I decided not to have the students purchase Graff and Birkenstein. Rather, I have use the book to help me think through what skills I want the students to pick up and to create a more coherent sequence of assignments with those goals in mind.

- Summer assignment: five-page paper on *The Martyrdom of Perpetua and Felicitas*: This paper was intended to introduce students to the challenges of primary source analysis. They wrote on one scene in the text, a scene that is no more than a page in length. I read three versions of the paper and they revised each time. They also were required to go to the writing center with one draft. Skills: close analysis of primary sources; introduce “on the one hand” / “on the other hand” usage. Proposing options and drawing conclusions about the most viable. Introduce footnotes and proper citation.

- Art Institute informal writing assignment: reinforce skills in *Perpetua* paper. Propose various possibilities for how to interpret art evidence about the Virgin Mary and its wider significance. Make an argument for the most methodologically sound approach.

- Library assignment one: *The Acts of Thecla*. With librarian, discuss reliable websites. Find online version of the text. Then, use library catalog and J-STOR to find printed versions of the text plus articles/books about the text. Create brief (10 item) annotated bibliography. Introduce idea of historiography.

- Library assignment two: Jerome, Letter 22, to Eustochium. Using J-STOR, they did a sort of scavenger hunt. See attached. The idea is to begin to understand historiography, and why we do “they say/I say” along the lines in Graff and Birkenstein, cc. 2 and 4.

- Five-page paper on early medieval women. Introduce idea of selecting sources and finding an argument to make about them (within limits). Introduce Graff’s rules on quotation (c. 3). Paper must follow a “they say/I say” format, debating possible views of the sources.

- Book review of Bynum, *Holy Feast and Holy Fast*. Reinforce Graff and Birkenstein’s rules about quoting (c. 3) and introduce the idea that a reviewer must cover the author’s argument AND the historiography the author is responding to (they say/I say).

- Final project on medieval women’s letters. Put it all together! First, choose sources from online database of women’s letters. Find historiography and create annotated bibliography (due Nov 20). Make an argument. Engage historiography. Engage methodology. Cite appropriately. Introduce the problem of the “so what” question (Graff and Birkenstein, c. 7).
FIYS 134: Women in Medieval Christianity
Library Session Two: Monday 14 September
Historiography

Librarian Carmen Ifkovits will introduce you to specific rules about plagiarism and academic honesty. She will lead us through some exercises to help determine what is and is not plagiarism.

The second library assignment you must complete builds on the first one: you will be using J-STOR again. In this case, I want you to use J-STOR to find articles that use and/or discuss Jerome’s letter to Eustochium (which you will be reading for Friday). Use “Jerome” and “Eustochium” as your search terms, and limit your results to articles in history and religion journals.

Once you have a list of results (should be about 70), take this list of names:

Peter R.L. Brown
Virginia Burrus
Elizabeth Castelli
Elizabeth A. Clark
Anne Yarbrough

Each of these five scholars either has an article on the list of results that pops up, OR is cited in an article by another of these scholars, OR both. You will not have to go past the first page of the results list, but you may have to look at more than one article by a given author to complete this assignment.

The tradition of history-writing on a topic is called historiography. You will use works by these five scholars to begin to understand the historiography on female asceticism.

**First**, find SEVEN links between the scholars above. This could include places where one quotes another, places where one appears in another’s footnotes, etc. For each link, give the citation (in proper Chicago style) where the link is found, and a one-sentence description of the nature of the link (such as, “Elizabeth Castelli refers to Elizabeth Clark’s article in footnote 4”). Be sure that your seven links cover all five scholars (that is, each of these scholars must be mentioned at least once in your list).

**Second**, find the place that Anne Yarbrough refers to Peter Brown. Then use the library’s “Find Journals” resource to find the Brown article to which she refers. Write one paragraph in which you summarize the ways in which Yarbrough benefits from Brown’s work and deviates from it (much of this will come from Yarbrough’s discussion of Brown, but you should also look at Brown’s article itself). Finally, how does Yarbrough use Jerome’s letter to Eustochium?