posting

Thurs., Sept. 8

Lecture: “Why Torture?”

Reading: Edward Peters, “Queen of Proofs, Queen of Torments,” in his *Torture* (Philadelphia: University of Pennsylvania Press, 1996), 40-73.

Assignment: discussion group posting

### WEEK 4: LAW ENFORCEMENT

Tues., Sept. 13

Lecture: “Policing and Prison”



Reading: William M. Bowsky, “The Medieval Commune and Internal Violence: Police Power and Public Safety, 1287-1355,” *American Historical Review* 73.1 (1967): 1-17.

Assignment: discussion group posting

Thurs., Sept. 15

Discussion Class – come prepared to discuss

Watching: “The Last Duel”

Assignment: discussion group posting

#### WEEK 5: PUNISHMENT

Tues., Sept. 20

Lecture: “Spatial Theory and Punishment”

Reading: Elodie Lecuppre-Desjardin, “The Space of Punishment: Reflections on the Expression and Perception of Judgment and Punishment in the Cities of the Low Countries in the Late Middle Ages,” in *The Power of Space in Late Medieval and Early Modern Europe*, ed. Marc Boone and Martha Howell (Brepols, 2013), 139-51.

Assignment: discussion group posting

Thurs., Sept. 22

Lecture: “Execution and Treason”

Reading: Katherine Royer, “The Body in Parts: Reading the Execution Ritual in Late Medieval England,” *Historical Reflections* 29.2 (2003): 319-39.

Assignment: discussion group posting

#### WEEK 6: THE CHURCH AND THE LAW

Tues., Sept. 27

Lecture: “Crimes, the Clergy, and Benefit of Clergy”

Reading: Kirsi Salonen, “Killer Clergy: How did Clerics Justify Homicide in Petitions to the Apostolic Penitentiary in the Late Middle Ages?,” in *Petitions and Strategies of Persuasion in the Middle Ages*, ed. Helen Killick and Thomas Smith (CUP, 2020), 202-17.

Assignment: discussion group posting

Thurs., Sept. 29

Lecture: “The History of Sanctuary”

Reading: Shannon McSheffrey, “Sanctuary and the Legal Topography of Pre-Reformation London,” *Law & History Review* 27 (2009): 438-514.

Assignment: discussion group posting

#### WEEK 7: INVESTIGATING CRIME

Tues., Oct. 4

Lecture: “Forensics and Death Investigation”

Reading: Joanna Carraway Vitiello, “Forensic Evidence, Lay Witnesses and Medical Expertise in the Criminal Courts of Late Medieval Italy,” in *Medicine and the Law in the Middle Ages*, ed. Wendy J. Turner and Sara M. Butler (Leiden: Brill, 2014), 133-45.

Assignment: discussion group posting

Thurs., Oct. 6

Discussion Class – be prepared to discuss

Reading: Paul Doherty, *The Great Crown Jewels Robbery of 1303: The Extraordinary Story of the First Big Bank Raid in History* (2005).

Assignment: **book review due at the beginning of class**

WEEK 8: SPIRITUAL CONCERNS, SECULAR LAW

Tues., Oct. 11

Lecture: “Suicide in the Middle Ages”

Reading: Gwen Seabourne and Alice Seabourne, “The Law on Suicide in Medieval England,” *Journal of Legal History* 21 (2000): 21-48.

Assignment: discussion group posting

Thurs., Oct. 13: AUTUMN BREAK – NO CLASSES

WEEK 9: PROTECTING THE HIERARCHY

Tues., Oct. 18

Lecture: “The Medieval Hierarchy”

Reading: Maria Giuseppina Muzzarelli, “Reconciling the Privilege of a Few with the Common Good: Sumptuary Laws in Medieval and Early Modern Europe,” *Journal of Medieval and Early Modern Studies* 39.3 (2009): 597-617.

Assignment: discussion group posting

Thurs., Oct. 20

Lecture: “Gendering the Law”

Reading: Trevor Dean, “Theft and Gender in Late Medieval Bologna,” *Gender and History* 20.2 (2008): 399-415.

Assignment: discussion group posting

WEEK 10: THE JEWS AFTER THE CRUSADES: THE CRIMINAL PERSPECTIVE

Tues., Oct. 25

Lecture: “Judaism and Imagined Crimes”

Reading: François Soyer, “Jews and the Child Murder Libel in the Medieval Iberian Peninsula: European Trends and Iberian Peculiarities,” *Journal of Medieval Iberian Studies* 13.3 (2021): 309-30.

Assignment: discussion group posting; **topic + preliminary bibliography for research project**

Thurs., Oct. 27

Lecture:

Reading: Andreas Lehnertz and Birgit Wiedl, “How to Get out of Prison: Imprisoned Jews and their *Hafturfehden* from the Medieval and Early Modern Holy Roman Empire (Fourteenth through Sixteenth Centuries,” in *Incarceration and Slavery in the Middle Ages and the Early Modern Era*, ed. Albrecht Classen (Lexington Books, 2021), 361-414.

Assignment: discussion group posting

## WEEK 11: RESISTING THE LAW: ESCAPING JUSTICE

Tues., Nov. 1

Lecture: “Royal Pardons”Reading: Cynthia J. Neville, “Royal Mercy in Later Medieval Scotland,” *Florilegium* 29 (2012): 1-31.Assignment: discussion group posting

Thurs., Nov. 3

Lecture: “Liberation miracles”Reading: Iona McCleery, “Escaping Justice? The Politics of Liberation Miracles in Late Medieval Portugal,” in *A Companion to Medieval Miracle Collections*, ed. Sari Katajala-Peltomaa (Brill, 2021), 249-73.Assignment: discussion group posting

## WEEK 12: AFTER THE BLACK DEATH: SEX CRIMES

Tues., Nov. 8:

Lecture: “Prostitution”Reading: Eleanor Janega, “Suspect Women: Prostitution, Reputation, and Gossip in Fourteenth-Century Prague,” in *Same Bodies, Different Women: “Other” Women in the Middle Ages and the Early Modern Period*, ed. Christopher Mielke, et al. (Trivent, 2019), 40-69.Assignment: discussion group posting

Thurs., Nov. 10:

Lecture: “Adultery and the Law”Reading: Valentin Groebner, “Losing Face, Saving Face: Noses and Honour in the Late Medieval Town,” *History Workshop Journal* 40.1 (1995): 1-15Assignment: discussion group posting

## WEEK 13: NEW CRIMES IN THE WAKE OF THE BLACK DEATH

Tues., Nov. 15

Lecture: “The Criminalization of Abortion”Reading: Sara M. Butler, “Abortion by Assault: Violence against Pregnant Women in Thirteenth- and Fourteenth-century England.” *Journal of Women’s History* 17.4 (2005): 9-31.Assignment: discussion group posting; + **plan for research project**

Thurs., Nov. 17

Lecture: “The Criminalization of Sodomy”Reading: Ruth Mazo Karras, “The Regulation of ‘Sodomy’ in the Latin East and West,” *Speculum* 95.4 (2020): 969-86.Assignment: discussion group posting

## WEEK 14: RESEARCH WEEK

Tues., Nov. 22: Please work on your research projects independently. I will be available the entire day if you would like to come meet with me to discuss your project.

24: THANKSGIVING – NO CLASSES

WEEK 15: LAW & JUSTICE AT THE END OF THE MIDDLE AGES

Tues., Nov. 29

Lecture: “Criminal Gangs and the Gentry”

Reading: Gloria Harris, “Organised Crime in Fourteenth-Century Essex: Hugh de Badewe, Essex Soldier and Gang Member,” in *The Fighting Essex Soldier: Recruitment, War and Society in the Fourteenth Century*, ed. Christopher Thornton, et al. (U of Hertfordshire Press, 2017), 65-77.

Assignment: discussion group posting; + **research project due**

Thurs., Dec. 1

Reading: Claude Gauvard, “Fear of Crime in Late Medieval France,” in Barbara A. Hanawalt and David Wallace, eds, *Medieval Crime and Social Control* (Minneapolis: University of Minnesota Press, 1999), 1-48.

Assignment: discussion group posting

Tues., Dec. 6: WRAP-UP

Fri., Dec. 9, 8:00 to 9:45 a.m.: Final Exam

# GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Course: History 3232 “Solving Crime in Medieval Europe”

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

---

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

*HISTORY 3232: Solving Crime in Medieval Europe*

---

This course focuses on the problem of crime in medieval society, how it was defined by authorities, often in ways that benefited certain classes of people, the growth of structures to address it, how ideas of crime fit in with larger understandings of governmental power and spiritual authority, and how fear of crime was used to corral people into "appropriate behaviors." The Legal Revolution that grew out of the Twelfth-Century Renaissance, in which ancient Roman law began to be adopted across the Continent, will be our starting point and have us asking questions that are still relevant today, such as: what is the purpose of punishment? How do laws shape identity and reinforce power relationships?

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
--	--

<p><b>ELO 1.1</b> Engage in critical and logical thinking.</p>	<p>The students will work on critical and logical thinking through:</p> <p><u>lectures</u> that introduce big ideas (are we becoming less or more violent as a species? What is the relationship between justice and governing institutions? Should we punish crimes, or people? That is, should a punishment reflect the rank, gender, and place of origin of the offender, or should it reflect the nature of the crime?)</p> <p><u>discussions in class</u> will advance our understanding of those ideas</p> <p><u>readings</u> will present studies in miniature of these ideas</p> <p><u>discussion posts</u> will have students examine those readings, and discuss them in a small group setting in preparation for class discussion</p> <p><u>book review</u> and <u>research project</u> are the two larger writing assignments that will give students an opportunity to demonstrate their critical and logical thinking by the way that they chose to approach their subject material.</p>
<p><b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>In addition to everything detailed in ELO 1.1, students will also put together a <u>research project</u> in which they will model the kind of questioning that we have been working on over the course of the semester. The end product will be a 20-minute Zoom presentation or podcast, in which students will construct a logical argument, asking a relevant historical question, about a specific element of medieval crime or law.</p> <p>For example: a student might write a paper on the subject of “sanctuary” which will require the student to think more deeply about questions such as: what is the relationship between the church and state? What role does God play in justice? How should mercy be built into the fabric of justice? Does everyone need to be punished according to the letter of the law? What role should the community play in the supervision of justice? And, we don’t have sanctuary now – what has come to replace it in modern Western justice?</p> <p>The <u>book review</u> will also give students an opportunity to think deeply about medieval conceptions of crime (in this case, theft) and medieval perceptions of it, including what was the scale of criminality? Was theft worse than homicide, and why?</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students are required to do <u>discussion posts</u> on each reading. These are "guided discussion posts" -- that is, I include a list of 3-4 questions to help them realize how that specific reading adds to our greater understanding of the subject at hand. In order to respond to these questions, students must identify the reading's thesis, summarize its arguments and use of sources. In the final exam, students will write an essay responding to one of the overarching themes of the course, in which they will need to address the historiography (i.e. different historical approaches) and their implications.</p>

<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Reflection comes in three main formats for students:</p> <ol style="list-style-type: none"> <li>1) <u>Discussion posts</u>: These posts provide students an opportunity for casual reflection, without the fear of being penalized for being wrong, on a variety of subjects. They (hopefully) will receive feedback from their peers within their smaller discussion groups (limited to 7 people in total); but they will also receive individual feedback from me on a weekly basis. These posts give them an opportunity to put together ideas that they have learned over the course of the semester, and to tie in our learning with modern events and controversies.</li> <li>2) <u>Book Review</u>: In order to critique another author, a student has to think carefully about how the author has approached a subject, and how the student thinks the author <i>should have</i> approached the subject.</li> <li>3) <u>Research projects</u>: The research projects are an opportunity for creative expression. Students choose their own topics, and choose their mode of presentation. This project gives them an opportunity to decide how to approach the subject (after having had this modeled for them each week in lecture and in readings), what kinds of questions to ask, and to select evidence to build an effective argument. Of course, students will be given guidance. The research project will be completed in stages, with students receiving feedback on first a topic &amp; a preliminary bibliography, then also on the research plan/outline.</li> </ol>
---	--

## Goals and ELOs unique to Traditions, Cultures, & Transformations

---

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

**GOAL 4:** Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
<p><b>ELO 3.1</b> Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p>Law does not exist in a vacuum. It is a product of cultural values and it can be used to police those values. The medieval West was a highly Catholic world, and those values infiltrated and shaped medieval law. We will discuss this with specific topics (criminal clergymen, benefit of clergy, sanctuary, sexual mores) that we will investigate through <u>specialized readings</u> (including the <u>book for review</u>) and accompanying <u>lectures</u>. Students will be tested on their knowledge of this through <u>discussion posts</u> and the <u>final exam</u>.</p> <p>Many of these issues are historical in nature, but they have implications for contemporary perceptions. For example, this</p>

	<p>class will be examining the late medieval criminalization of both abortion and sodomy, two “hot-button” topics today, with the goal of highlighting how both of these subjects were defined in distinctly medieval ways that have little bearing on modern definitions, how modern interest groups have presented misleading histories of these topics, and how despite the codification of laws against both abortion and sodomy, neither were in fact policed with any rigor in the medieval setting.</p>
<p><b>ELO 3.2</b> Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>The Legal Revolution of the 12<sup>th</sup> century caused a major upheaval in legal regimes across Europe, as most European kingdoms and states chose to adopt ancient Roman law in place of, or alongside, their existing law codes. England was the one exception, and yet, common law also radically reformed according to the example and logic of Roman law. This change led to major shifts in laws of evidence: where God was once the deciding force in trial by ordeal, Roman law saw him replaced by juries, witness depositions, expert opinions, and learned judges, as well as the reinvigoration of torture and torture practices. All of this laid the foundation for Western law as we know it today.</p> <p>The impact of the Legal Revolution will be examined through the choice of topics for <u>lectures</u> and <u>readings</u> (including the <u>book for review</u>) that we examine (i.e. trial by ordeal, advent of the jury, torture, forensic medicine, etc). For each of these topics, students will reflect through <u>discussion posts</u> and <u>class discussion</u>. The impact of this advancement will also front and center on the <u>final exam</u>.</p>
<p><b>ELO 3.3</b> Examine the interactions among dominant and sub-cultures.</p>	<p>Until relatively recently, “equality” of peoples was not an ideal, indeed, it was not even a concept. The medieval West believed that hierarchy was natural, that it was ordained by God, and that the law needed to defend that hierarchy. Not only were laws created to reinforce that hierarchy, but punishment was defined by one’s rank, gender, and place of birth.</p> <p>Examining this “difference” is one of the central themes of the course. We will accomplish this goal through the topics for <u>lectures</u> and <u>readings</u>: we will be focusing specifically on class, gender, religious difference (specifically interaction between the Christian majority and the Jewish and Muslim minorities), religious nonconformity (when it comes to heretical belief), and sexual nonconformity. Students will reflect upon this through <u>discussion posts</u> and <u>class discussion</u>. This will also appear on the <u>final exam</u>.</p>
<p><b>ELO 3.4</b> Explore changes and continuities over time within a culture or society.</p>	<p>Although this course is taught in a thematic organization, the course material spans the period 1200 to 1500. This will give us an opportunity to see change particularly in the forms of the impact of the 12<sup>th</sup>-century Legal Revolution, but also dramatic changes in religious interrelationships as a result of the Crusades (1096 to 1254) and in class relationships wrought by the Black Death (mid-14<sup>th</sup> century). All of these changes had a legal manifestation. The first 3 weeks of the course will focus on changes as a result of the Legal Revolution. Weeks 9 and 10 will focus on the impact of the Crusades. And Weeks 12, 13 and 15 will focus on the blow-out of the Black Death.</p> <p>Continuity with the present era is also going to be a topic for</p>



	<p>discussion. Much of the West’s modern judicial system was created in the period under examination. Comparisons between then and now, what is similar, what is different, is going to be a constant element of our discussion.</p> <p>Topics for <u>lectures</u> and <u>readings</u> have been specifically chosen to address both change and continuity. Differences between the Middle Ages and today is always a favorite for <u>discussion posts</u> and <u>class discussions</u> with students.</p> <p>Students are also encouraged to take a comparative approach with their <u>research projects</u> . For example, the last time I taught the course, a student did a podcast on the only medieval serial killer (Gilles de Rais) in comparison with a 20<sup>th</sup> century serial killer from Ohio. The goal was to try to understand whether serial killing was primarily a modern phenomenon, and if so, why? But also then to explain what made Gilles de Rais so “modern”.</p>
<p><b>ELO 4.1</b> Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>This course is “European” in scope – and yet, that involves many different kingdoms and states with very different institutions and cultures. While students will not become experts on any of these legal systems in particular, we will work hard to stress the continuities between the systems, as well as their differences, and why those differences exist.</p> <p>For example: in England, crimes went for judgment before juries of local elites who arrived in court expected to be self-informing, that is, to know what had happened in the case, and how he was going to vote – information that he had to acquire through his own self-investigation. In Venice, an official appointed by the state named the <i>podesta</i> distributed cases to local judges who hired investigators to take witness depositions and to solicit expert testimony from physicians, before then sifting through the evidence to come up with a decision on their own. Why the difference in approach? These are the kinds of differences that we will need to investigate.</p> <p>This will be addressed chiefly through <u>lectures</u> and <u>readings</u>.</p>
<p><b>ELO 4.2</b> Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<p>Some of this has already been addressed in ELO 3.3. I should note that “race” in the medieval setting was not conceived as relating to skin color. Medieval Christians saw Jews and Muslims as other “races” of people.</p> <p>When it comes to how marginal groups were treated by medieval Western courts of law, this will be discussed in a number of different ways.</p> <p>For example, when it comes to the Jews, I have specifically chosen <u>readings</u> on the subjects of the blood libel (ritual murder allegations in which Jews were thought to kidnap young Christian boys, circumcise them, then crucify them and use their blood to cook Passover Matzah) and protection imprisonment (during pogroms, Jews were put in prison to keep them alive, but then they could only be released from prison, providing they promised not to press charges against their persecutors). In addition, <u>lectures</u> will also address host desecration (Jews were thought to steal hosts and stab them, forcing them to bleed, in a</p>

reenactment of the Christian passion), and well-poisoning allegations. Where did any of these crazy Christian beliefs come from, and why do they persist into the 20<sup>th</sup> century? We will discuss where these beliefs come from (Christian doctrine), how they evolved over time, what circumstances accelerated these beliefs (especially the Crusades), and how it led to a growing contraction of Jewish space in medieval Christendom.

The research project will also give students an opportunity to explore topics of this nature in greater depth. In the past, I have discovered the most popular topics seem to be inter-religious relationships (particularly the relationship between Jews and Christians and the law, or Muslims and Christians and the law) as well as women and their place in medieval law.

This will also be on the final exam, as it is simply not possible to law and its impact without thinking about who those people are to be impacted.