

Required Texts

The Book of Margery Kempe. Ed. Lynn Staley. Norton, 2001.
The Lais of Marie de France. Trans. Glyn S. Burgess and Keith Busby. Penguin 1986.
 Langland, William. *Piers Plowman*. Eds. Elizabeth Robertson & Stephen Shepherd. Norton, 2006.
 Malory, Sir Thomas. *Le Morte Darthur*. Ed. Helen Cooper. Oxford UP, 2008.
 Obermeier, Anita, and Gregory Castle. *Guide to Style*. 2010 (CWP).
 Osborn Bokenham. *A Legend of Holy Women*. Trans. Sheila Delany. U of Notre Dame P, 1992.
Sir Gawain and the Green Knight. Eds. Marie Borroff and Laura L. Howes. Norton, 2009.
York Mystery Plays. Ed. Beadle and King. Oxford UP, 1995.
 Class webpage: <http://www.unm.edu/~aobermei/Eng450550/index450550.html>
 Some readings are on eReserve: link on class webpage. Password = Osborn (eR)
 Hardcopy Reserve link for further research is also on class webpage.

Tentative Syllabus

(Texts to be read for the day indicated. Responses are to be handed in on the day indicated.)
 eReserve (eR); Hard Copy Reserve (R); Link on class webpage (CWP)

- T 1.21 Introduction to the Course: Historical Background: To 1066 and Beyond.
 TH 1.23 **The Norman Conquest and Its Literary Aftermath: *The Bayeux Tapestry*.**
 Bayeux Tapestry 1 and 2; Animated Version Link (CWP).
- T 1.28 *The Bayeux Tapestry* cont.
Linguistic Background: *English Goes Underground*. Middle English language exercise.
 “Middle English Overview”; “Middle English Grammar”; “Middle English Pronunciation” (CWP).
 Introduction to Middle English Literature.
- TH 1.30 “The Owl and the Nightingale” (eR); ME version on CWP.
Optional: “The Proverbs of Alfred” (eR); “Poema Morale” (eR).
Graduate Reading: Matlock, “Law and Violence in the Owl and the Nightingale” (eR).
- F 1.31 **Last day to change grade mode (LoboWeb).**
- T 2.4 Marie de France: *Lais*. **Response 1 due.**
 TH 2.6 *Lais* cont.; “Dame Sirith” ME and translation on (eR); “The Land of Cockayne” (eR),
 translation on CWP.
Graduate Reading: Fischer, “Culture, Ethnicity, and Assimilation in Anglo-Norman Britain: The Evidence from Marie de France’s *Lais*.”
- F 2.7 **Last day to drop course without a grade.**
- T 2.11 **Chivalry and Romance: *King Horn*** (CWP).
Optional Reading: Finlayson, “Definitions of Middle English Romance” (eR); “Epic Romance Handout” (CWP).
Graduate Reading: Cawsey, “Finding Saracens in Strange Places,” esp. pp. 384-87 (eR). **Response 2 due.**
- Th 2.13 *Floris and Blancheflour*, ME and translation on CWP.
Graduate Reading: Czarnowus, “Bodies Enslaved in *Aucassin et Nicolette* and *Floris and Blancheflour*” (eR).
- F 2.14 **Last day to change grade mode (Form).**

- T 2.18 *Sir Gawain and the Green Knight*, lines 1-1125. ME text and resources on CWP.
Optional: Hieatt, “*Sir Gawain: Pentangle, Luf-Lace, Numerical Structure*” (Borroff).
Response 3 due.
Graduate Reading: Nastali, “*Jessie Weston and the Green Knight*” (eR).
- Th 2.20 *Sir Gawain and the Green Knight*, lines 1126-end.
Optional: Carruthers, “*The Duke of Clarence and the Earls of March*” (Borroff).
Graduate Reading: Martin, “*Violence as Courtly Play in the World of SGGK*” (eR).
- T 2.25 *The Weddyng of Syr Gawen and Dame Ragnell* (eR), translation on CWP.
Graduate Reading: Leech, “*Feminine Usurpation of Male Authority*” (eR).
- Th 2.27 *Sir Orfeo* (CWP); *Sir Gowther* (CWP). **Response 4 due.**
Graduate Reading: Charbonneau, “*From Devil to Saint: Transformations in Sir Gowther*” (eR); Lewis, “*Visible Nobility and Aristocratic Power in Sir Orfeo*” (eR).
- T 3.4 **Margery Kempe and the Mystics:** Video Presentation: *Visions of Prophecy, Voices of Power.*
The Book of Margery Kempe (1-40 top); *The Constitutions of Thomas Arundel* (187-96); *The anchoress’s Rule* (eR).
- TH 3.6 *The Book of Margery Kempe* (41-67).
Optional and Graduate Reading: Nicholas Watson (299-301); *The Book of Saint Bride* (207-18); Lynn Staley (236-42); Hsy, “*Kissing Lepers and Same-Sex Desire*” (eR).
- T 3.11 *The Book of Margery Kempe* (78-108, 128-32; 180-84); *The Life of Marie d’Oignies* (218-22).
Optional and Graduate Reading: Karma Lochrie (243-56); Clarissa W. Atkinson (225-36); David Aers (256-63); Kathleen Ashley (264-76); Gail McMurray Gibson (276-84); Sarah Beckwith (284-87); Caroline Walker Bynum (288-98).
Response 5 due. Midterm Exam Prep.
- Th 3.13 **Midterm Exam.** Blue books are optional, but some form of paper is required.
- 3.16-23 Spring Break. No Class.
- M 3.24 **Paper 1 due at Midnight.** Email submission in .doc or .docx format.
- T 3.25 **Visionary Literature:** *The Shewings of Julian of Norwich* (eR).
Graduate Reading: Walsh, “*Universal Salvation in the Theology of Julian of Norwich*” (eR).
- Th 3.27 William Langland, *Piers Plowman*: Prologue, Passus I-III (2-53).
Optional: “*Whore of Babylon*” (372); ME Plague Responses (427-28); Statutes of Laborers and Pleading (428-30); Chaucer, “*General Prologue*” (453-62); “*Parliament of Mice and Rats*” (488); “*Summary of the Poem*” (495-502). **Response 6 due.**
Graduate Reading: Farrell, “*Problem of Piers Plowman*” (eR).
- T 4.1 *Piers Plowman*: Passus IV-VII (54-122).
Optional Reading: Kane, “*Who Is William Langland*” (12-13); Salter and Pearsall, “*Allegory and Realism*” (514-22); Hanna, “*Dating of the A, B, C Versions*” (514-22).
Graduate Reading: Barron, “*William Langland: A London Poet*” (eR).

- Th 4.3 **Saints Lives:** Osbern Bokenham, *A Legend of Holy Women: Prologue and Legends* (3-195), esp. Margaret, Anne, Faith, Agnes, Dorothy; ME version in EETS o.s. 206 (R). Graduate Reading: Horobin, “Politics, Patronage, Piety in the Works of Osbern Bokenham” (eR).
- T 4.8 Osbern Bokenham: Mary Magdalen, Katherine, Cecilia, Agatha, Elizabeth.
Graduate Reading: Spencer, “Etymology, Genealogy and Hagiographical Auctoritas in the Works of Osbern Bokenham” (eR). **Response 7 due.**
- Th 4.10 **The Arthurian Legend and Malory:** *The Alliterative Morte Arthure* (eR); Malory, *Le Morte D’Arthur*, 528-30, 3-32, 50-81.
Graduate Reading: Kelly, “Malory’s ‘Tale of King Arthur’ and the Political Geography of Fifteenth-Century England” (eR).
- Sa 4.12 **Literature Review Due at Midnight.** Email submission in .doc or .docx format.
- T 4.15 Malory 121-168, 248-59. **Response 8 due.**
Graduate Reading: Sanders, “Sir Gareth and the ‘Unfair Unknown’” (eR).
- Th 4.17 Malory 281-92, 311-50, 388-402.
Graduate Reading: Mahoney, “Malory’s Transformation of *La Queste del Saint Graal*” (eR).
- F 4.18 **Last day to withdraw without approval of college dean.**
- T 4.22 Malory 403-467.
Graduate Reading: Kaufman, “Guenevere Burning” (eR).
- Th 4.24 Malory 468-527. **Response 9 due.**
Graduate Reading: McClune, “‘The Vengeaunce of My Brethirne’: Blood Ties in Malory’s *Morte Darthur*” (eR).
- F 4.25 **Medieval Banquet.** 6 pm. Detailed invite to follow.
- T 4.29 **Medieval Drama:** Video Presentation: *From Sanctuary to Stage. The York Mystery Plays*, esp. *Fall of Man* (8-14); *The Flood* (21-32); *Joseph’s Trouble about Mary* (48-58).
Graduate Reading: Fitzgerald, “The Domestic Scene: Patriarchal Fantasies” (eR).
- Th 5.1 *The Flight into Egypt* (79-87); *The Temptation* (98-105); *Christ before Pilate* (154-74). **Response 10 due.**
Graduate Reading: Jobling, “The Pilate of the York Mystery Plays” (eR).
- T 5.6 *The Crucifixion* (211-21); *The Death of Christ* (222-36); *The Last Judgment* (267-79);
Video Presentation: *Highlights of the York Mystery Plays.*
Final Exam Review.
- Th 5.8 No class due to conference obligation of mine.
- F 5.9 **Paper 2 and Research Paper due at Midnight.** Email submission in .doc or .docx format.
- T 5.13 **Final Exam:** 12:30-2:30 in MH 210. Blue books are optional, but some form of paper is required.

Course Objectives

This course is an introductory sampling of medieval literature (and some art) produced in England and the immediate Continent between 1066 and 1500. We start this historical, linguistic, and literary enterprise with the *Bayeux Tapestry*—art with text—fighting alongside Anglo-Saxon warriors. Then we will pray with English saints, sleuth with historians, learn the art of courtly love from medieval knights and ladies, look at the nature of God with mystics, and watch biblical drama unfold. The original texts are in Latin, Anglo-Norman, and various dialects of Middle English, which we will study in modern English, in bilingual facing-page translations, and the easier ones in Middle English. The texts cover various secular and religious genres, including epic, debate, saints' lives, *fabliau*, *lais*, romance, drama, allegory, and lyrics. The goal of the course is to highlight the variety and range of texts of the Middle English period, and to place those writings in their cultural, linguistic, and historical contexts. When appropriate and available, visual and aural material will be presented both to complement the written text and to deepen the overall experience of medieval culture.

Learning Outcomes

At end of the course, students should be able:

- to understand individual texts on the syllabus and their developmental connections
- to evidence knowledge of the history of Middle English literature
- to apply modern critical theories and evaluate how applicable they are to Medieval Studies
- to conduct research using appropriate methods and tools for Medieval Studies
- to write competent analytical response and research papers
- to identify, analyze, and synthesize the acquired knowledge and skills in tests and papers
- Specifically for graduate students:
- to come up with original research questions and execute them according to the principles above

Course Policies

1. Tests and Papers: Separate instructions will be handed out for each test and paper. The final is closed book and consists of short ids, passage ids, and essay questions. I will distribute a study guide before the test. Paper instructions will be on the class website. Sample papers are on the Course website and can be accessed with your netid and password.

2. Attendance is mandatory. Since your progress in the course will depend a great deal on what we discuss in class, I expect class attendance and participation (actual contributions to the class discussion). I will pass out attendance sheets, and it is your responsibility to sign the sheets. So if the sheet passed you by, come up to the desk and sign at the end of class. Half of your participation grade is based on attendance. Every missed class will drop your participation grade 5 points. **Note:** While you are welcome to check with me on what you have missed, I do not “reteach” class periods you missed during my office hours or over email. Please consult with your fellow students for notes.

3. Undergraduate Written Responses: You are expected to write a 1-page response for each session indicated, discussing the readings for that day or since the last response. These responses should be **typed** pieces, expressing your thoughts and reactions to the text. They also help me see where an entire class might be lost, or what you are particularly interested in. In the past, I have really enjoyed reading about your thoughts; I get the feeling that I am sharing your experience. Do not be afraid to express puzzlement and unfamiliarity, or even delight and interest. I am

interested in your critical reactions to the text but do not need mere retellings of the texts you read.

If you need some guidance, analyze why you think certain characters, themes, developments, motifs, etc. are significant. What do they mean in the context and culture they are used?

4. Class Discussion and Participation: One of my teaching philosophies is student ownership of text along with critical thinking. In order to facilitate good class discussion and involvement of all students, I have devised several short individual and small group warm-up exercises trying to cull out the significance of each text. It is not enough to retell “the story,” although sometimes things might be confusing and clarification is necessary. The emphasis is on analysis.

5. Graduate Electronic Discussion Forum: The Internet discussion forum for *Middle English Heroes, Saints, and Lovers* is designed to provide an additional opportunity for scholarly exchange, especially discussion of interesting secondary material we don’t have time to treat in class. The benefit here is that your thought processes do not happen in a vacuum, as everyone receives everyone else’s responses and can respond to individual opinions, if so desired.

Format: Read the essay(s) assigned for the week, paying particular attention to content, methodology, and argument. Don’t be afraid to critique a certain approach or methodology. Then write a response—recommended minimum is one page—and distribute it to the discussion list (CRISEYDE-L@UNM.EDU). Contributions should be submitted to the list before class, if possible. You are supposed to post a response **FIVE** times per semester and reply **FIVE** times to the posts of others. You pick the five weeks in which to post and the five weeks in which to respond. You may post more often, if you wish. Your original posts are worth 15 points, your replies 5. **Undergraduates are welcome to receive the posts.**

6. Graduate Middle English Works Presentation:

Effective speaking in the public arena is a highly prized skill both in the academic and business world. You should pick a Middle English work that is **NOT** on the syllabus and that you are interested in. You then introduce the class to that work in a 15-minute presentation. If possible, relate it to material, themes, and characters on the syllabus. A one-page handout with major descriptors and/or connections might be helpful, including a works cited page. Handouts can also be distributed via email or the forum. You should be prepared to answer questions from the class as well as ask questions of the class. We will schedule these presentations throughout the term, **please email your choices to me by 2.13.2014.** For inspiration, consult <http://d.lib.rochester.edu/teams/text-online>.

7. Plagiarism: Don’t do it! For clarification, see statements #102-7 in Guide to Style.

8. The English Department affirms its commitment to the joint responsibility of instructors and students to foster and maintain a positive learning environment.

9. Equal Access: If you have a qualified disability that requires some form of accommodation to ensure your equal access to learning in this class, please see me as soon as possible so that we can work together to address your needs.

10. Cell Phones: No cell phone use or texting in this class. Turn your phones off.

11. Laptops: If you are using a laptop during class time, I require that you email me after class the notes you have taken during class.