

**Carleton University
Early Summer 2022
Department of English**

ENGL 2301A: *Literature and Cultures 500-1500*

Prerequisites: Second-year standing or permission of the department.

Preclusions: ENGL 2300 (no longer offered)

Tuesdays and Thursdays 11:30-2:30

Location: Tory Building 236

Format: In-person

Instructor: Kaitlin Griggs

Email: *kaitlingriggs@cmail.carleton.ca*

Office: TBD

Phone: TBD

Office Hours: By appointment

Course description:

ENGL2301 introduces students to a wide range of medieval literature from 500-1500 AD, focusing on some of the more surprising texts to challenge assumptions about this period. This course seeks to interrupt the narrative of continual progression and improvement of humanity through history, by identifying the ways that medieval thinkers posed and responded to complex problems and concepts and reflecting on how we use literature to do the same. Course material is chosen to reflect the multilingualism, intertextuality and diverse range of genres which demonstrate the broad scope of knowledge presented in Old English and Middle English literature. Global connections and influences as well as historical and social contexts are also considered as key factors in our understanding and interpretation of medieval texts generally.

Progress through the course reading list is thematic rather than chronological in order to encourage students to think critically and imaginatively as they make connections between the texts and concepts covered each week. A basic introduction to the Old English and Middle English languages will be included in the course. Assignments and activities will also include a basic study of manuscript culture with emphasis on an immersive learning experience which may include the reading and replication of medieval scribal hands and other aspects of manuscript production.

Learning Outcomes:

Students in this course will:

- Read a variety of medieval texts from a wide range of genres and linguistic traditions.
- Analyze medieval negotiations of humanity versus animality, kingship and heroism, gender and authority, and the confronting of adversity from conflict to plague as these appear in medieval texts.

- Cultivate a critical and empathetic approach to considering medieval literature which seeks to understand what concerns, philosophies, and challenges we have in common with the thinkers of that historical period and how these are reflected in our present-day literature.
- Become aware of the multicultural influences present in medieval texts and how this reflected the intellectual exchange which connected England with many cultures well beyond its borders.
- Understand how the English language changed between 500-1500AD and identify the historical and cultural shifts that brought this about.
- Develop fundamental skills in recognizing, reading and pronouncing Old and Middle English as well as becoming aware of the many other languages appearing in or otherwise directly influencing literature in medieval England.

Required Texts:

- *The Broadview Anthology of British Literature: The Medieval Period* (Volume 1). Ed. Joseph Black et al. 3rd ed. Peterborough: Broadview, 2015. ISBN: 9781554812028 / 155481202X
- *The Beowulf Manuscript: Complete Texts and The Fight at Finnsburg*. Ed. R. D. Fulk. Dumbarton Oaks Medieval Library. Harvard UP, 2010. ISBN: 9780674052956/0674052951

*Books are available at Haven Books 43 Seneca Street, Ottawa, ON, K1S 4X2, (613) 730-9888: www.havenbooks.ca

Other required readings will be available from online sources

Course calendar:

Theme: Language and Learning

Thurs. May 5.

Introduction to the course.

- “Old English Rune poem”, “Ælfric’s Colloquy”, “Franks Casket Inscription”
- “Wulf and Eadwacer” -translation and meaning
- “The Owl and the Nightingale”

Theme: Animals and Monsters

Tues. May 10th- QUIZ 1

- *Beowulf*
- St Bede’s Life of Cuthbert and Ælfric’s St Martin of Tours
- Excerpts from Ælfric’s “Maccabees”

Thurs. May 12th-

- Bisclavret
- Selections from the Henryson Fables

Theme: War, Plague and Civil unrest

Tues. May 17th- QUIZ 2

- Chaucer's Pardoner's Prologue and Tale
- Letter from Ralph of Shrewsbury, from Henry Knighton
- Excerpt from Life of Edward II

Thurs. May 19th-

- Bede's *Ecclesiastical History*, Chpt XXVII
- Excerpts from the "Battle of Maldon"
- Exeter Book "The Seafarer"

Tues. My 24th- QUIZ 3

Theme: Entertainment

- "Alexander's Letter to Aristotle"
- Exeter Riddles
- Middle English Lyrics – "Summer is icumen in", "Adam Lay Ybounden"
- Mystery or Cycle Play (TBD)
- **Review**

Thurs. May 26th - MIDTERM EXAM

Theme: Kings and Heroes

Tues. May 31st- QUIZ 4

- *Judith*
- *Beowulf*
- Guthlac A and B

Thurs. June 2nd-

- *Sir Gawain and the Green Knight*
- Mabinogi (selected tale)

Theme: Women and Authority

Tues. June 7th- QUIZ 5

- Old English Life of St Mary of Egypt
- Abbess Hild of Whitby and Cædmon's Hymn (from Bede's *Ecclesiastical History*)
- *Judith*

Thurs. June 9th-

- Chaucer's Wife of Bath's Prologue and Tale
- Margery Kempe

Theme: The Scribal Experience

Tues. June 14th- Field Trip/experiential learning

Thurs June 16th-

- Review for final exam

Evaluation:Weekly Quizzes 10%

(5 quizzes worth 2% each to be held at the start of each Tuesday class. These quizzes will ask several brief questions about the readings assigned for the week. This requirement is to ensure students keep up with readings and comprehend and retain basic elements of the texts.)

Midterm exam 30%

(This evaluation tests students' learning and comprehension of the texts and concepts covered in class from the beginning of the term. Material covered includes the required readings and aspects of their historical and cultural contexts as well as some Old and Middle English comprehension.)

Experiential learning and in-class activities 10%

(This requirement is based on students' participation in and contribution to activities held in class time which may include a trips to MacOdrum Library's Book Arts lab and /or Rare Books collection.)

Final Exam 40%

(A 3-hour evaluation, this exam follows the format of the midterm but with the addition of passage identification and analysis. It will be scheduled during official examination period)

Participation 10%

(This grade will be based on students' contributions to class discussions, thoughtful engagement with course materials and completion of the required evaluations.)

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

- If you anticipate an adjustment of grades may take place, then you must include an explicit statement to this effect in your course outline.
- Examinations -- including in-class tests, take-home and formally scheduled examinations. Format (essay, multiple-choice, short-answer, other; cumulative vs. non-cumulative; etc.); how students can review their papers; % contribution towards the grade. Note that Deferred Final exams must be identical in format and coverage with the Final they replace.

N.B. Deferred finals, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. If there are minimum standards that a student must meet to be in good standing, and entitled to write a deferred final exam, these must be stipulated in the course outline.

N.B. If you intend to request e-proctoring for any online examination, this must be stipulated in the course outline.

Term work -- essays, term papers and other written work. How topics will be assigned, deadlines and how they will be handled, how papers will be returned to students, percentage contribution towards the grade. If you have a late paper policy, please state it in the outline. Note that tests, assignments, and examinations cannot be due during the Fall and Winter Breaks ([see the Faculty Teaching Regulations](#)).

- Other forms of evaluation – attendance, participation, consistent progress: how evaluated, percentage contribution towards the final grade. These subjective components need to be very clearly specified in order to avoid needless challenges and appeals.
- Article 5.2 of the undergraduate regulations and 7.5 of the graduate regulations state that the course outline must include all elements that will contribute to the cumulative grade earned and the approximate grade breakdown for the course. The elements and grade breakdown may initially be approximate, but are normally confirmed no later than the last day of registration for the term. If faculty deviate from University grading system (referenced above in Section 6 of the Faculty Teaching Regulations), the grading system that will be used must be clearly indicated and approved by the Chair/Director. If additional requirements beyond the cumulative grade earned in the course (for example, a requirement that students complete/pass certain assignments and examinations to pass the course), this should be clearly identified in the course outline.

Statement on Plagiarism

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” According to the Department examples of plagiarism include the following:

- any submission prepared in whole or in part, by someone else;
- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment,

failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

Special Information Regarding Pandemic Measures

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>