



**ART HISTORY 399**  
**MEDIEVAL MONSTERS, FALL 2017**  
**A FULLY ONLINE CLASS, PORTLAND STATE UNIVERSITY**  
**PROF. ANNE McCLANAN**

This class looks at visual and literary medieval representations of monsters such as griffins, gargoyles, and unicorns to better understand key concepts about the “natural” world. What defines a monster now and in the past? What is the relationship between monsters in medieval texts and those in art? How are “monsters” constitutive of the medieval in the popular imagination?

**Questions about the course?**

*\*If you have any questions about course content*, please feel free to contact me (Professor Anne McClanan) at [anne@pdx.edu](mailto:anne@pdx.edu) , mentioning our course by name or number in your email.

My weekly online drop-in office hours: Every **Monday from 11:30am-1pm** I will have Google Hangout open and am available to meet if I’m not working with another student. Anyone can send me a Hangout meeting invitation during this time, and if available I’ll accept the invitation and we can talk about whatever concerns you. These online drop-in office hours work well for quick questions, but if you have something that might require a more substantive conversation, just email me to schedule an online appointment time, I’m always happy to discuss matters related to the class as well as help with general art history advising.

Drop-in advising sessions: throughout the term, I will have several sessions when I'm available for drop-in advising in the library, more details will be in the unit sections in course content (first is on Oct. 11th).

*\*If you have a question about the weekly unit analysis*, contact Jessica Fonvergne, [jfon2@pdx.edu](mailto:jfon2@pdx.edu)

Jessica is a graduate student in English, and is available to meet with you online or in-person to help with drafts of your Unit Analysis assignments, or give additional writing support.

*\*If you have a question that a peer might be able to address*, please post it to the class discussion section of our D2L site. Because that section of the site is for communication amongst students, I only look at it occasionally so it's not a good idea to post questions for the professor there.

*\*If you have a technical question about using D2L*, please check out these resources:

<http://www.pdx.edu/oit/online-class-support>

and if you can't find an answer there, contact the OIT Help Desk, 503-725-HELP

### *Grades and Assignments*

This class offers a range of ways to demonstrate your learning. Note that the assignments below equal over 100 points and we will have a standard grading scale (a 90 to get an A-, an 80 a B-, etc), so that you have some flexibility in which assignments you undertake. For example, if you do a community outreach assignment, you might not need to do all of the unit analyses to reach your target grade.

8 Written Unit Analyses	<b>48 points</b>
6 possible points each, 3 pt max. for initial post, 2 pt max. for peer responses, 1 pt max. for revision	

Research Project (note that there are several different kinds of research projects you can do, but all have the same assessment schema)

Orientation	2 points
Preliminary Bibliography	4 points
Full draft	7 points
Peer Feedback on Full Drafts	2 points
Final version (must turn in draft to earn credit for final version)	20 points
Total percentage value of research paper related assignments	<b>35 points</b>

Community Outreach Assignments	<b>10 points max.</b>
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Final Exam	<b>25 points</b>
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## *Textbook*

Our textbook is available for sale or rental from the PSU Bookstore as well as the usual online sources:

*Beowulf*, trans. Seamus Heaney

## COURSE SCHEDULE

NB: Below is just an overview, so it's important to ground your learning experience in the Content section of our course D2L site where in each unit the subject is introduced, giving links to all of the assignments and resources.

### *Unit 1: Monstrous Beginnings*

#### *Read*

Alixé Bovey, *Medieval Monsters: from the mystical to the demonic*, British Library site

Lisa Verner, Introduction, *The Epistemology of the Monstrous in the Middle Ages*

Wengrow, *The Origins of Monsters*, Introduction and Chapter Two

#### Primary Source:

Sir John of Mandeville, Chapters 22, 29 (Project Gutenberg)

#### *Watch*

Kiki Karaglou, *Monsters*, Metropolitan Museum Video

#### *Analyze*

Unit 1 Analysis Essay, due Oct. 3rd

### *Unit 2: The Medieval Bestiary*

#### *Read*

T.H. White (translator), *The Book of Beasts*, pp. 7-99

#### *Watch*

British Library, *Medieval Bestiary* (Vimeo)

Elisabeth Fairman, Yale University, *Helmingham Herbal and Bestiary* (Youtube)

#### *Explore*

Digital version of the Aberdeen Bestiary, and read about its digitization in *Hyperallergic* article by Claire Voon

#### *Research*

Research Orientation due Oct. 10

#### *Analyze*

Unit 2 Analysis Essay, due Oct. 10

NB: Peer feedback on prior unit's analysis assignment due one week after original post throughout the quarter

### *Unit 3: Unicorns in Bestiaries and Beyond*

#### *Read*

Unicorn entry, *Medieval Bestiary Website*

Adolfo Cavallo, "The Unicorn: What it was and when it thrived," pp 19-27 Metropolitan Museum online publication

Anna Contadini, "A Bestiary Tale: Text and Image of the Unicorn in the Kitāb na't al-hayawān" *Watch*

Barbara Boehm, The Search for the Unicorn, Video (Metropolitan Museum Youtube Channel)

Naomi Speakman, How to Catch a Unicorn, Video (British Museum Youtube Channel)

*Research*

Topic Statement and Preliminary Bibliography

*Analyze*

Unit 3 Analysis Essay, all due Oct. 17

*Unit 4: Imperial Monsters, Meet the Griffins of Byzantium*

*Read*

Anne McClanan, Illustrious Monsters essay

Primary Source:

Isidore of Seville, *Etymologies*, entry on griffins

*Listen*

Anne McClanan, Online overview on griffins and other monsters in the Great Palace mosaics, Istanbul

*Explore*

*Byzantium 1200* Reconstruction of Palace Courtyard

*Analyze*

Unit 4 Analysis Essay, due Oct. 24th

*Unit 5: Beowulf vs His Monstrous Adversaries (Two-week unit)*

*Read*

Beowulf, trans. Seamus Heaney

*Listen*

In Our Time, Beowulf Podcast

Optional Listening:

Seamus Heaney reading his translation (Youtube)

Beowulf vs. Grendel read in Old English (Youtube)

*Analyze*

Unit 5 Analysis Assignment Part 1, due Oct. 31 (both Parts 1 and 2 have the full number of unit analysis possible points to earn)

Unit 5 Analysis Assignment Part 2, due Nov. 7

*Unit 6: Monsters of Modernity (Two-Week Unit)*

*Read*

Michael Camille, *The gargoyles of Notre-Dame : medievalism and the monsters of modernity*, Chicago: University of Chicago Press 2009, eBook accessible through the PSU Library site

*Research*

Full Draft of Research Project, due Nov. 14

*Analyze*

Unit 6 Analysis Assignment, due Nov. 21

*Unit 7: Reconsidering the Monstrous*

*Read*

Based on your interests and goals for this class, choose a learning pathway on our D2L site including:

Jeffery Jerome Cohen, "Monster Culture (Seven Theses)"

Pamela Gravestock, "Did Imaginary Animals Exist?"

Herbert Kessler, "Christ the Magic Dragon"

Barbara Palmer, "The Inhabitants of Hell"

Katharine Park & Lorraine J. Daston, "Wonders of Art, Wonders of Nature"

Dan Sperber, "Why are Perfect Animals, Hybrids, and Monsters Food for Symbolic Thought?"

Michael Uebel, "Unthinking the Monster: Twelfth-Century Responses to Saracen Alterity"

Rudolf Wittkower, "Marvels of the East: A Study in the History of Monsters"

*Research*

Peer feedback on research project full drafts

*Analyze*

Unit 7 Analysis Assignment, all due Nov. 28

*Wrapping Up*

Community Engagement Projects, due Dec. 5

Final version of research projects, due Dec. 5

Final Exam, taken on Dec. 8

Comprehensive knowledge assessment, taken during any three-hour period of that day

## Additional Information

### *Access and Inclusion for Students with Disabilities*

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, [drc@pdx.edu](mailto:drc@pdx.edu), <http://www.pdx.edu/drc>.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the [Fire and Life Safety webpage](http://www.pdx.edu/environmental-health-safety/fire-and-life-safety) (<http://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

### *Affirmative Action*

Portland State University supports equal opportunity for all, regardless of age, color, disability, marital status, national origin, race, religion or creed, sex or gender, sexual or gender identity, sexual orientation, veteran status, or any other basis in law.

### *Academic Honesty*

Academic honesty is expected and required of students enrolled in this course. Suspected academic dishonesty in this course will be handled according to the procedures set out in the PSU Student Code of Conduct.

### *Late Policy*

One grade will be deducted for every day a discussion post or research-related assignment is late. The quizzes, final exam, and extra credit can't be taken late.

### *Title IX*

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. We expect a culture of professionalism and mutual

respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the [Office of Equity and Compliance](#) or the [Office of the Dean of Student Life](#).

Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can find [a list](#) of those individuals. For more information about Title IX please complete the required student module [Creating a Safe Campus](#) in your D2L.