

ENGLISH 4000: #MEDIEVALSDIDITFIRST

Fall 2019 * T/Th 5:30-6:45 * Pafford 102

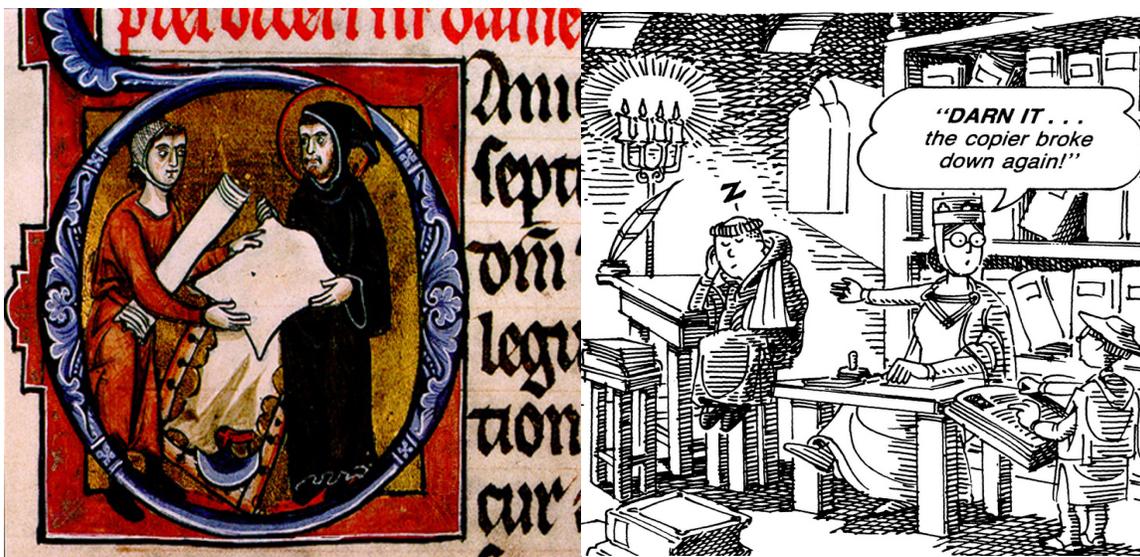
Dr. Leah Haught

Office: TLC 2226

Office Hours: T: 3-5; Th: 3-5; or online/in person by appointment

Office Phone: 678-839-2242

Email: lhaught@westga.edu



Course Description

Vikings? Check. Chivalry? For sure. Perilous travels abroad? You bet. Fart jokes? But of course. Welcome to medieval Britain! In this course we will read widely in the diverse genres, subjects, and linguistic traditions associated with the roughly thousand-year period of literary history commonly referred to as the Middle Ages. More specifically, we will consider the broader social and cultural implications of the period's status as a "middle" age by paying careful attention to what, if anything, the texts characterized as "medieval" have in common with each other as well as with literatures of other eras, including our own.

Fair warning: some of the texts we will read deal with the harsh realities past injustices, such as war, religious persecution, and sexual assault, which can quite be difficult to read about. If you need to take a break while reading, that is perfectly okay, as is talking to someone—me, a UWG counselor, or trusted friend—about why you find a particular topic especially difficult to process. Please see the "UWG Cares" section below for more information about the services available to you as a member of the UWG community.

Required Texts and Instructional Resources

The Broadview Anthology of British Literature: The Medieval Period (Vol. 1). Ed. Joseph Black, et al. 3rd ed. (9781554812028)

Supplementary readings are available online or via CourseDen

Course Objectives and Learning Outcomes

The English Department has a commitment to writing instruction and revision in all of our classes. According to the English Program Learning Outcomes, students in this course will be able to:

- Understand and assess the traditions, conventions, and contexts associated with the study of the English language and its literatures within the Middle Ages.
- Apply critical thinking skills to the analysis, synthesis, and evaluation of information and ideas from diverse oral, written, and/or visual sources.
- Conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English Studies as a discipline.

Assignments

Fuller descriptions of all of your formal assignments and study guides for your exams will be posted to CourseDen.

- *Daily Participation* (15%): You are expected to not only do the assigned readings, but also to come to class prepared to discuss said readings. This does not mean that you have to have everything “figured out” ahead of time; questions and clarifications are perfectly reasonable ways to contribute to class discussions, though you need to make an effort to share your opinions and insights too if you want higher than a “C” in this component of your grade. Challenge yourself to talk at least once a week if not once a class. To that end, you should take notes while reading, bring those notes to class, and come prepared to take notes during class discussions. If I get the sense that you are not reading, I will incorporate reading quizzes into this component of your grade. I will post your participation grade twice: around midterm and at the end of the semester. [L.O. 1-2]
- *Middle English Recitation* (5%): You will be responsible for preparing and reading a passage of around 25-30 lines from one of the texts we read in Middle English. You can either record yourself reading or come to read during my office hours, whichever is easiest and most comfortable for you. We will discuss the variety of online resources available to assist you in this endeavor during the first few weeks of class, and will also practice reading Middle English aloud together at several points during the semester. [L.O. 1]
- *Analytical Paper* (20%): A 4 to 5 page paper focusing on the close, analytical reading of a text or texts from the first half of the semester. I will give you a list of suggested topics. Alternatively, you may adapt one these or propose a topic of your own in consultation with me. [L.O. 1-3]
- *Getting Medieval Presentation* (15%): Working with a group of your peers, you will design a thirty-minute presentation on one of the topics outlined by the reading schedule below. Your primary goal is to shed additional light on the texts and themes that we have been discussing as a class by explicating their historical contexts as well as their connections to the present in more detail. [L.O. 1-3]
- *My Medieval Miscellany* (5%): In a small notebook dedicated to this purpose and this purpose alone, you will copy passages from texts we read that speak to directly as a reader. You should also respond to those passages, by underlining words or phrases, writing in the margins around the passage itself, and writing a few sentences after it in which you reflect on the passages significance to you at the time of reading. I will collect these at several points in the semester to check your progress; your grade will be determined at the end of the

semester, when you turn in your completed miscellany and flag the two insertions—one from each half of the semester—that you are most proud of and want me to base the majority of your grade upon. [L.O. 1-2]

- *Term Paper* (30%): A 7 to 8 page research paper about a well-constructed subject related to the course topic and chosen in consultation with me. As part of this assignment, you will submit a proposal and annotated bibliography for your paper, which is worth 5% of the overall grade. [L.O. 1-3]
- *Final Exam* (10%): A writing intensive exam covering class readings, discussions, and mini-lectures. [L.O. 1-3]

Grading and Revision Policies

Grades are based on student performance on each assignment. Simply turning in every assignment does not guarantee that you will receive the grade you want on those assignments, nor does earning a “good” grade on one assignment guarantee that you will earn a similar grade on the next assignment. The grading scale and standards I use are detailed in the “Grading Scale and Guidelines for Formal Assignments” document on CourseDen. Generally speaking, however, they follow a two point scale in which a 98 is an A+, a 96 an A+/A, a 94 an A, a 92 an A/A-, a 90 an A-, and so on.

I do not offer extra credit for this class. I do accept revisions of analytical papers *if you meet with me* to discuss your plans for revision *within a week* of me handing the graded paper back to you. You should come to this meeting with your *revision plan/goals typed up or written out*. We will settle on a due date for your revision during our meeting. Revised papers do not necessarily earn higher grades, but I do guarantee that your grade will not drop in any way should you decide to attempt a revision. If you are revising a paper that was penalized for plagiarism, your old grade and your new grade will be averaged to determine the final grade that you will receive. You are welcome to revise late work, but the late penalties associated with the first assignment are also applicable to your revision.

Schedule of Homework and Assignments

The work listed below is due on the date on which it is listed. This schedule is a general plan for the course and might be modified as the semester progresses to meet course objectives or address the needs of the class. Most (if not all) of the changes made will be in consultation with the class as a whole. I will announce any changes made in class before sending out a revised syllabus. It is your responsibility to check CourseDen and your email regularly to ensure you are up to date on all class announcements, etc. All readings labeled “e-reserve” can be found in the “E-reserve” folder on the content section of our CourseDen site.

Week One: Introductions

Aug. 15	Course overview: establishing expectations. Historical overview: defining medieval. <i>Email me your top three choices for Getting Medieval by midnight on Friday, 8/16</i>
---------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Week Two: Anglo-Saxon Community—Heroic and Christian Ideals

Aug. 20	Anglo-Saxon Britain and Old English: Christian Eternity. <i>Homework due:</i> “The Medieval Period” (xxxiii-xlvi—stop at “After the Norman Conquest”—and lxxv—start at “Language and Prosody”—to end); Bede, from <i>Ecclesiastical History of the English People</i> ; Exeter Book Elegies; “The Dream of the Rood”
Aug. 22	Heroic immortality. <i>Homework due:</i> “The Battle of Maldon”; “Battle of Brunanburg”; “The Story of Cynewulf and Cyneheard” (“B” from the Anglo-Saxon Chronicle); “Judith”

Week Three: Britain’s Continental Past

Aug. 27	Epic origin stories. <i>Homework due:</i> <i>Beowulf</i> (to page 93—stop before section 27)
Aug. 29	Getting Medieval: Pagan and Christian worldviews Old English as a cultural phenomenon, or giving Latin a run for its money. <i>Homework due:</i> Finish <i>Beowulf</i>

Week Four: From Anglo-Saxon to Anglo-Norman (or the French Arrive!)

Sept. 3	Anglo-Norman Britain. <i>Homework due:</i> “The Medieval Period” (xlvi-lx—skip “Wales, Scotland, Ireland” and stop at “Cultural Expression in the Fourteenth Century”); Geoffrey of Monmouth, the <i>History of the Kings of Britain</i> ; Wace, <i>Roman de Brut</i> (e-reserve); Layamon, <i>Brut</i> (e-reserve); Thomas of England, <i>Le Roman de Tristran</i> (e-reserve); Marie de France, “Bisclavret,” “Lanval,” and “Chevrefoil”
Sept. 5	Adapting and translating French. Introduce Analytical Paper. <i>Homework due:</i> “Sir Orfeo” First Miscellany Check

Week Five: Week Five: The Rise of Middle English and the Birth of Romance

Sept. 10	English values abroad. <i>Homework due:</i> <i>King of Tars</i> (https://d.lib.rochester.edu/teams/text/chandler-the-king-of-tars)
Sept. 12	The Matter of England. <i>Homework due:</i> <i>Athelston</i> (https://d.lib.rochester.edu/teams/text/salisbury-athelston)

Week Six: From Folk Hero to Chivalric Knight

Sept. 17	Formulaic style and thematic variety. <i>Homework due:</i> “The Medieval Period” lx-lxiii (stop at “Fifteenth-Century Transitions”); <i>Sir Gawain and the Green Knight</i> Fitts One and Two
Sept. 19	Getting Medieval: Differing Approaches to Romance <i>Homework due:</i> finish <i>Sir Gawain and the Green Knight</i>

Week Seven: The Layperson Speaks

Sept. 24	Writing Workshop: articulating and developing an argument. Bring a copy of your draft to class.
Sept. 26	Female voices. <i>Homework due:</i> Kempe, <i>The Book of Margery Kempe</i> (Proem, Preface, chapters 1-3, 11, 51-55 and 86); Norwich, <i>A Revelation of Love</i> (chapters 1-3, 5, 7, 11, 50-51, and 86) Analytical Papers due by midnight tomorrow (9/27).

Week Eight: The Layperson Speaks Cont'd

Oct. 1	Male voices. <i>Homework due:</i> Langland, <i>Piers Plowman</i> Prologue (Broadview) and excerpts from Passus 5 (e-reserve “Langland, <i>Piers Plowman</i> 3”); Gower, lines 1-288 from Book 1 of <i>Confessio Amantis</i> (e-reserve: “Vol. 1 Gower Contexts,” pp. 8-12; read introduction on pp. 1-3 too)
Oct. 3	No class: Fall Break

Week Nine: Traveling in England

Oct. 8	Getting Medieval: social interaction/social order. The father of English literature? <i>Homework due:</i> General Prologue to <i>Canterbury Tales</i> ; and The Miller’s Prologue and Tale Last day to withdraw with a “W” is tomorrow
Oct. 10	Non-normative identities. <i>Homework due:</i> Chaucer, The Pardoner’s Prologue and Tale Second Miscellany Check

Week Ten: Traveling in England, Cont'd

Oct. 15	Getting Medieval: misogyny and the feminine voice <i>Homework due:</i> Chaucer, The Wife of Bath’s Prologue and Tale
Oct. 17	Unfinished or unfinishable? <i>Homework due:</i> Chaucer, The Prioress’s Prologue and Tale; Chaucer’s Retraction

Week Eleven: Traveling Outside of England

Oct. 22	Crossing the borders of time and space. <i>Homework due:</i> <i>The Travels of John Mandeville</i> ; Margery Kempe in Jerusalem (e-reserve)
Oct. 24	No class: Undergraduate Research Conference

Week Twelve: Celtic Borderlands

Oct. 29	Welsh perspectives. Introduce Term Paper Requirements. <i>Homework due:</i> “Medieval Period” (liv-lv—stop at “The Thirteenth Century”); <i>Y Goddoddin</i> ; First and Second Branches of the <i>Mabinogi</i>
Oct. 31	Scottish and Irish perspectives. <i>Homework due:</i> Early Irish Lyrics; “Cúchulainn’s Boyhood Deeds” (e-reserve); Henryson, “Prolog,” “Taill of the Cok and the Jasp” and “Taill of the Lyoun and the Mous” from <i>Morall Fabillis</i> (e-reserve: “Robert Henryson” supplement, pp. 1-15)

Week Thirteen: Performing Continuity

Nov. 5	Performing Belief. <i>Homework due:</i> <i>Mankind</i>
Nov. 7	Getting Medieval: the sacred and the profane York “The Crucifixion”; Wakefield <i>Second Shepherds’ Play</i> Last day to complete Middle English recitations is today by midnight.

Week Fourteen: The End of an Era

Nov. 12	Civil War and Political Nostalgia. <i>Homework due:</i> “The Medieval Period” lxiii-lxv—stop at “Language and Prosody”; Malory, <i>Morte Darthur</i> (Book 8); Caxton’s Preface (<i>Morte</i> in Context)
---------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Nov. 14	Workshop: working with sources <i>Term Paper Proposals and Annotated Bibliographies due by midnight tomorrow (11/15).</i>
---------	-------------------------------------------------------------------------------------------------------------------------------------

Week Fifteen: Term Papers

Nov. 19	Workshop: TBD by class.
Nov. 21	Workshop: revising vs. editing (and why both are important!) <i>Finished Miscellany Due</i>

Week Sixteen: Thanksgiving Break

Nov. 26	No class
Nov. 28	No class

Week Sixteen: Conclusions

Dec. 3	Peer review of Term Papers; <i>bring printed copy of draft to class</i>
Dec. 5	Final Exam review and Course Evaluations <i>Term Paper due by midnight on Monday, 12/9</i>

Final Exam: Tuesday, 12/10 from 5-7

Course Policies and Expectations of Students

Attendance

You are expected to attend class daily and be on time. I take roll by asking the class a specific “attendance question”; if you show up after I am done with roll you will be considered late. You may miss three classes with no questions asked. For each additional absence beyond the first three your final grade will drop by two percentage points (so a final grade of 86 would become an 82 after five absences, etc.). Three late arrivals count as one absence. Leaving class early without permission also counts as an absence, as does showing up more than twenty minutes late. If you are asked to leave class for any reason, that too will count as an absence. Should you miss a class at any point in the semester, it is your responsibility to talk to your peers to figure out what you missed. In-class work cannot be made up except for cases of documented emergency and missing multiple in-class discussions will negatively impact your participation grade. If something outside of your control is impacting your ability to attend class regularly, please come and talk to me **before** your grade suffers due to attendance alone.

Deadlines and Submitting Assignments

All of your work is due on the days and times indicated by the above schedule. You will submit your work electronically via CourseDen (or email if there happens to be server trouble). Your grade will drop by two grade scales (four points) for every day that it is late, including weekends, and I will not accept work that is over a week late. If you are going to be absent the day that something is due, it remains your responsibility to make sure that your work is turned in on time. Failure to do so will result in your grade dropping. If you are having trouble with an assignment, come and talk to me **well ahead** of that assignment’s due date; I do not grant last minute extensions for assignments nor can I be of much help the night before an assignment is due. I am, however, happy to do

everything in my power to help you produce work that you are proud of, including granting extensions that are requested in a reasonable timeframe ahead of that assignment's due date.

It is your responsibility to regularly back up your work and to ensure that the submitted product is formatted correctly. "My computer ate my file" and "I thought I submitted that file" are not accepted excuses for late work, so I strongly suggest you save your work to a USB drive regularly, back your work up on Google Drive or Dropbox, and double check that *all* of your submissions to CourseDen go through as planned. If you have questions or concerns about CourseDen, you should contact the Distance Learning office at <http://uwgonline.westga.edu/>.

Academic Honesty

The act of plagiarism—claiming someone else's ideas, language, images, or other original materials as your own without giving full credit to your source—is a serious offense. As members of an academic community, it is important that we engage in responsible and honest communication with one another. Plagiarism, whether accidental or intentional, will result in a failing grade for the assignment in question and will, as a result, negatively impact your overall grade. Repeat offenders will fail the course and might be subjected to additional action by the University.

If you are unclear about how to cite a source, ask me *before* you turn your work in. Sources you should consult before talking to me include:

- The English department's website:
<http://www.westga.edu/%7Eengdept/Plagiarism/index.html>
- The Writing Center's site: <https://www.westga.edu/academics/coah/writing>
- The research and citation section of Purdue's online writing lab:
https://owl.purdue.edu/owl/purdue_owl.html

Submitting someone else's work as your own, resubmitting your own work done for another class, or collaborating with peers on individual assignments are also forms of academic dishonesty that will result in failing grades for the assignment.

Classroom Etiquette

Since everyone is expected to participate in class, it is important that you all feel comfortable doing so. Some of the content we will be discussing involves topics or perspectives with which you might not agree or feel wholly comfortable, and that is okay. Differing viewpoints are welcome in class discussions; however, disrespectful comments against specific individuals or groups will not be tolerated under any circumstances. In the event that such a statement is made, the speaker will be asked to leave class immediately and will be marked absent for the day. Disagreeing with someone is one thing, disrespecting or attacking him or her is another—do not do it. On a related note, it is disrespectful to both me and your fellow classmates to let your cell phones ring during our time together, so please turn off your phones before class. Other portable electronics should, likewise, be turned off during class unless you are given permission to use them for a specific purpose. If I see you text messaging, emailing, checking facebook, or doing work for another class, I will ask you to leave and mark you as absent.

Additional Support

I am happy to meet with you outside of class to discuss readings, your progress on specific assignments, or any other questions/concerns you might have about what is going on in my class or your life in general. I will be in my office during the office hours listed at the top of this syllabus. On the occasion that I need to reschedule office hours, you will be given as much advanced notice about these changes as possible. If you are unable to come to office hours, let me know and we'll figure out another time to meet that is convenient for us both. I am also happy to answer specific questions over email and will do so as quickly as I can. That said, please don't panic if you don't hear from me right away, especially if you send your email at, say, midnight. If, however, I haven't responded in 36 hours, feel free to send a follow up email.

The University Writing Center is another excellent resource that I encourage you to take advantage of as all writing benefits from multiple sets of eyes; indeed, professional writers workshop their pieces all of the time. You may go to the Writing Center at any stage in your writing process for any class. For more information or to make an appointment, call 678-839-6513, visit TLC 1201, or email them at writing@westga.edu. The Center for Academic Success (CAS) provides many programs, including peer tutoring for Core classes, to help all students succeed academically. For more information or to make an appointment, call 678-839-6280, visit UCC 200, or email them at cas@westga.edu.

University Policies

Student Rights/Responsibilities

Please carefully review the following Common Language for all university course syllabi at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. It contains important material pertaining to university policies and responsibilities. Because these statements are updated as federal, state, university and accreditation standards change, you should review the information each semester.

Accessibility Services

UWG adheres to the American with Disabilities Act (ADA), which requires that accommodations be made to make programs accessible for people with disabilities. If you are a student with a disability, please make sure to register at the Accessibility Services Office and provide me with a copy of your Accommodation Request as soon as possible. The Accessibility Services Office is located at 123 Row Hall. You may call them at 678-839-6428 or visit their website at <http://www.westga.edu/counseling/4486.php>.

UWG Cares

College can sometimes feel stressful. Please know that everyone at UWG is committed to supporting you to the best of our abilities; we've been in your shoes. If at any point during the semester you or someone you know starts to feel overwhelmed, I'd encourage you to call the Counseling Center (it's free and anything you discuss can remain confidential) at 678-839-6428 or visit them in Row Hall 123 from 8-5, Mon-Fri. If you need to contact a patient's advocate, call 678-839-0641 or 678-839-5338 (also confidential). For basic health concerns, call Health Services at 678-839-6452.

If you need me to help you find a particular support service or walk with you to an office, I am happy to do that; you need to know, however, that ***I am legally obligated to report any incident of***

sexual assault as a violation of Title IX (please see the following site for more information about Title IX and your reporting options: <https://www.westga.edu/hr/title-nine.php>).

If you are worried about someone who does not seem to want to ask for help, visit <http://www.westga.edu/uwgcares/> to file an anonymous report on that person. In case of emergency, call the UWG police at 678-839-6000. Don't be afraid to call national help lines, like the national suicide prevention lifeline at 800-273-8255 or the national sexual assault hotline at 800-656-4673 if need be, either.